



- 1. Roll Call (sign-in)** 3:00 pm
- 2. Public Comments on Agenda Items** 3:05 pm
- 3. Reports**
 - Academic Senate President – C. Huston
 - Educational Policy Committee – J. Bjerke - No Report
 - Personnel Policy – J. Notarangelo – No Report
 - Student Services – A. Aguilar-Kitibutr
 - CTE – J. Milligan -Report
 - Election – D. Burns-Peters - Report
 - EEO – R. Hamdy – No Report
 - Professional Development – R. Hamdy - Report
 - Curriculum Committee – M. Copeland – No Report
 - Program Review Committee – C. Jones, J. Lamore - Report
 - Accreditation and SLO Committee – C. Huston ; B. Tasaka– Report

Other Reports

 - CTA – K. Lawler - Report
 - District Assembly – B. Tasaka - Report
 - Guided Pathways – T. Simpson - Report
 - SBVC College President – D. Rodriguez - Report
- 4. Presentations**
 - 4.1 New Academic Senate Meeting Procedures p.2
 - 4.2 Quality Focus Essay – D. Humble 3:20 pm
 - 4.3 Guided Pathways SSOA – T. Simpson 3:30 pm
3:40 pm
- 5. Consent Agenda**
 - 5.1 Recommendation to approve the minutes for 12.4.19 and 1.15.20 Academic Senate Meetings p.10 3: 50 pm
 - 5.2 Recommendation from the Education Policy Committee to support BP/AP 3505 Emergency Preparedness Plan p. 26
 - 5.3 Accreditation Committee Name Change p. 48
- 6. Action Agenda** 4:00 pm
 - 6.1 Advancement in Rank – AP 7210 Academic Employees p. 49
 - 6.2 Study Abroad Faculty Lead – R. Hamdy p .53
 - 6.3 ILO to Campus Climate Survey Mapping – B. Tasaka p. 54
- 7. Information Items**
 - 7.1 ISER Daft Standard I & IV p. 55
- 8. Public Comments on Non-Agenda Items Announcements**
- 9. Adjournment**

ITEM 4.1 Presentation: Academic Senate Meeting Format and Mock Agenda 2.5.2020

Slide 1

**Brown Act, Roberts Rules,
and Senate, Oh My!**
Adapting Academic Senate Meetings and Agendas To Increase Efficiency
While Keeping Inclusivity

Slide 2

Current Practices

PROS	CONS
<ul style="list-style-type: none">• Everyone has the opportunity to speak• Last minutes changes allow for flexibility	<ul style="list-style-type: none">• Long drawn out discussions dominated by a few• No documentation to student prior to meetings

Slide 3

Roberts Rules

PROS	CONS
<ul style="list-style-type: none">• Orderly Discussion with Enforced Time Limits• Deadline for Senate Agenda Items• All documentation sent with Agenda• Formal Action on Almost Everything• Better Organization and Documentation of the Work of the Senate	<ul style="list-style-type: none">• Orderly can equal Rigid• Loss of Spontaneity• How to accommodate feedback and changes• Can Be Tedious• Who Can Argue?

Slide 4

Hybrid Proposal

- Model Senate Agenda's after the Board Book
 - All documentation provided with the Agenda
 - Addendums to the Agenda Accepted and Distributed Prior to the Meeting
 - Published Deadlines for Agenda Items, Agenda Addendums, and Agenda Announcements
- Major Items Must Be Presented (at least once) Before Action is Taken
- Presentations include open discussion and feedback
- Action Items use more formal con/pro speaker format

Slide 5

Proposed Senate Agenda Deadlines

MEETING DATE	AGENDA ITEMS & DOCUMENTS DUE by 12 Noon	AGENDA EMAILED before 3pm on	ADDENDUMS DUE by 12 Noon on
2/5/20	1/31/20	2/3/20	2/4/20
2/19/20	2/14/20	2/16/20	2/18/20
3/4/20	2/28/20	3/1/20	3/3/20
4/1/20	3/27/20	3/29/20	3/31/20
4/23/20	4/20/20	4/22/20	4/24/20
4/29/20	4/24/20	4/26/20	4/28/20
5/6/20	4/31/20	4/3/20	4/2/20

Slide 6

1. Roll Call (sign-in)	1:00 pm
2. Public Comments on Agenda Items	1:15 pm
3. Reports	
Academic Senate President – C. Huston	
Educational Policy Committee – J. Sjerne	
Personnel Policy – J. Notarangelo	
Student Services – A. Aguilar-Kibbutz	
CTE – J. Milligan	
EO – Rania Hamdy	
Professional Development – Rania Hamdy	
Curriculum Committee – M. Copeland	
Program Review Committee – C. Jones, J. Lamore	
Accreditation and SLO Committee – C. Huston	
CTA – S. Lillard	
District Assembly – B. Tanaka	
Guided Pathways – T. Simpson	
SBVC College President – D. Rodriguez	
4. Presentations	
5. Consent Agenda	
6. Action Agenda	
7. Public Comments on Non-Agenda Items	
8. Announcements	
9. Adjournment	

Slide 7

Reports

- *Committee reports would primarily be oral reports on activities.*
- *Any written reports, for instance Program Efficacy results, proposed changes to Advancement in Rank would be on consent or action agenda.*
- *Question: If a committee doesn't have any updates should they be placed on the agenda?*

Slide 8

Presentations

- *Informational items such as SSSP Report, Grants, Ed Policy changes, processes and policies proposed to Senate for adoption, District Reports (Budget/Chancellors Update)*
- *Time will be allowed for open discussion and feedback*
- *Presentation items will not be voted on at the same meeting they are presented*

Slide 9

Consent Agenda

Consent Agenda

- *Consent items are non-controversial items where it is anticipated that the item will pass unanimously without discussion*
- *Consent items will be presented in the Recommendation or Resolution format as determined by the Senate and sent out with the Senate Agenda*
- *Any consent item may be pulled for discussion and separate action*
- *Actions can be approval, disapproval, tabled for further information, referred to committee of the Senate*

Example of Consent Agenda Items

- *Recommendation to approve the minutes for 1.15.20 Academic Senate Meeting*
- *Recommendation from the Education Policy Committee to support BP/AP 3505 Emergency Preparedness*
- *Recommendation to accept the Needs Assessment Ranking from the Program Review Committee*

Action Agenda

- *An item where it is anticipated that there will be debate in favor of and against the item*
- *Debate will begin by inquiring if anyone wishes to speak against the items – if there is no one wishing to speak against the item the moves forward for action*
- *Debate will alternate between pro and con. Anyone may participate in debate. Each person has 2 minutes to speak. Debate concludes in 10 minutes or when there is no one remaining who wishes to speak against the item*

Examples of Action Agenda Items

- *Recommendation to adopt the Equivalency to the General Education Minimum Qualifications for CTE Disciplines*
- *Recommendation to approve the SBCCD Hiring Committee Handbook*
- *Recommendation to change the name of the Accreditation and SLO Committee*
- *Recommendation to forward changes to AP 7210 regarding Advancement in Rank to District Assembly to begin the approval process.*

Mock Agenda

- 1. Roll Call (sign-in)** 3:00 pm
- 2. Public Comments on Agenda Items** 3:05 pm
- 3. Reports** 3:10 pm
 - Academic Senate President – C. Huston
 - Educational Policy Committee – J. Bjerke – No Report
 - Personnel Policy – J. Notarangelo - Report
 - Student Services – A. Aguilar-Kitibutr – No Report
 - CTE – J. Milligan -No-Report
 - EEO – Rania Hamdy – No Report
 - Professional Development – Rania Hamdy - Report
 - Curriculum Committee – M. Copeland – No Report
 - Program Review Committee – C. Jones, J. Lamore - Report
 - Accreditation and SLO Committee – C. Huston - Report
- Other Reports**
 - CTA – K. Lawler
 - District Assembly – B. Tasaka
 - Guided Pathways – T. Simpson
 - SBVC College President – D. Rodriguez
- 4. Presentations** 3:25 pm
- 5. Consent Agenda** 3:35 pm
 - 5.1 Recommendation to approve the minutes for 1.15.20 Academic Senate Meeting
 - 5.2 Recommendation from the Education Policy Committee to support BP/AP 3505
Emergency Preparedness
- 6. Action Agenda**
 - 6.1 Recommendation that the Professional Development Committee develop a
Committee Chair manual
- 7. Public Comments on Non-Agenda Items**
- 8. Announcements**
- 9. Adjournment**

MOCK AGENDA ITEM

DATE: 1/31/20

TO: Academic Senate

FROM: Academic Senate Executive Committee

CONTACT: Bethany Tasaka

SUBJECT: Approval of the Minutes from 12.4.19 & 1.15.20

RECOMMENDATION

It is recommended that the Academic Senate approve the Minutes from the 12.4.19 and 1.15.20 Academic Senate Meetings.

ANALYSIS

None

Applicable 10+1 Areas

District and college governance structures, as related to faculty roles

MOCK AGENDA ITEM

DATE: 1/31/20

TO: Academic Senate

FROM: Educational Policy Committee

CONTACT: Jen Bjerke

SUBJECT: BP/AP 3505 Emergency Preparedness

RECOMMENDATION

It is recommended that the Academic Senate approve the attached draft of BP/AP 3505 Emergency Preparedness

ANALYSIS

BP/AP 3505 Emergency Preparedness was on the 1.15.20 Agenda. Senators have had two weeks to review BP/AP 3505 Emergency Preparedness and provide feedback to the Educational Policy Committee.

Faculty representatives to the SBVC Facilities and Safety Committee have had substantial input into BP/AP 3505 Emergency Preparedness

10+1 Areas

Standards or policies regarding student preparation and success

District and college governance structures, as related to faculty roles

MOCK AGENDA ITEM

DATE: 1/31/20

TO: Academic Senate

FROM: Personnel Policy Committee

CONTACT: Joe Notarangelo

SUBJECT: Establish a Faculty Committee Chair Handbook

RECOMMENDATION

It is recommended that the Academic Senate task the Professional Development Committee with creating a Faculty Leadership Handbook

ANALYSIS

Faculty who take on leadership role such as Department Chair, Grant Coordinator, Committee Chair, and Faculty Lead need guidance on campus policies and procedures, including, but not limited to Reassign Time, Temporary Part-Time Non-Teaching Agreements, Temporary Part-Time Non-Teaching Timesheets, Outcomes Assessment and Evaluation, Curriculum, Program Review, Scheduling, Budget, Adjunct Hiring Practices, Collegial Consultation and Shared Governance, Travel Forms, Oracle, Brown Act, Meeting Agenda's and Minutes.

10+1 Areas

District and college governance structures, as related to faculty roles

Policies for faculty professional development activities

DATE: 1/31/20

TO: Academic Senate

FROM: Academic Senate Executive Committee

CONTACT: Bethany Tasaka

SUBJECT: Approval of the Minutes from 12.4.19 & 1.15.20

RECOMMENDATION

It is recommended that the Academic Senate approve the Minutes from the 12.4.19 and 1.15.20 Academic Senate Meetings.

ANALYSIS

None

Applicable 10+1 Areas

District and college governance structures, as related to faculty roles

SBVC Academic Senate

Meeting Minutes

December 4, 2019

AD/SS 207 3:00 – 4:30 P.M.

Topic	Discussion	Action
1. Call to Order and Roll Call	<ul style="list-style-type: none"> • Meeting called to order at 3:05 p.m. by C. Huston [President] • Roll call via sign-in sheet [see attachment: AS Documents, Sign-in Sheet]. 	
2. Public Comments	<ul style="list-style-type: none"> • None. 	
3. Senate President's Report C. Huston	<ul style="list-style-type: none"> • [see attachment: AS Documents, AS President's Report] • Yesterday I got confirmation that the .2 reassign time can be redirected to update the website. I needed to beef it up so it's the website, organizing DropBox files, and establishing clear documentation for practices so that the new president. I want to throw it out there. The .2 reassign is for spring only. It will be decided at the Executive meeting on 12/11/19. Interested faculty should contact me by 12/10/19. <ul style="list-style-type: none"> ○ B. Tasaka: You don't need to know coding or anything like that. ○ C. Huston: Right, it's just OU Campus. J. Brady will come teach you how to do it. • I would like to recognize P. Ferri-Milligan. She's done years of excellence and will be stepping down at the end of the semester. Thanks to C. Jones and J. Lamore who are teaming up to take Program Review for the spring semester. • EDCT and Professional Development Center (PDC). On the back of the President's Report, I have some snapshots from a website M. Copeland told me about. It was kind of a concerning website about online courses that people could take at San Bernardino Community College. I wanted to point out the middle picture here is an Excel 2016 class; it's 72 hours and they charge \$324. They can take a credit class for a lot less than \$324 and a non-credit class for free. The bottom one is a listing for an instructor for mathematics who would not be qualified to teach noncredit on our campus. There were some concerns here. I'd like everyone to take a look over their break and mark anything that looks concerning so we can address it when we come back in January. I had a parking lot conversation with B. Baron. He said he didn't think they offered those classes anymore, but to bring him a list of what bothers us, and he'll take it down. Please look over during the break. It'll be a big topic for us in the spring. We'll get started right away. <ul style="list-style-type: none"> ○ M. Worsley: When we were looking at the website in Curriculum, we brought up classes like Spanish. That's not on this list. ○ C. Huston: This is a different list, that's from EDCT. That's the last 2 pages. They have EDCT and PDC. This one purports to be offered by PDC. ○ M. Worsley: My point is too, that ambiguity like Bilingual Leadership Skills, sounds like it might be equivalent to a Spanish class here. • C. Huston: Yeah. Some of it, sure, it's just one-off stuff we don't offer. But others, we have a non-credit certificate for computer skills and you can do it for free. It's branded Community College District. So it lends to the belief that 	

Topic	Discussion	Action
3. Senate President's Report , continued C. Huston	<p>it's from a community college. Please look it over.</p> <ul style="list-style-type: none"> • There's also future topics we'll discuss when we return. • Congratulations to Dr. D. Humble for successfully defending her dissertation. [applause] The school is doing all the paperwork to officially confer her Ph.D. 	
4. Committee Reports	<p>a. Ed. Policy [J. Bjerke]</p> <ul style="list-style-type: none"> • No report. <p>b. Personnel Policy [J. Notarangelo]</p> <ul style="list-style-type: none"> • We received last week some proposed changes for AP 7210 which deals with the naming of professors and tenure-track faculty, and the advancement in rank process. [Crafton] made some changes to the language. This is just the report, it's not the formal recommendation. I can answer questions at the end because there are a lot of details to AP 7210 that I won't be covering in the interest of time. • Much of what Crafton Hills is proposing is right in line with what we were talking about. It's about naming full-time faculty and the idea of advancement in rank. Some of the substantive changes that both committees agree with were to change the name of "instructor" as an authorized title and give the title of "assistant professor" to all tenure-track faculty. Those assistant professors would become associate professors upon tenure. Then after three years they can apply for full professor and with a favorable recommendation from the advancement in rank committee would be conferred the title "professor." So we'd be dropping one step, "instructor." • We would also add language that both campuses would honor titles if faculty transfer between campuses. We want to make that clear. • We had one substantive difference from Crafton Hills. Our committee would recommend that those who apply for the full professor rank show continued growth in the current three criteria, to use the slang that would be service to department, service to campus, and service to community. Right now Crafton is suggesting you only show professional development in two of those three. I don't know why we would want to confer the rank of professor to someone who didn't show continued growth and professional development in their department. I'm sure these can be worked out. • Now we had a lot of small changes due to language and wordsmithing. We don't need to go into too much detail here. • The only other change I believe was that they kept "professor emeritus" but they didn't put a minimum time. So in the current language we were concerned that people could only get "professor emeritus" before they're even tenured. So we were thinking of a minimum year. • I believe that our feedback will go to their committee. We'll probably schedule some time in early 2020 for the Academic Senate to go over AB 7210 to bring to the full group. <p>c. Student Services [A. Aguilar-Kitibutr]</p> <ul style="list-style-type: none"> • No report. <p>d. CTE [J. Milligan]</p> <ul style="list-style-type: none"> • There's stuff going on with the building. There was also an exciting thing: the Aeronautics program had a plane donation the other day. They had to close down a street and hoist it over the fence to get it in. That was fun to see. It was a needed addition to the program. • There was a user group meeting about two weeks ago. It was not productive with S. Stark and the architects. I know D. Humble is working to get us a meeting with the executive team for Welding and Aeronautics. 	

Topic	Discussion	Action
<p>4. Committee Reports, continued</p>	<p>e. EEO [R. Hamdy]</p> <ul style="list-style-type: none"> No report. <p>f. Professional Development [R. Hamdy]</p> <ul style="list-style-type: none"> C. Huston: R. Hamdy wasn't able to be here today. I'm sure everyone received the email from the President's Office about Opening Day. I know R. Hamdy is planning a really good Flex Day on January 9. She'll send out info. <p>g. Elections [D. Burns-Peters]</p> <ul style="list-style-type: none"> No report. <p>h. Curriculum [M. Copeland]</p> <ul style="list-style-type: none"> No report. <p>i. Program Review [C. Jones]</p> <ul style="list-style-type: none"> We finished ranking for faculty, budget, equipment, and classified. Technology still isn't ranked because it goes through the Technology Committee. P. Ferri-Milligan said she'll email out the efficacy cycles soon. [see attachment] <p>j. Accreditation & SLOs [C. Huston]</p> <ul style="list-style-type: none"> We had our first forum for accreditation on Standard I yesterday. We determined that 12:00 p.m. on a Tuesday is not a good time. Rather than another forum next week that would probably also be poorly attended, we decided to postpone our next meeting to January. We have a brochure that will be available on Opening Day. 	
<p>5. Additional Reports</p>	<p>a. SBCCD-CTA [A. Avelar]</p> <ul style="list-style-type: none"> I talked to S. Wilson. She said the negotiations update was emailed out. I believe there's a parade involvement if you want to participate for I think Yucaipa, Redlands, and San Bernardino. Respond to her email. <ul style="list-style-type: none"> B. Tasaka: M. McLaren sent out an email and J. Cervantes sent out an email. <p>b. District Assembly [C. Huston]</p> <ul style="list-style-type: none"> We pulled AP 7210 on academic employees, both senate presidents did that, because we're working on advancement in rank. That way it only goes through once. I also wanted to make sure that CTA reads it to make sure that everything is going the way it should. There was a question from HR. We've been doing the committee screening handbook and there's been a request for screening for hiring adjuncts. She asked if we want those hiring practices in the AP. Think about it. <ul style="list-style-type: none"> A. Avelar: This wouldn't be a best practice, it would be guidelines, right? C. Huston: Well if it's in the AP it's guidelines. Right now hiring adjunct hiring is inconsistent. I would kind of like to see it in the AP, but give it some thought. An emergency response plan was a big topic. We meet again in February. We'll have a lot of time to look this over before we go back to District Assembly. <p>c. Guided Pathways [T. Simpson]</p> <ul style="list-style-type: none"> We're working on the website. We're also working on the mapping done with the scheduling tool. We're making our plans for spring so we can have some focus groups with students and faculty to make sure everyone stays engaged. Our meetings will still be on Tuesdays. We're looking at making sure our work aligns with the statewide goals this year. The goals for spring are: <ul style="list-style-type: none"> Strengthen the local implementation of Guided Pathways liaisons so that everyone knows exactly who to go to so senates aren't bombarded with information 	

Topic	Discussion	Action
5. Additional Reports, continued	<ul style="list-style-type: none"> ○ Defining the roles of counselors, faculty professionals, and faculty advisors because some colleges use all those. Thankfully we don't. ○ Supporting faculty in data literacy and coaching. ● Our campus will be hosing the chancellor's office retreat in January 16. ● We'll also be hosting the ASCCC Guided Pathways Leads. 	
6. Consent Agenda	a. Minutes <ul style="list-style-type: none"> ● 11/20/19 <ul style="list-style-type: none"> ○ Motion 1 	Motion 1: Move to approve the consent agenda. Motion passes 1 st : J. Herrera 2 nd : D. Martin Discussion: None [see attachments: Voting Record]
7. Old Business	a. Campus Committees [C. Huston] <ul style="list-style-type: none"> ● R. Hamdy has been working on the FAQs and best practices for committee assignment. She said she sent out the information to the senate. I haven't had a chance to see the updated version. It was sent out yesterday. ● The idea here was based on J. Lamore's practice when he was a senator for going out and getting people on committees. It's more of an outline of how division senators should approach working with your faculty in your division to make sure committees who require minimum participation are actually filled and ways to ensure that one committee doesn't have too many representatives from one division. There's a sample email. You want to put in the date you want them to get it back to you. These are the kind of things that the person with the .2 will get to work on next year so we have guidelines for the future. We want to look at these and adopt them either separately or together. <ul style="list-style-type: none"> ○ J. Notarangelo: To speak for Arts & Humanities, we've had a good level of success without an inordinate amount of conflict. It makes sense. It's polite & collegial. ○ C. Huston: We also did the committee FAQs. <ul style="list-style-type: none"> ▪ Motion 2 b. By-Laws: 300's [C. Huston] <ul style="list-style-type: none"> ● We already approved this language, but M. Copeland wanted us to put it in the by-laws for her committee. In order to do that, we need a motion, a second, and a vote. <ul style="list-style-type: none"> ○ Motion 3 c. CTE Minimum Qualifications Toolkit [C. Huston] <ul style="list-style-type: none"> ● This is from the last meeting, did you get a chance to look at it? The basic premise is it's a Strong Workforce recommendation to try to find a way to create larger pools of CTE faculty to choose from. There was a work group led by ASCCC, Instruction Office, HR, and the chancellor's office. They focused on the GE prep for the depth and breadth. We have some really highly qualified people, but either they lack enough units or the college units they have don't reflect the depth and breadth of a degree. ● I sent this out to each area. They have examples like in order to be a flight instructor you have to understand Newton's Law of Motion. 	Motion 2: Move to approve the FAQs and best practices. Motion passes 1 st : D. Smith 2 nd : D. Martin Discussion: Friendly correction that a comma is needed. [see attachments: Voting Record] Motion 3: Move to include the language in the by-laws. Motion passes 1 st : J. Notarangelo 2 nd : D. Burns-Peters Discussion: None [see attachments: Voting Record]

Topic	Discussion	Action
<p>7. Old Business, continued</p>	<ul style="list-style-type: none"> ● If we want to try to adopt the toolkit, we need to take a couple of steps. First, we need to decide that we want to pursue it. We've had a recommendation from the statewide senate encouraging us to adopt these. Our CTE committee chair reviewed it with CTE faculty and they're in favor. We have to work with Crafton's senate. We need a list of which programs will use this toolkit because not all areas may want to. For example, Library Science falls under CTE, but I doubt we'll want to hire people without an AA. <ul style="list-style-type: none"> ○ J. Buchannan: I didn't see anything that said it was more of a guideline other than the words "toolkit." It was kind of confusing. ○ D. Burns-Peters: My understanding is, in equivalency right now the way that CTE works is we'll have someone come in with two types of master mechanic credentials. We have little to no leeway to make a judgement call about their qualifications. But on the back side we know to get a master level certification in mechanics in any category and to do it twice over, they clearly have the skillset. So, I see this toolkit as allowing the equivalency committee a little more flexibility to make those considerations. ○ J. Milligan: It's really a lengthy document. It provides recommendations to HR about portfolios. If you go through the whole document it's said it's a recommendation, but it's with the expectation that we develop our own process. ○ C. Huston: Yeah, our English department might want to include a writing sample as part of the equivalency process so a candidate can demonstrate mastery of the language. ○ J. Notarangelo: That's the thing, it seemed quite reasonable but I would really want someone from CTE to see if it's appropriate from them. Do you need a writing sample? I don't need it. I would take direction on adopting it from people who it would affect directly. ○ C. Huston: That's why we need to know what kind of portfolio we're looking for. You can't really hire somebody who doesn't demonstrate depth and breadth. So they'll have to demonstrate proficiency in English, and if they haven't taken our equivalency of English 101, how can they establish their competency in depth and breadth? Maybe they wrote a training journal or published in a journal. ○ T. Allen: As far as CTE courses, I would think others would be a better judge than me. I couldn't tell you the first thing about welding. ○ C. Huston: That's the thing. They can produce something else to show they have experience in the humanities. ○ T. Allen: I'm just afraid this will ice out a lot of people. ○ C. Huston: Right now, we're already icing out 70 – 80% of the candidates. ○ D. Burns-Peters: It's important to know that this doesn't decide that they're hired. It just decides that they can be screened. I think J. Notarangelo is right we're going to have to fall to CTE folks to see what they mean by certain certificates and qualifications. If a person has a certificate and only 30 people in the state have it, to me that's a big deal. We need CTE people to validate that. If we can have an idea of what other options would be other than just a cover letter or resume to show they have a skill set. ○ C. Huston: I'm not comfortable with just the senate adopting this for everyone across campus. This needs to get vetted across campus. ○ A. Pave: You asked specifically to look at the social sciences. Some of these are written in, I don't want to say awkward language, but I wouldn't accept this in any shape or form. If a chef or culinary artist works with very ethnic foods, and applies an understanding of foods and cultures. It says a culinary artist must apply global cultures and ○ 	

Topic	Discussion	Action
7. Old Business, continued	<p>religions to interact with positively with cultures. If you serve food, you don't know the first thing about world religions. I would not accept this from my standpoint. It's disconcerting.</p> <ul style="list-style-type: none"> ○ C. Huston: Would you be comfortable taking it back to faculty in your division and finding something you could accept? ○ A. Pave: What is actually required? I'm not going to say someone can't teach culinary arts just because they didn't take a religion class. ○ C. Huston: They do have to show that they've had some knowledge of the social sciences. ○ A. Avelar: Maybe take a step back. To be hired at a community college you need at least an Associate's degree and experience, depending on the field. In my area, Chemistry, for example, you would need at least a Master's degree. We wouldn't even look at someone who doesn't have a Master's degree. For CTE there isn't a Master's degree, but there might be a Master Welder certification. I think it's important to say we wouldn't consider this equivalent to a religion class. It's a discussion to have with our CTE colleagues. ○ J. Notarangelo: If we're looking for equivalencies, in English it's a 7 – 8 page paper in MLA format with several sources and college-level writing. On one hand it's easy when I go that way, but that's a steep hill to climb. ○ D. Burns-Peters: For example, we've had people come from Aeronautics who wrote an entire manual handbook. It's good solid work. ○ J. Notarangelo: So it does sound like it's a good idea to bring it to the English department. ○ T. Allen: That speaks to what J. Milligan said about submitting a portfolio of their work. I would think it carries far more weight that they have the actual experience than what classes they took. ○ C. Huston: This is what we're working with. Line 1312 in AP 7210. For areas where a Master's degree is not required: Six years of documented experience and 60 undergraduate units. We're looking at depth and breadth. We're looking for ways we can be inclusive by having their work or job certifications or private universities/schools count for something. Is there some penultimate degree that denotes eminence? We have to turn down 80% of equivalencies for CTE because we can't show depth, breadth, and rigor. ○ D. Burns-Peters: And we don't have guidelines to tell that person what we're really looking from you so we can make a valid decision. ○ C. Huston: This is really just trying to address so we look at depth and breadth in a different way. ○ A. Avelar: J. Notarangelo had a good comment. It's looking instead that coursework was completed, that they're able to show performance, that they can write at a certain level. ○ C. Huston: If we want faculty to write program review. If we're going to move forward, and I hope we do, we'll need to make sure English is okay with that. ○ J. Notarangelo: Now I'm understanding that they're pretty straightforward guidelines. ○ C. Huston: We're trying to get more direction for what could be equivalent to depth and breadth in an AA. ○ J. Mulligan: It's a recommendation in the toolkit that HR can give a list to the possible candidate of what we would accept. Then you can say, come back with this developed. ○ C. Huston: We would have to pull that information together. We'll have to agree with Crafton as well because this will go into the AP. We want them hiring faculty based on the same equivalencies. It's going to be a long process, but we can do it next semester. ○ C. Jones: Is that the suggestion? A writing sample to make sure they can write even though they teach diesel? ○ C. Huston: We can ask for that. 	

Topic	Discussion	Action
7. Old Business, continued	<ul style="list-style-type: none"> ○ J. Herrera: Require or request? ○ C. Huston: We can put it on a list of ways they can demonstrate what we want. Let's try to move forward with this. J. Milligan, I know it's the end of the year, but can you talk to your faculty and see who would want to opt-in? Those of you with CTE in your divisions, that would be math because computers would fall into this category. Child development. If we can get a list together. We can get a list of penultimate credentials. We'll start working there. ○ A. Avelar: A good example of what wouldn't work is nursing. ○ C. Huston: Yes, but their teachers have to have a Master's. We're only addressing areas where you don't need a Master's. This is for disciplines where a Master's is not available or required. You can get the minimum quals list off the CCCCO website or maybe the ASCCC website. Google CCCCO office and minimum quals. You should be able to find it. We'll need to talk about who will be on these committees to make these decisions. 	
8. New Business	<ul style="list-style-type: none"> ● None 	
9. SBVC President's Report [D. Humble]	<ul style="list-style-type: none"> ● D. Humble: There are 2 very important dates coming up: <ul style="list-style-type: none"> ○ Next Thursday is the President's Holiday Gathering and Gift Basket Extravaganza from 11 – 1 p.m. ○ Saturday the 14th is the day of service for the college. We gather folks and go out into the community and distribute bags. There will be 5000 available. In each bag will be a schedule of classes for spring. If you're around on Saturday and want to go with us, we're out in the community until the bags are gone. ● On Friday the 6th at the faculty chair meeting we'll be handing out the new scheduling tool with the rollover for summer and fall. 	
10. Announcements	<ul style="list-style-type: none"> ● MESA: Next week Wednesday 4 - 5 pm. We'll talk about what it takes to get into the Psych Tech program and mental health. All are welcome; you don't have to be MESA. ● D. Burns-Peters: <i>The Miser</i> is happening this weekend. The theater arts play. Thursday is dress rehearsal and Friday/Saturday/Sunday are the performances. Some of you may have a complementary ticket in your mailbox. ● A. Avelar: I have a question because I found out today, it sounds like we lost our DSPS director to Crafton. Who do we contact if we need information? <ul style="list-style-type: none"> ○ H. Johnson: Contact Michelle Crawford. 	
11. Adjournment	<ul style="list-style-type: none"> ● Meeting adjourned at 4:11 p.m. ● Next meeting: January 15, 2019, at 3:00 p.m. in AD/SS 207. 	

SBVC Academic Senate

Meeting Minutes

January 15, 2020

AD/SS 207 3:00 – 4:30 P.M.

Topic	Discussion	Action
1. Call to Order and Roll Call	<ul style="list-style-type: none"> • Meeting called to order at 3:04 p.m. by C. Huston [President] • Roll call via sign-in sheet [see attachment: AS Documents, Sign-in Sheet]. 	
2. Public Comments	<ul style="list-style-type: none"> • None. 	
3. Senate President's Report C. Huston	<ul style="list-style-type: none"> • [see attachment: AS Documents, AS President's Report] • At the December 12th Board meeting, Chancellor Baron announced his retirement, and J. Torres is the Interim Chancellor. The Board of Trustees is planning to hire a new Chancellor this semester. They are planning to be inclusive and having participation from constituencies in all locations. I was at adjunct orientation during the last Board Meeting, so A. Avelar spoke and urged them to have a public forum before the semester is over. • Other changes around campus: <ul style="list-style-type: none"> ○ L. Hector is dean over Arts. ○ P. Quach is doing double duty over ACAD and Tech ○ C. Jones and J. Lamore are co-chairs of Program Review ○ B. Tasaka has .2 to clean up our webpage and Senate files. ○ A. Alvear is our President-elect. • EDCT and PCT concerns: I emailed J. Torres and R. Gallope to outline my concerns. They responded that they will meet with either a small group of us or the entire senate to discuss how to serve our community in the best possible way. D. Humble talked to EDCT director of workforce development about the ED To Go and the overlap with our programs, including programs in such length of time that they could've completed a 3.0 unit class in that time. Those are still on our radar. • Accreditation- the review of the first draft of the ISER is underway. We'll work through the standards this semester, in a way where you look at it and report back. Please encourage people to visit forums, we've had very poor attendance so far. Encourage students to attend as well. We have 3 forums coming up (Standards II.B and C). We had a date set for January 30th, but we had to change the dates because it covers Tutoring Services and Library and many will be at a training that day. • They approved 3 sabbaticals for SBVC. Please congratulate them and ask them about their sabbaticals. <ul style="list-style-type: none"> ○ J. Lamore in fall ○ EJ Jones in spring ○ C. Huston in spring 2021: It's being written around program review and assessing our program review process, especially 	

Topic	Discussion	Action
3. Senate President's Report , continued C. Huston	developing our needs assessment list and funding for that list. <ul style="list-style-type: none"> • Save-the-dates 	
4. Committee Reports	<p>a. Ed. Policy [J. Bjerke]</p> <ul style="list-style-type: none"> • No report. <p>b. Personnel Policy [J. Notarangelo]</p> <ul style="list-style-type: none"> • J. Notarangelo passed information on what the committee worked on for Advancement in Rank over to Crafton. When I talked to their president last week he thought they will pass it. If we get that started right away, we can run our advancement in rank this semester under the new process. <p>c. Student Services [A. Aguilar-Kitibutr]</p> <ul style="list-style-type: none"> • No report. <p>d. CTE [J. Milligan]</p> <ul style="list-style-type: none"> • On a positive note, a lot of the CTE programs are running noncredit classes for the first time and they seem to be filling well. Conversations on new building are slow because of the break. We were told that the welding inspection lab that was previously in the building is not going to be in the new building. So, they are downsizing us further. There are concerns about the timing of those. We made a proposal to the executive team. We're waiting for a document. They want those safety concerns written down, like OESHA requirements. We're waiting on the PDF sketch of the building plans still. Not much happened over break. The President did express that she wants the Welding program to grow so we will explore that. • A lot of our CTE programs are experiencing growth. <p>e. EEO [R. Hamdy]</p> <ul style="list-style-type: none"> • We had a meeting scheduled in December and it was the same day that CHC had a power outage, so they cancelled it. There's another one scheduled in January • I'm working with them on a job fair, HR is doing most of it, but we want to keep the faculty diversification conversation going. We did a workshop with HR at adjunct orientation about how to get a full-time job. <p>f. Professional Development [R. Hamdy]</p> <ul style="list-style-type: none"> • There's a lot going on. Our committee doesn't meet until February. If you have any conference requests, please send them to us. I've been busy we had a great opening day and adjunct orientation. I know you've seen my emails. If there's anything workshop related or pd related reach out to me. • And flex time- please don't forget to submit that. The committee is checking. I know they did a lot over winter break. We have a lot of faculty to get through, so please know we're checking even if it doesn't get approved right away. <ul style="list-style-type: none"> ○ D. Burns-Peters: Are you able to speak to what the training at the end of the month is about? ○ R. Hamdy: Yes, so not everyone got invited, we only have 100 seats. I'm working with HR; it's under the umbrella of the District. There's a Leading at the Speed of Trust training program by Steven Covey. We were able to negotiate a really good price for it. They're a huge company and they do all sorts of trainings. A trainer coming out, we split everyone into groups. If you got an invite to that that's awesome; if you didn't, I apologize, but this is our first rollout. 	

Topic	Discussion	Action
<p>4. Committee Reports, continued</p>	<p>We're hoping to get everyone trained. We need anyone who's a leader. The list was really picked based on your position (classified leaders, faculty leaders, faculty chairs, managers, etc.) and those up-and-coming leaders who are taking on roles. I've been through this training and it was really amazing.</p> <p>g. Elections [D. Burns-Peters]</p> <ul style="list-style-type: none"> • There's a lot going on. The most immediate were to try to fill some of the vacancies we have in senators seats this semester lingering from fall. We were able to successfully fill one. I'd like all of us to welcome L. Cuny [applause]. We also have K. Barnett filling in a spot, but she won't start until the fall. We are almost at capacity, so if you have a spot vacant, I'll be sending a reminder email. Remind our faculty that our voice isn't being heard as strongly if they aren't represented. Thank you, A. Pave for your hard work in your division. • The other thing is committee selections. We were asking for these to be done by the end of the month. This will allow the elections committee and C. Huston to confirm them in time for us to get schedules done for fall. I'll be sending a reminder email for those who have vacancies coming up in the fall. • In the next couple of Senate meetings, we will do a call for VP and call for Secretary. • Also start thinking about your outstanding professors for the year; it's early but start thinking about nominees. Don't forget we're going to do an adjunct faculty member for this year to include them in the Spotlight Awards. <p>h. Curriculum [M. Copeland]</p> <ul style="list-style-type: none"> • No report. <p>i. Program Review [C. Jones]</p> <ul style="list-style-type: none"> • We're going to have our first meeting this Friday. Hopefully by the end of this month we'll send out the efficacy forms. I'll send a general email to everyone about upcoming workshops. • R. Hamdy just send an email about the SLO Disaggregation workshop. I'll send the email to everyone so you can see if you're up for efficacy. One of the biggest things is we now want you to disaggregate your SLO data for Program Review. Whether or not you have to do efficacy, they're on Monday, January, 27, from 2 - 4:30 in LA-208, and Tuesday, February 11, from 12 – 1:30 p.m. in LA-208. I'll send an email as well tonight or tomorrow. We'll have additional help for the document itself on February 21 and March 6, both from 9:30 – 11 a.m. in B-204. <p>j. Accreditation & SLOs [C. Huston]</p> <ul style="list-style-type: none"> • The committee meets next week. • I mentioned forums earlier and it's on the agenda later. 	
<p>5. Additional Reports</p>	<p>a. SBCCD-CTA [K. Lawler]</p> <ul style="list-style-type: none"> • Elections are coming up in March. You'll be getting emails from me in the coming months about elections because I'm the elections chair. • Executive Board meeting: We moved and voted on having two meetings per month. One will be here and the other will be at CHC. Emails will go out as well so you can attend if you want. They'll be held on Fridays here on campus. • Negotiations: That's S. Lillard's area, but we talked about Article 13 (lecture/lab parity) we'll probably have a proposal going out to the District this spring on that, and a counter-proposal on Article 16 (evaluations). • The president position will be up for election, so will both VPs at both CHC and SBVC, and treasurer, and secretary. If any of you want to run, I urge you to. 	

Topic	Discussion	Action
5. Additional Reports , continued	<p>b. District Assembly [B. Tasaka]</p> <ul style="list-style-type: none"> We haven't met yet. <p>c. Guided Pathways [T. Simpson]</p> <ul style="list-style-type: none"> We're scheduled to meet tomorrow for this first time this semester. Tomorrow we're going to host Chancellors' Office Guided Pathways Retreat. On the 30th of this month, we're hosting the ASCCC Guided Pathways taskforce meeting. We're still working on the mapping so we can get it to the website design team. Hopefully get it up by the fall. <ul style="list-style-type: none"> C. Huston: The thing that showed up on my calendar that says tomorrow, is that the one you're talking about? R. Hamdy: I got one too. I think someone else did it by accident. T. Simpson: Yes, I realized someone else sent out the calendar invitation and I contacted them to let them know. The 28th is the first meeting. 	
6. Consent Agenda	<p>a. Minutes</p> <ul style="list-style-type: none"> I forgot to re-send out the agenda with the minutes, so we'll hold off until the next agenda. 	
7. Old Business	<p>a. Campus Committees [C. Huston]</p> <ul style="list-style-type: none"> There was some confusion. Some of the committees list went without Guided Pathways being included. We also found out after the fact that some meetings changed their official meeting times and that was not reflected on the list. Committee chairs, can you let me know when the meeting times are? Are there any questions? We have the best practices, FAQs, how is it going? <ul style="list-style-type: none"> D. Burns-Peters: I would say in our division, we have about half. A. Pave: I have almost everybody except maybe three or four of them. I had maybe four faculty members say they want to be on the Budget Committee. C. Huston: It says on the list that the Budget Committee's membership is limited. Our elections committee will reconcile those issues so it's not just one person making the decision. T. Allen: I can't remember, was there a term limit for being on any one committee? C. Huston: We talked about it, but we didn't implement that change. I don't think we implemented any change at all. <p>b. CTE Minimum Qualifications Toolkit [C. Huston]</p> <ul style="list-style-type: none"> Last time we asked you to talk to your divisions and introduce them to the toolkit. Hopefully you had an opportunity to work as a team of senators and get the information out there. Especially in CTE, we were looking for a list of disciplines who want to participate and have minimum qualifications apply to GE in their areas. I want to know how that's going. I know in our own division we had concerns about the social sciences and the equivalency to the GE for social sciences that was listed. <ul style="list-style-type: none"> A. Pave: I haven't had any feedback. In reviewing it myself, it seems like a pretty big spiderweb. Maybe if one area is thin it will be caught in another area. I had no massive qualms myself. I want to review it and put something in writing. C. Huston: There was a big component in English. Did you have a chance to take it out to your division? M. Copeland: No. C. Huston: Math? The quantitative and sciences? Or CTE? V. Alvarez: I brought it up at our division meeting. I haven't heard feedback, but I sent it to them. C. Huston: The assignment remains the same. I'll send the email to you again. The library, which is a CTE program, 	

Topic	Discussion	Action
7. Old Business, continued	<p>decided not to use the CTE minimum quals handbook.</p> <p>c. EDCT [C. Huston]</p> <ul style="list-style-type: none"> • I updated a lot on that in my President’s report with D. Humble having a conversation with EDCT. I also reported that I invited J. Torres and R. Gallope to a meeting in February, and they wanted a chance to talk before. Okay, we will follow up when there’s more. 	
8. New Business	<p>a. Meeting Norms [C. Huston]</p> <ul style="list-style-type: none"> • These were established in 2019. I wanted to briefly go over this because we had the presentation on the Brown Act and Roberts Rules of Order. In conversation with both the Exec and full Senate, we aren’t really interested in using pro- and con-mics. We want to make sure we’re looking at our time limits for reports and allowing everyone to speak and not repeating opinions. We want to allow everyone to speak so we’re getting more voices in. • The other thing that’s a concern is under attendance: a senator must attend or use a proxy. The Brown Act says we can’t use a proxy. We need to reconcile that. Exec will look at our by-laws and make a recommendation. You’ll notice that with the agenda for this meeting I also sent out an agenda for the Exec Committee for our next two meetings. All our Senate subcommittees should be putting our agendas out at least three days prior to the meetings. We also have to post them. <ul style="list-style-type: none"> ○ M. Worsley: Would there be a disadvantage to not having a proxy? Because there’s sensitive information? ○ C. Huston: The only disadvantage is with the voting. Your division would not be well-represented in a vote if you’re not there and you can’t send a proxy to vote for you. The Brown Act says we can’t send a proxy to vote. ○ B. Tasaka: You can still send a proxy; they just can’t vote for you? ○ C. Huston: Yeah. ○ M. Copeland: It was my understanding that you can’t send a proxy with the idea that they must vote a specific way. The idea is it’s an open forum, so there would be discussion and then the proxy could vote. I could be wrong with that. ○ C. Huston: The problem wasn’t sending a proxy; it was that Brown Act said we can’t have them. Certainly, you don’t have to be a proxy to attend or participate at Senate. Senate is a public meeting so anyone can come. ○ M. Copeland: The Brown Act says explicitly that a proxy cannot vote? Maybe we should talk more at Exec. ○ C. Huston: It says we can’t have a proxy. ○ J. Buchannan: Grey area- what’s a proxy? ○ C. Huston: Well the Board of Trustees is a Brown Act Body. We couldn’t say that the President is a Board member because another one can’t attend. They can’t just take their place. ○ R. Hamdy: I think Exec needs to take a deep dive into the Brown Act. I think it’s a larger conversation. Is there a distinction between a 5-person governing body like the Board of Trustees or a 30-member body with committee membership like this one? ○ C. Huston: According to the people from the statewide senate. We can redo out committee structures, so our standing committees are ad hoc. We could call them when needed, so they’re not under the Brown Act. ○ R. Hamdy: There are some committees of the Senate, but not everyone is a committee of the Senate. ○ C. Huston: They’re all in our AP, which is approved by our Board, which is a Brown Act body. ○ R. Hamdy: Which we also need to look at. ○ A. Avelar: There was also the issue of quorum. If someone can’t attend Senate all semester long, then that person should official be replaced or it should become a vacancy. ○ R. Hamdy: Right. That person should just give up their seat. 	

Topic	Discussion	Action
<p>8. New Business, continued</p>	<ul style="list-style-type: none"> ○ C. Huston: There's going to be more to come. Since we seem to favor not doing Robert's Rules of Order, let's also try to make sure we adhere to our guidelines for discussion. ○ J. Buchannan: So, are the Senate norms to replace Robert's Rules? ○ C. Huston: We can choose which of Robert's Rules we want to follow because they aren't law. ○ R. Hamdy: Robert's Rules kind of follow Brown Act. Of course, we aren't following it to the tee, but we're in the spirit of those rules. <p>b.AP 3505 [C. Huston]</p> <ul style="list-style-type: none"> ● [see file: Academic Senate Documents, AP 3505] ● This was very timely showing up at District Assembly after some of the issues we had going on here and at CHS. ● I wanted to give you all a chance to look it over before the next District Assembly meeting on Tuesday, February 4. ● Please get feedback to B. Tasaka (District Assembly representative) or J. Bjerke (Ed Policy Chair). ● We will also probably have our own local plan here. That's what I heard at District Assembly. We did pull it off so we can have the senate look at it before it's approved. ○ T. Vasquez: I'm part of the Facilities Committee and that's part of the plan. ○ D. Rodriguez: I don't think we'll see it go for approval before March. ○ C. Huston: We have time to review. ○ R. Hamdy: Start working with chief of police on training. ○ D. Rodriguez: S. Stark is working with the Chief of Police on a training schedule for the entire campus, not just managers or certain groups. This document really was a collaboration with CHC, the District, and Paul Walker and Michael Nguyen. <p>c.Accreditation Activities [C. Huston]</p> <ul style="list-style-type: none"> ● At our Exec Committee on 1/9/20, we talked about how we can review our accreditation document in the Senate without cluttering up the meetings with huge presentations. ● We already held two campus forums. Over 50% of those who attended the forums were on the Accreditation and SLOs Committee- we really need to garner some outside involvement. ● We would like the Senate to review the accreditation standards. We're going to assign subcommittees to standards. Look for corrections (errors of fact, unclear statements, items that were not fully addressed) and omissions (additional facts, analyses, evaluations, or action plans). We don't need people to look for typos. We have English faculty who will look at grammar and punctuation before the final draft. ● The feedback needs to go with the standards; they need to be fact-based not opinion-based. I'll be sending out subcommittee assignments 10 – 12 days prior to a Senate meeting. The committee chair can bring that back to Senate as either a written report or an oral report. We were looking to start with our 5th Wednesday meeting, but the CTA announced they're going to talk about student loan forgiveness for faculty at a special meeting that day. There's no way to give you 10 – 12 days of reading time if we do it then. <ul style="list-style-type: none"> ○ Standard II.A assignments <ul style="list-style-type: none"> ▪ Corrections: Personnel policy ▪ Omissions: CTE ○ Standard II.B assignments 	

Topic	Discussion	Action
<p>8. New Business, continued</p>	<ul style="list-style-type: none"> ▪ Corrections: Elections ▪ Omissions: Ed Policy ○ Standard II.C assignments <ul style="list-style-type: none"> ▪ Corrections: Student Services ▪ Omissions: EEO • The final draft will come to us on April 15 (first read) and on May 6 (second read). Following that it will go to Board for a first and second reads. We're trying to get all our feedback prior to Spring Break to get the final draft ready to get to the rest of the campus and have time to review. <ul style="list-style-type: none"> ○ R. Hamdy: I think it's a good strategy because we've had a hard time getting people to forums. I'd like to know why we're having trouble getting people to sign up. ○ C. Huston: We had an easier time last time. Maybe people are too happy? ○ D. Rodriguez: Even if people are happy, and I'm glad we are, it would be nice to write why we're happy into the document. If you can't get to the forums, look at the document and let us know where it fits. ○ R. Hamdy: Or send it to C. Huston. She knows the Standards inside and out. ○ C. Huston: You can also reach out to B. Tasaka and A. Avelar. They're also on the Accreditation Committee. We'll try this as a model so we aren't spending all our time covering standards. Subcommittees can divide it up however they want. • Standard II is out for review right now with our committee, College Council, and the President's Cabinet. This is where it is today, but it's still evolving. We had a lot of work from the Accreditation Committee and Program Review. • Also D. Humble is working on our QFE and she'll bring us something at the next meeting. 	
<p>9. SBVC President's Report</p>	<ul style="list-style-type: none"> • I want to give a thanks to the Black Faculty and Staff Association for their event yesterday, the Shout Your Dreams Event. The San Bernardino Sun is going to do a story about it. They did an excellent job. Thank you, Dr. Thayer, for putting it up. • Accreditation, I think we talked a lot about it already, but I want to encourage you to participate. We want as many eyes on the document as possible. • In the first week of March, I'll be leading an accreditation team for Mission College. Going through that experience and working with one of the VPs of ACCJC will provide me a lot of information and feedback to help me prepare for the visit. C. Huston will be with me. We should be able to bring back a lot of do's and don'ts. • Our enrollment is looking good. It was a little anxious for a bit there as we were closing the fall term, because we were on track to have so many unfunded FTES. We did some adjustments; thank you all for your willingness. Thank you to the Office of Instruction, the deans, and faculty. I think we did good and won't have to come out of pocket so much. • Some of the hot topics coming out of Sacramento include student housing, the issue of faculty diversity and hiring, and financial aid and the true cost of attending community college. There is still a lot of conversation on the funding formula, and the need for apprenticeships. I see these as hot topics for the next 6 - 8 weeks. If you have info or feedback or things that will help with the advocacy of our students, let me know. I'll be meeting with elected officials in about two weeks. If you have things by then I would appreciate it. • For the online college, Cal Bright, the CEO for that institution resigned. There are rumors going up and down the state, I have no idea what happened. I just want you all to be aware of that. • J. Milligan talked a little about our conversations with CTE. thank you for sending the documents. We don't have resolution yet, but I think we are a little bit closer. What I think is the main concern is the ability to grow. Having the facilities to grow 	

Topic	Discussion	Action
9. SBVC President's Report, continued	<p>the program in a safe environment. First and foremost for me, and I stressed this to J. Milligan and B. Camacho on Friday, are the safety issues. We don't want our students in an environment that's dangerous. I want all our programs to have the ability to expand and grow. One challenge is we're having too much enrollment. We must be strategic about that. I still want us to grow when we can grow. I think it's going to involve all of us thinking outside the box.</p> <ul style="list-style-type: none"> • We are still working on how we might obtain the property across the street. We have a lot of needs and we need space and we can only move up right now. 	
10. Announcements	<ul style="list-style-type: none"> • C. Jones: MESA has a workshop in two weeks. There are handouts there. <ul style="list-style-type: none"> ○ R. Hamdy: Faculty should go because Dr. Bandgasser is doing it and she's amazing at it. • T. Heibel: On Thursday in B-100 there will be a college community forum on air quality. 	
11. Adjournment	<ul style="list-style-type: none"> • Meeting adjourned at 4:15 p.m. • Next meeting: February 5, 2019, at 3:00 p.m. in AD/SS 207. 	

DATE: 1/31/20

TO: Academic Senate

FROM: Educational Policy Committee

CONTACT: Jen Bjerke

SUBJECT: BP/AP 3505 Emergency Preparedness

RECOMMENDATION

It is recommended that the Academic Senate approve the attached draft of BP/AP 3505 Emergency Preparedness

ANALYSIS

BP/AP 3505 Emergency Preparedness was on the 1.15.20 Agenda. Senators have had two weeks to review BP/AP 3505 Emergency Preparedness and provide feedback to the Educational Policy Committee.

Faculty representatives to the SBVC Facilities and Safety Committee have had substantial input into BP/AP 3505 Emergency Preparedness

10+1 Areas

Standards or policies regarding student preparation and success

District and college governance structures, as related to faculty roles

AP 3505 Emergency Response Plan — FINAL DRAFT (11/27/19)

References:

Education Code Sections 32280 et seq. and 71095
Government Code Sections 3100 and 8607(a)
Homeland Security Act of 2002
National Fire Protection Association 1600
Homeland Security Presidential Directive-5
Executive Order S-2-05
California Code of Regulations Title 19, Sections 2400-2450
34 Code of Federal Regulations, Section 668.46(b)(13) and (g)

EMERGENCY RESPONSE AND EVACUATION PROCEDURES

General information about the emergency response and evacuation procedures for the District are publicized each year as part of the District's Clery Act compliance efforts and that information is available at www.sbccd.org/District_Police/Clery_Act.

All members of the campus community are notified on an annual basis that they are required to notify the San Bernardino Community College District Police Department (SBCCD PD) of any incident on campus that involves a significant emergency or dangerous situation that may involve an immediate or ongoing threat to the health and safety of students and employees in the District on campus. The SBCCD PD has the responsibility of responding to, and summoning the necessary resources, to mitigate, investigate, and document any situation that may cause a significant emergency or dangerous situation. In addition, SBCCD PD ~~personnel~~ has a responsibility to respond to such incidents to determine if the situation does, in fact, pose a threat to the campus community. If so, federal law requires that the institution immediately ~~immediately~~ notify the campus community or the appropriate segments of the community that may be affected by the situation.

Upon confirmation or verification by the SBCCD PD that a legitimate emergency or dangerous situation involving an immediate threat to the health or safety of students or employees is occurring in the District or on campus, the SBCCD PD will, without delay, take into account the safety of the community, initiate emergency procedures, determine the content of any notifications, and deploy the District's Emergency Notification System (ENS) unless issuing a notification will, in the judgment of the first responders (including, but not limited to SBCCD PD personnel), compromise the efforts to assist a victim, or to contain, respond to, or otherwise mitigate the emergency.
~~Upon confirmation or verification by the SBCCD PD that a legitimate emergency or dangerous situation involving an immediate threat to the health or safety of students or employees is occurring in the District or on campus, the District will, without delay, take into account the safety of the community and determine the content of notifications and initiate the District's Emergency Notification System (ENS) unless issuing a notification will, in the judgment of the first responders (including, but not limited to SBCCD PD personnel), compromise the efforts to assist a victim, or to contain, respond to, or otherwise mitigate the emergency.~~

When reasonable, a consultation group will be responsible for initiating emergency procedures and/or issuing an ENS message. The consultation group consists of: the Chief of Police or designee, the Chancellor or designee, the involved campus President or designee, the involved campus and/or District Public Information Officer, and other stakeholders when needed. They shall work in consultation to initiate emergency procedures and/or issue an ENS message if reasonable and possible. While efforts are made to confer with the consultation group prior to initiating emergency procedures and/or issuing an ENS message, the Chief of Police or designee or the involved campus President or designee has authority to initiate emergency procedures and/or issue an ENS message without consultation when necessary to ensure the safety of the campus community.

The District ENS is comprised of several components designed for rapidly communicating information to the entire District, a particular campus, or particular segments of the campus community. District, SBCCD PD and Campus Personnel will determine the content of messaging and will use some or all of the systems described below to communicate the threat to the campus community or to the appropriate segment of the community, if the threat is limited to a particular building or segment of the population.

In the event of a serious incident that poses an immediate threat to members of the campus community, the SBCCD PD will use some or all of the ENS components described below to communicate that threat to the campus community or to the appropriate segment of the community, if the threat is limited to a particular campus, building, or segment of the population. The District ENS has various systems in place for communicating information quickly. Some or all of these methods of communication may be activated in the event of an immediate threat to the campus community. These ENS methods of communication components include:

- Network e-mail
- emergency SMS text messages that can be sent to a mobile phones or other digital devices (requires individuals to "opt in" to receiving SMS messaging via WebAdvisor)
- can sign up for this service on the District website), Live voice broadcasts via speakerphone
- the Public address systems
- Posted information on District and/or college websites
- Social media sites and applications
- Scrolling emergency messages on District connected computers
- Hand-held radios
- Recorded voice messages: (909) -382-4002
- Phone calling trees, the district website and scrolling emergency messages on District connected computers

-During a critical incident, the SBCCD PD will ensure post-updated information is provided at established regular intervals using any or all of the ENS components.

a critical incident on the District website at www.sbccd.org. Individuals can call the District's recorded information telephone line at (909) 382-4002 for updates.

The District's ENS has the ability to send text messages to the personal mobile phones of faculty, staff and students who opt in to the system via our website.

The involved campus and/or District Public Information Officer District's Sr. Director, Strategic Communications & Institutional Advancement Director of Marketing, Public Affairs & Governmental Relations will be responsible for the dissemination of emergency information to the larger community (including external community members and stakeholders) through press conferences, news releases, social media outlets, cell phone alerts, website announcements, radio, and TV alerts.

The following is a list of situations where one might expect an ENS message:

- Active Shooter/-Armed Intruder
- Earthquakes
- Wildfires
- Utility interruption Gas leaks
- Terrorist incident
- Bomb threat
- Civil unrest or rioting
- Explosion
- Approaching extreme weather
- Campus closure
- Other incident or situation requiring rapid communication of life safety information

The SBCCD students, faculty, and staff recipients of ENS messages are responsible for providing, and updating maintaining as current, their personal emergency contact information with the District SBCCD. All members of the campus SBCCD community are encouraged to include their cellular phone number and "opt in" to receiveing ENS messages via text, which is the quickest form of communication.

TESTING EMERGENCY RESPONSE AND EVACUATION PROCEDURES

A minimum of two (2) An evacuation drills for all facilities at each campus are scheduled and is coordinated by the Site College Lead Safety Officers and the SBCCD PD to test emergency response and evacuation procedures, as well as and to assess and evaluate emergency evacuation plans and capabilities. two (2) times per year for all facilities on campus. During these exercises, students, faculty and staff are provided guidance by trained staff members and learn the location of building emergency exits, building exit pathways, and exterior building evacuation locations.

s of the emergency exits in campus buildings and are provided guidance about the direction they should travel when exiting each facility for a short-term building evacuation.

Evacuation drills are monitored by the ~~Site College Lead~~ Safety Officers and SBCCD PD to evaluate egress and behavioral patterns. Exercise performance information is collected and After Action Rports (AAR) are prepared by participating departments in order to assess and evaluate emergency plans and capabilities, which provide recommendations for improvement, and to ~~as well as~~ identify deficient equipment so that repairs can be made immediately.

~~The District conducts announced and unannounced drills and exercises each year and conducts follow-through activities designed for assessment and evaluation of emergency plans and capabilities. The SBCCD PD and College Lead Safety Officers coordinate announced evacuation drills two times per year, as described above, to test the emergency response and evacuation procedures, and to assess and evaluate the emergency evacuation plans and capabilities. For each test conducted, the Site Safety Officer and/or the SBCCD PD will document a description of the exercise, the date, time, and whether it was announced or unannounced. The District will publish a summary of its emergency response and evacuation procedures in conjunction with at least one drill or exercise each calendar year.~~

PURPOSE

The ~~e~~Emergency ~~p~~Procedures are the District's planned responses to all hazards on or affecting each the campus, District facilities, or the surrounding community. ~~The e~~Emergency ~~p~~Procedures will be activated by the Chief of Police or designee after consultation with the members of the consultation group Chancellor ~~(or their designated representative) or the SBCCD PD.~~ The ~~e~~Emergency ~~p~~Procedures detail actions and responsibilities for all employees of the District.

~~While efforts are made to confer with the consultation group prior to activating the Emergency Procedures, the Chief of Police or designee has authority to activate the Emergency Procedures without consultation when necessary to ensure the safety of the campus community.~~

RESPONSIBILITY

Government Code Sections 3100-3101 state that all employees of the District are declared civil defense workers during emergencies, subject to such defense activities as may be assigned to them. Federal and state regulations further state that all employees of the District must be trained and qualified in specified Federal Emergency Management Agency (FEMA) courses depending on an employee's emergency response responsibilities.

EMERGENCY COMMAND POSTS (CIVILIAN AND LAW ENFORCEMENT)

~~The~~ Emergency Command Posts will be activated during emergency situations. The ~~Chancellor (or their designated representative) and the SBCCD PD~~ Chief of Police or designee and the Chancellor or designee after consultation with the members of the consultation group (or their designated representative) will activate their respective Emergency Command Posts and maintain effective communications between the two Command Posts. The Emergency Command Post staffs will direct the District's response to the emergency situation, coordination with each other, coordination with outside agencies, and requests for outside support. The Emergency Command Post staffs will be aided in their duties by District, college and SBCCD PD personnel.

The Command Posts shall jointly:

- Declare a major emergency in the event of earthquake, explosion, flood, etc.
- Assess the overall disaster based on reports from area managers.
- Initiate the emergency notification chain (call back of employees) if necessary.
- Mobilize any additional staff to heavily damaged areas.
- Determine the —"All-Clear" when the disaster is over.

All press releases will be prepared by the involved campus and/or District Public Information Officer~~District's Sr. Director Strategic Communications & Institutional Advancement. Director of Public and Governmental Relations.~~ In the absence of this person, the key administrator will designate an individual responsible for this function.

PREPAREDNESS

The District's preparedness is based on pre-staged supplies, training and awareness, and emergency drills. All employees of the District will receive training in responding to and managing emergency situations according to federal and state laws and regulations. The best response to emergency situations is preparedness.

EMERGENCY TELEPHONE LIST

Please see the Confidential Administrative Staff Directory (i.e., confidential telephone list) with administrative personnel (including Executive and Senior Administrative Assistants) home phone numbers, cell phone numbers, and office phone numbers. This list is in the possession of all aAdministrative Staff personnel and is not published in a public document.

EMERGENCY ASSEMBLY AREAS

Emergency ~~Designated~~ Assembly areas have been determined and designated on each campus and at each District facility location, and are are shown indicated on the location specific Area Evacuation Maps. Assembly areas will be subject to change during the construction periods.

LEGAL RESPONSIBILITIES & DUTY ASSIGNMENTS

Legal responsibilities and duty assignments are listed in the District's Emergency Operations Plan (EOP).

EMERGENCY NUMBERS

- **POLICE/FIRE/MEDICAL EMERGENCY** **911**
- SBCCD POLICE DEPARTMENT: (909) 384-4491
- SBCCD OFFICE OF EMERGENCY SERVICES: (909) 382-4005
- FACILITIES-/MAINTENANCE - SBVC: (909) 384-
8906/8965//8958
- FACILITIES-/MAINTENANCE - CHC: (909) 389-3384
- SAN BERNARDINO POLICE DEPARTMENT (24/7 Non-Emergency Dispatch): (909) 383-5311
- YUCAIPA POLICE DEPARTMENT: (909) 918-2305
- SAN BERNARDINO CO. SHERIFF'S DEPT. (24/7 Non-Emergency Dispatch): (909) 790-3100
- AMERICAN RED CROSS – SAN BERNARDINO: (909) 888-1481
- SOUTHERN CALIFORNIA EDISON: (800) 611-1911
- SOUTHERN CALIFORNIA GAS COMPANY: (800) 427-2200
- CALIFORNIA POISON CONTROL CENTER: (800) 222-1222

~~POLICE/FIRE/MEDICAL EMERGENCY:----- 911~~
~~SBCCD POLICE:----- (909) 384 4491~~
~~EMERGENCY MANAGEMENT OFFICE:----- (909) 382-4005~~
~~FACILITIES / MAINTENANCE - SBVC:----- (909) 384-8906~~
~~FACILITIES / MAINTENANCE - CHC:----- (909) 389-3384~~
~~SAN BERNARDINO POLICE DEPARTMENT:----- (909) 383-5311~~
~~SAN BERNARDINO CO. SHERIFF'S DEPT.----- (909) 918-2305~~
~~AMERICAN RED CROSS:----- (909) 888-1481~~
~~THE GAS COMPANY:----- (800) 427-2200~~
~~POISON CONTROL CENTER:----- (800) 222-1222~~
~~THE ELECTRIC COMPANY:----- (800) 611-1911~~

ADDITIONAL RESOURCES

There are a number of additional resources that are available regarding crisis response. These include, but are not limited to, the following:

- www.dhs.gov Department of Homeland Security
- www.fema.gov Federal Emergency Management Agency

www.redcross.org		American Red Cross
KVCR	91.9 FM	San Bernardino, CA
KFRG	95.1 FM	San Bernardino, CA
KOLA	99.9 FM	San Bernardino, CA
KEZY	1240 AM	San Bernardino, CA
KKDD	1290 AM	San Bernardino, CA
KCAL	96.7 FM	Redlands, CA
KLRD	90.1 FM	Yucaipa, CA
KLYY	97.5 FM	Riverside, CA
KGGI	99.1 FM	Riverside, CA
KSPA	1510 AM	Ontario, CA
KVFG	103.1 FM	Victorville, CA

EMERGENCY PROCEDURES

AIRPLANE or VEHICLE CRASH

- Call or have someone else call 911 immediately.
- Move staff, faculty, students and visitors away from immediate vicinity of the crash.
- If necessary, evacuate staff, faculty, students and visitors to a safe evacuation area away from the crash scene.
- Check to ensure that all staff, faculty, students and visitors have evacuated.
- Maintain control of staff, faculty, students and visitors to ensure a safe distance from the crash site.
- Document and report the names of individuals who are unaccounted for or absent.
- If trained, and the scene is safe, be prepared to initiate first aid for any injured staff, faculty, students and visitors.
- Remain in the evacuation area until and wait for further instructions, contact from SBCCD PD, official emergency responders, SBCCD administration, or an "ALL CLEAR" message distributed via the ENS.
- ~~further instructions are provided by SBCCD administration, district police, or other official emergency responders.~~

ASSAULT/FIGHTING

- Call or have someone else call 911 immediately.
- If safe to do so, verbally Approach in a calm manner and direct combatants to stop fighting.
- DO NOT attempt to separate combatants during a physical altercation.

- Try to keep combatants isolated from others, if possible, until SBCCD PD Police arrive.
- If trained, and the scene is safe, be prepared to initiate first aid for any injured staff, faculty, students and visitors.

CHEMICAL OR HAZ MAT SPILL

In the event of ANY spillage of a dangerous chemical or hazardous material:

- Call or have someone call 911 immediately.
- Evacuate the affected area at once, and if it is safe to do so, seal it off to prevent further contamination of other areas; stay upwind of any contamination.

Anyone who may become contaminated as a result of being in the immediate area affected by the spill should:

- Avoid physical contact with others as much as possible.
- Remain in the vicinity, and provide their names to first responders.
- To the best of your ability and without re-entering the affected area, assist first responders in determining that everyone has been evacuated safely.
- DO NOT return to any affected area unless it has been declared safe by SBCCD PD, official emergency responders, SBCCD administration, or an "ALL CLEAR" message distributed via the ENS. ~~to do so by SBCCD administration, district police, or other official emergency responders.~~
- Required first aid and clean-up by specialized authorities should begin as soon as possible.

FIRE

Upon discovery of an actual fire:

- Pull a fire alarm if one is nearby.
- Call or have someone else call 911 immediately and describe the location and size of the fire.
- Evacuate the area if you are unable to put the fire out.
- Close all doors and windows to confine the fire and reduce oxygen—but DO NOT LOCK THEM.
- EVACUATE when the sound of the fire alarm is heard.
- DO NOT attempt to save possessions or collections at the risk of personal injury.
- DO NOT USE ELEVATORS to evacuate a building.
- Never allow the fire to come between you and the exit.
- Report to an evacuation site away from the fire.

- Document and report the names of individuals who are unaccounted for or absent.
- If trained, and the scene is safe, be prepared to initiate first aid for any injured staff, faculty, students and visitors.
- DO NOT return to any affected area, building or facility unless and wait for further instructions, contact from SBCCD PD, official emergency responders, SBCCD administration, or an "ALL CLEAR" message distributed via the ENS. it has been declared safe to do so by SBCCD administration, district police, or other official emergency responders.

BOMB THREAT

If you receive a direct bomb threat via phone:

- Ask someone else to call 911 immediately and discreetly relay any information you obtain from the caller to the 911 operator.
- Keep the caller on the phone as long as possible and ask the following questions:
 - When and where is the bomb right now?
 - When is the bomb going to explode?
 - What kind of bomb is it?
 - What does it look like?
 - Why did you place the bomb?

If a bomb threat alert is issued:

- Check your immediate area for any suspicious devices, abandoned backpacks, boxes, etc. that do not belong to anyone or seem to be out of place.
- Limit usage of cell phones, radios or fire alarm system due to risk of activating a device.
- If a suspicious device or package is found ... DO NOT TOUCH.
- Clear the immediate area and call 911 immediately from a safe distance.
- If directed by SBCCD PD, official emergency responders, SBCCD administration, or an ENS message~~SBCCD administration, district police, or other official emergency responders~~, evacuate a safe distance away from buildings.
- Document and report the names of individuals who are unaccounted for or absent.
- If trained, and the scene is safe, be prepared to initiate first aid for any injured staff, faculty, students and visitors.

EXPLOSION

- Take cover under tables, desk, and similar places that will give protection against flying glass and debris.
- Call or have someone else call 911 immediately.

- If directed to do so by SBCCD PD, official emergency responders, SBCCD administration, or an ENS message, SBCCD administration, district police, or other official emergency responders, activate the fire alarm system and eEvacuate from the building to a safe evacuation area.
- Beware of falling debris and electrical wires as you evacuate.
- Document and report the names of individuals who are unaccounted for or absent.
- If trained, and the scene is safe, be prepared to initiate first aid for any injured staff, faculty, students and visitors.
- DO NOT return to any affected area, building or facility unless declared safe by SBCCD PD, official emergency responders, SBCCD administration, or an “ALL CLEAR” message distributed via the ENS.~~it has been declared safe to do so by SBCCD administration, district police, or other official emergency responders.~~

ACTIVE SHOOTER /-ARMED INTRUDER

IF AN ACTIVE SHOOTER, ARMED INTRUDER, OR WEAPONS ARE OBSERVED:

- Immediately call or direct someone to call 911
- Take note of the assailant(s) description/behavior/weapons and report the details to the 911 operator
- To increase everyone’s safety obey the verbal commands of any law enforcement personnel (i.e., freeze, halt, stop, raise your hands, etc.)

There are three basic actions one should take in such a violent situation: Run, Hide, or Fight.

1. **Run** – Escape the area whenever possible and then notify authorities only when it’s safe to do so.
2. **Hide** – Get to a securable location where you can hide away from the assailants(s). Turn off any lights, stay quiet, and notify authorities only if it’s safe to do so.

Note: If possible, you should remain ~~in the secured location-~~ in the classroom, or secured area, and wait for further instructions, contact from SBCCD PD, official emergency responders, SBCCD administration, or an “ALL CLEAR” message distributed via the ENS. ~~until law enforcement personnel have cleared the area and the police or SBCCD administration have given an all clear command to EVACUATE to a designated evacuation zone.~~

3. **Fight** – This is the option of last resort. If you’re unable to secure your hiding location, prepare to fight or use force against the shooter.

To report a crime, suspicious person, suspicious situation, or for non-emergency inquiries call the SBCCD P~~olice~~ Department at (909) 384~~2~~-4491.

LOCKDOWN

LOCKDOWN is a security measure used to prevent ~~violent intruders~~ an armed violent intruder from entering occupied ~~areas of~~ buildings and facilities, or areas of buildings

and facilities, and or to isolate students, faculty, staff, ~~faculty, students~~ and visitors from danger while on campus or at any District facility.

The order to LOCKDOWN ~~will~~ shall be communicated via the SBCCD ~~Emergency Notification-Notification system~~ Emergency Notification System (ENS) to ensure wide and rapid distribution of the order. The LOCKDOWN order may be further announced or communicated, announcements made by faculty, staff, students and District or campus administrators, instructors, or workplace supervisors, or announcements made by Building Captains who are trained in emergency response procedures.

~~Building Captains are designated trained individuals who are tasked with helping to respond appropriately to emergency situations.~~ In the event of an emergency, any District employee trained in emergency procedures ~~Building Captains~~ will assist building occupants to respond appropriately ~~correctly~~ to LOCKDOWN procedures.

When ~~If~~ a LOCKDOWN order is given, you should:

- Immediately close and lock all doors (if possible and safe to do so.);
- Close all windows and lower/close all window shades or blinds (if possible and safe to do so.) ~~if it appears safe to do so.~~
- Turn off the lights.
- Block any hallway in-door windows (if possible and safe to do so.) ~~(in doors) if it appears safe to do so.~~
- Move away from doors and windows, and get down on the floor to avoid discovery.
- Silence all mobile devices (phones, tablets, laptops, etc.)
- Assist those needing any special assistance.
- Document and report the names of individuals who are unaccounted for or absent.
- If ~~trained, and~~ the scene is safe, and you are trained to do so, be prepared to initiate first aid for any injured staff, faculty, students and visitors.
- Remain in the classroom, or secured area, and wait for further instructions, contact from SBCCD PD, official emergency responders, SBCCD administration, SBCCD administration, district police, or other official or an "ALL CLEAR" message distributed via the ENS. ~~emergency responders.~~

SHELTER-IN-PLACE

SHELTER-IN-PLACE is a short-term measure implemented when there is a need to isolate staff, faculty, students and visitors from the any outdoor hazard (environment extreme weather, airborne contaminants, chemical release, and temporary incident.) to prevent exposure to airborne contaminants or temporary hazards.

This procedure includes closing all doors, windows and vents to outside air.

The order to SHELTER-IN-PLACE shall be communicated via the District's SBCCD Emergency Notification System (ENS) to ensure wide and rapid distribution of the order. In addition, ~~t~~ The SHELTER-IN-PLACE order may be further announced or

communicated by faculty, staff, students and District or campus administrators/instructors, workplace supervisors, or Building Captains who are trained in emergency response procedures.

will be communicated via the SBCCD emergency notification system, announcements made by instructors or workplace supervisors, or announcements made by Building Captains.

Building Captains are designated individuals who are tasked with helping to respond appropriately to emergency situations. In the event of an emergency, any District employee trained in emergency procedures will assist building occupants to respond appropriately to Building Captains will assist building occupants to respond correctly to SHELTER-IN-PLACE procedures.

If **When** a SHELTER-IN-PLACE order is given, you should:

- **Help to clear everyone from hallways.**
- **Immediately close and lock all doors.**
- **Close and secure all windows.**
- **Move away from doors and windows.**
- **Assist those needing any special assistance.**
- **Document and report the names of individuals who are unaccounted for or absent.**
- **If the scene is safe, and you are trained to do so, initiate first aid for any injured staff, faculty, students and visitors.**
- **Remain in the classroom, or secured area, and wait for further instructions, contact from SBCCD PD, official emergency responders, SBCCD administration, or an "ALL CLEAR" message distributed via the ENS.**

POWER OUTAGE Failure

Although our electrical power delivery system is considered reliable, occasionally system failures that impact our campus community do occur. These impacts come with unpredictable variables: when and why they happen, what they impact, the duration of the impact, and more. The campus community must be aware of this possibility and know what to do should a power outage occur. When a power outage occurs, information regarding the power outage (up to and including the possibility of campus closure) will be communicated by the SBCCD PD via the Emergency Notification System (ENS).

The objective of this procedure is to plan for potential power interruptions and to mitigate loss of class time, college and University/or District services. Faculty members and supervisors shall establish and announce a plan as to where to go (i.e., evacuation sites, parking lots, etc.) should a power outage occur. In the event of a power outage, please follow the guidelines listed below:

THE SBCCD WILL REMAIN OPEN DURING A POWER OUTAGE EVENT.

Power Failure/Outage

Faculty shall include, in their class syllabus, instructions to students regarding electrical power outages.

Daylight Power Outage

Faculty:

- If there is natural lighting in the classroom, remain in the classroom and continue the class session.
- If there is no natural lighting in the classroom, proceed to a naturally lighted area. If sufficient class time remains, return to the classroom when the event has ended and resume class.
- If less than 60 minutes of class time remain and there is not sufficient light to teach the class, the instructor has the option to suspend the remainder of the class time.
- Should a power outage occur before a class session begins, students should ~~(wait/be instructed to wait)~~ outside the building until power is restored.
- Once the power outage has ended, faculty and students can enter the building and the class session can begin.

Staff:

- If there is insufficient light in the work area, proceed to a naturally lighted area.
- Staff ~~will~~ should return to their work area when the power outage has ended.
- If less than 60 minutes remain in the workday, staff supervision have the option to release staff for the remainder of the workday.
- If staff supervision releases staff with less than 60 minutes remaining in the workday, one employee ~~will~~ should remain in each department until the end of the workday, on a rotational basis, to provide departmental coverage.

After Dark Power Outage

Faculty/Staff:

———If safe to do so, please wait 10-15 minutes to see if power is restored.

• _____

- If power is not restored, follow the evacuation procedures as described below.:

In Laboratory Settings (Daylight or After Dark):

- Stop or stabilize all experiments immediately.
- Secure all chemicals that are being used.
- Turn off all heat sources (gas or electric burners) to prevent fires.
- If you are using a fume hood, and fumes are present, shut the fume hood sashes to prevent fumes from escaping.

- Place a “DO NOT OPEN” sign on freezer doors.
- If an evacuation notice has been given, calmly leave the building.

When power is restored:

- Follow contingency plans regarding restarting the laboratory.
- Check for unusual odors. Could be the sign of a leak or spill.
- Check the temperatures in cold storage units. Reset alarms if needed.
- Reset or plug in all the equipment as needed and check to make sure they are functioning properly.
- Check fume hoods for proper flow before using.

Faculty/Staff Evacuation Guidelines

- REMAIN CALM
- Gather your personal belongings.
- Prior to leaving, turn off all light switches, computers, and electrical devices.
- Proceed to the nearest exit.
- If on the 2nd floor or above DO NOT USE ELEVATORS, even if they appear to be functioning.
- If on the 2nd floor or above, proceed to the nearest stairwell and exit to the ground level then proceed to the designated evacuation site for your building.
- If on the 2nd floor or above, Individuals in wheelchairs should proceed to the nearest stairwell and wait for assistance to be evacuated.
- Faculty and staff ~~are to~~ should assist with building evacuation and ~~to~~ assist individuals with disabilities.
- If directed to leave campus, drive in an orderly and safe manner and follow the directions of public and/or campus safety personnel.
- ~~Help to clear everyone from hallways.~~
- ~~Keep everyone in classrooms or offices until further instructions are received.~~
- ~~Assist those needing any special assistance.~~
- ~~Secure classrooms and offices by closing and locking doors and windows.~~
- ~~Remain in the classroom, or secured area, and wait for further instructions from SBCCD administration, district police, or other official emergency responders.~~

MEDICAL EMERGENCY & FIRST AID

Is it an Emergency?

- Respirations – difficulty or no breathing?
- Pulse – weak or no heart rate?
- Responsive – not awake /not alert?

EMERGENCIES INCLUDE: Uncontrolled bleeding, head injury, broken bones, poisoning, overdose, seizure, allergic reaction, persistent chest pain or pressure, numbness or paralysis of arms or legs, sudden slurred speech, major burns, intense pain.

Calmly communicate the following information to the 911 operator:

- What is the emergency situation?
- What is the background of the emergency?
- What's your assessment?
- What response do you expect?
- Where is the location of the emergency? – SBVC or CHC, bBuilding nName, rRoom nNumber, pPhone nNumber, etc.

Before help arrives, if you are trained and the scene is safe:

- Bleeding – apply pressure.
- Fracture – don't move the person unless they must be moved to avoid further injury.
- No Breathing or Pulse – begin CPR and send someone for AED.
- Seizure – help to the floor, protect head; do not try to restrain.
- Choking – Back blows and abdominal thrusts.
- Emotional Upsets/Suicidal – stay with person until help arrives.
- Impaled Object – don't remove the object, just support the object with bandages.
- Vomiting – move person onto their side.
- Stay with the victim providing reassurance that help is on the way and keep them comfortable.
- Stay at the scene until help arrives and clear "on-lookers" from the scene

FOR MINOR INJURY OR ILLNESS:

- Provide first aid using available campus medical supplies.
- After initial treatment, students should be referred to the Student Health Center.
- Staff should contact their supervisor immediately for appropriate treatment (Workers Comp Program).

EMERGENCY EVACUATION PROCEDURES

Building Captains will be called upon to be leaders in any evacuation scenario. Building Captain's will be used not only in operational leadership roles, but their technical expertise will be invaluable in roles where that expertise is needed.

- Each Building Captain is responsible for the direct supervision of ANY individual located in their assigned building and will do the following:
 - Direct the evacuation of employees, students or visitors to designated Evacuation Sites (see [EEvacuation](#) [SSite](#) [mMap](#)).
 - Immediately shut down all hazardous operations (equipment in use, etc.).
 - Take personal items you can safely carry with you (Building Captain Response Kit, phone, purse, [briefcaseand briefcase](#)).
 - Shut all doors behind you as you go to slow the spread of fire, smoke, and water.
 - Proceed as quickly as possible, but in an orderly manner.
 - Accompany and assist handicapped personnel, students and visitors who appear in need of direction or assistance.
 - Once outside, move away from the structures and go to the designated Evacuation Site. Keep roadways free for emergency vehicles.
 - Document and report the names of individuals who are unaccounted for or absent.
 - If trained, and the scene is safe, be prepared to initiate first aid for any injured staff, faculty, students and visitors.

Evacuation of Persons with Disabilities

- Building Captains help individuals with disabilities evacuate by quickly assigning a "buddy" to lead them to the closest safe evacuation area.
- Building Captains should be familiar with emergency alarms and signs showing the emergency exit routes. If an elevator is not available, or if it is unsafe to use, direct wheelchair-users to the top of the nearest staircase where an Evac-Chair is located or the nearest designated area of rescue assistance.
- Only individuals trained in the use of an Evac-Chair should attempt to transport someone using the chair.
- If an individual is unable to be transported via an Evac-Chair, or if an Evac-Chair is not available, immediately notify a member of the Emergency Response Team of the individual's location.

EARTHQUAKE

If indoors:

- When the earth begins shaking DROP, COVER and HOLD.

- DO NOT evacuate immediately during the earthquake.
- Keep away from overhead fixtures, glass windows, filing cabinets, shelves and bookcases.
- Protect yourself at all times and be prepared for aftershocks.
- Check for any injured, and if trained, be prepared to initiate first aid for any injured staff, faculty, students and visitors.
- Assist any individuals with physical disabilities and find a safe place for them.
- Call or have someone else call 911 immediately.
- If the classroom, building or facility is heavily damaged, initiate immediate evacuation.
- Proceed to the designated evacuation site.
- Document and report the names of individuals who are unaccounted for or absent.
- If trained, and the scene is safe, be prepared to initiate first aid for any injured staff, faculty, students and visitors.

If outdoors:

- When the earth begins shaking DROP, COVER and HOLD.
- Move quickly away from buildings, utility poles, and other structures.
- Be alert for gas leaks, live wires, flooding, etc.
- Protect yourself at all times and be prepared for aftershocks.
- Check for any injured, and if trained, be prepared to initiate first aid for any injured staff, faculty, students and visitors.
- Assist any individuals with physical disabilities and find a safe place for them.
- Call or have someone else call 911 immediately.
- Proceed to the designated evacuation site.
- Document and report the names of individuals who are unaccounted for or absent.
- If trained, and the scene is safe, be prepared to initiate first aid for any injured staff, faculty, students and visitors.
- DO NOT return to any affected area, building or facility unless it has been declared safe by SBCCD PD, official emergency responders, SBCCD administration, or an "ALL CLEAR" message distributed via the ENS. ~~to do so by SBCCD administration, district police, or other official emergency responders.~~

DISASTER MANAGEMENT

Should an emergency or other major disaster strike a particular campus or the entire District ~~SBCCD campus~~, the need for a coordinated response will be necessary. The District's Emergency Response Plan ~~SBCCD's emergency response plan~~ for a major

disaster is contained in the Emergency Operations Plan that is aligned with the State of California “Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS).

In an emergency, designated managers and supervisors will gather to implement the appropriate response.

These individuals will provide leadership, policy guidance, gather intelligence on the emergency and development specific plans of action to best address the emergency. Our Campus Emergency Response Team (CERT) will act on the behalf of the involved cCollege, providing necessary resources and support, timely situation analysis and needs assessments. The CERT will report to a pre-determined Emergency Operations Center (EOC), which is properly equipped with communication capabilities to support emergency response operations and provide coordination with outside agencies.

SBCCD administration will provide for the staff and students in an emergency.

Through the coordination of the EOC, the members of the campuscollege community will provide a skilled pool of professionals to deal with the myriad of technical, medical, logistical and human relations challenges that are certain to arise in a major disaster. —It is to this end that these general emergency instructions are targeted.

FLOODING

If indoors:

- If notified that flooding is possible take preventative measures to minimize flood damage. Move objects off the ground and take small or light objects out of the affected area. SBCCD administrators will identify temporary shelters to house materials.
- Be prepared to move your vehicle if certain parking areas are at risk of being flooded.
- Be prepared to evacuate your location at a moment’s notice if your building or facility lies in a known flood zone. If there is any possible danger or if given the order to do so, EVACUATE the building.
- If evacuation is directed, if safe, unplug all electrical equipment. If there are electrical appliances or electrical outlets in any flooded area do not proceed; there is an extreme danger of electrical shock. Do not touch any electrical equipment if you are wet or standing in water. Secure vital records and take personal belongings with you.
- Report to an evacuation site away from the flooding. Document and report the names of individuals who are unaccounted for or absent.
- DO NOT return to any affected area, building or facility unless it has been declared safe by SBCCD PD, official emergency responders, SBCCD administration, or an “ALL CLEAR” message distributed via the ENS.

- ~~to do so by SBCCD administration, district police, or other official emergency responders.~~

If outdoors:

- Do not try to walk or drive through flooded areas; stay away from moving water. The sheer force of just six inches of swiftly moving water can knock people off their feet. Cars are easily swept away in just two feet of water.
- Stay away from flooded areas unless authorities ask for volunteers.
- Stay away from downed power lines.
- Be aware of areas where flood waters may have receded and may have weakened road surfaces.
- Wash your hands frequently with soap and water if you come in contact with flood waters.

After the flood:

- Only authorized district or campus personnel are allowed access to flood-damaged buildings and areas. Avoid flooded areas. Flood waters often undermine foundations, causing sinking; floors can crack or break, buildings can collapse, and roads can crumble.
- Report broken utility lines to the appropriate authorities.
- Document and report the names of individuals who are unaccounted for or absent.
- If trained, and the scene is safe, be prepared to initiate first aid for any injured staff, faculty, students and visitors.
- DO NOT return to any affected area, building or facility unless it has been declared safe by SBCCD PD, official emergency responders, SBCCD administration, or an "ALL CLEAR" message distributed via the ENS. ~~to do so by SBCCD administration, district police, or other official emergency responders.~~
- Do not throw away any flood-damaged items until an official inventory has been taken.

LEGAL RESPONSIBILITIES & DUTY ASSIGNMENTS

Legal Responsibilities of Public Employees During an Emergency

The Government Code of the State of California (Title 1, Division 4, Chapter 8, Section 3101) has defined the term "public employees" to include all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed. It also defines the term "disaster service worker" to include all public employees.

State of California, Government Code Title 1, Division 4, Chapter 8, Section 3100:

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, man-made, or war-caused emergencies which result in conditions of disaster or in extreme peril of life,

property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by superiors or by law.

CIVILIAN EMERGENCY COMMAND POST

The Civilian Emergency Command Post, from which the Chancellor or designee ~~(or their designated representative)~~ will direct operations, will be activated ~~dictated~~ by the Chancellor or designee, -taking into account the safety of the District, campus community considerations and, and necessitated by the emergency situation.

LAW ENFORCEMENT COMMAND POST

The Law Enforcement Command Post, from which the ~~SBCCD PD~~ Chief of Police or designee, SBCCD PD, ~~(or their designated representative)~~ will direct public safety operations, will be activated ~~dictated~~ by the SBCCD PD Chief of Police or designee, taking into account the safety of the District, campus community and considerations, and necessitated by the ~~the~~ emergency situation.

ASSIGNMENT OF DUTIES

Every staff member has a responsibility for performing certain duties in times of emergency. Specific assignments are outlined and additional assignments may be given via the chain of command.

The Chancellor or designee is responsible for the control and welfare of all ~~its~~ students. The Chancellor or designee ~~(or their designated representative)~~ directs the college staff in the implementation of emergency procedures ~~EMERGENCY PROCEDURES~~ and the assignment of duties as outlined. The Chancellor or designee ~~(or their designated representative)~~ is the overall commander of any and all operations on the campus during normal and emergency operations. After the people present on campus have been evacuated to an appropriate evacuation assembly area and their safety is secured, the Chancellor or designee may instruct campus College Presidents, Chief of Police, and the involved campus and/or District Director of Marketing, Public Affairs & Governmental Relations ~~(Public Information Officer)~~ to meet at the Civilian Command Post where they will be briefed by them on their findings from their personnel after which they will give them direction for further activities. The Chancellor or designee will brief the Board of Trustees as necessary and to the extent possible on the state of affairs as the situation permits.

The administrator on duty will direct the college staff in the implementation of e ~~E~~ Emergency p ~~P~~ Procedures and the assignment of duties as outlined until their respective campus P ~~p~~ resident or designee (or their designated representative) assumes control of the emergency situation. The administrator on duty will be contacted immediately and apprised of the emergency situation by SBCCD PD and will, in turn, report this information directly to the respective campus President or designee ~~(or their designated representative)~~ and the involved campus and/or District ~~and to the Director of Marketing, Public Affairs & Governmental Relations (Public~~ Public ~~Information Officer).~~

The respective campus Presidents or designee and Campus ~~Lead~~ Safety Officers will proceed to the evacuation assembly areas designated for their personnel and confer with them to determine who may need rescue and the last known location(s) of the missing. The respective campus Presidents or designee and Campus ~~Lead~~ Safety Officers will assign their personnel further activities, which may include providing assistance to the injured, relocating groups of people, or responding to the Civilian Emergency Command Post to assist as necessary.

Faculty members, managers, and supervisors will escort their students, personnel, and visitors to their designated evacuation assembly areas and determine who did not arrive as well as seek medical attention for the injured and note any additional people who may be present in their evacuation assembly area. They will report this information and the last known location of the missing to their respective campus Presidents or designee and Campus ~~Lead~~ Safety Officers. They will also report to their respective campus Presidents or designee and Campus ~~Lead~~ Safety Officers other information they deem important such as hazards noted in their areas during their egress.

Facilities ~~d~~Department personnel will be responsible for the use of emergency equipment, the handling of emergency supplies, and the safe use of available utilities. They will:

1. Survey the campus and report damage through their chain of command.
2. Assist in rescue operations as directed (i.e., operate lifting equipment, cutting torches to free victims, etc.).
3. Assist in disaster fire suppression activities if trained and directed to do so.
4. Assist in controlling main shut-off valves for gas, water, and electricity.
5. Disburse emergency equipment as needed.

Clerical staff will help provide for the safety of essential school records and documents, operate telephones, and act as messengers and couriers when directed.

Cafeteria staff will make food stock and water available to campus emergency service providers whenever feeding becomes necessary during a disaster.

REPORTING EMERGENCIES NOT PREVIOUSLY COVERED:

- The quickest and easiest way to obtain professional help for any type of emergency not specifically covered by these procedures is to phone 911 or the SBCCD PD for assistance. Dial extension 4491 from on-campus phones or dial (909) 384-4491 from a mobile phone or when off campus.
- When calling stay calm, and carefully explain the problem and location to the Dispatcher.
- Quickly notify your instructor or immediate supervisor of the emergency and begin to take the appropriate action warranted by the situation.

DATE: 1/31/20

TO: Academic Senate

FROM: Accreditation and SLO Committee

CONTACT: Bethany Tasaka

SUBJECT: Accreditation and SLO Committee Name Change

RECOMMENDATION

It is recommended that the Academic Senate approve changing the name of the Accreditation and SLO Committee to Accreditation and Outcomes Committee.

ANALYSIS

The current name for the Accreditation and SLO Committee is only inclusive of Student Learning Outcomes. The Committee develops processes, handbooks, and recommendations for all outcomes on campus including Student Learning Outcomes, Program Learning Outcomes, Service Area Outcomes, and Institutional Learning Outcomes. The committee wish to change their name to reflect this work.

Therefore at the 1.21.2020 meeting of the Accreditation and SLO Committee meeting, the committee voted to change the name of the committee from Accreditation and SLO Committee to Accreditation and Outcomes Committee.

10+1 Areas

District and college governance structures, as related to faculty roles

Faculty roles and involvement in accreditation processes, including self-study and annual reports

Academic Senate Meeting 2.6.2020 Item 6.1

DATE: 1/31/20

TO: Academic Senate

FROM: Personnel Policy Committee

CONTACT: J. Notarangelo

SUBJECT: Advancement in Rank – AP 7210 Academic Employees

RECOMMENDATION

It is recommended that the Academic Senate accept the attached recommend changes to the Advancement in Rank language in AP 7210 and move the changes forward to District Assembly.

ANALYSIS

SBVC Academic Senate and CHC Academic Senate have worked collegially to developed the attached changes to AP 7210.

10+1 Areas

Other academic and professional matters as mutually agreed upon between the governing board and the senate

ACADEMIC RANK

A. Authorized titles:

1. **Adjunct Professor**--The title of all non-tenure track faculty members.
2. **Assistant Professor**--The title of all tenure-track faculty and full time temporary faculty.
3. **Associate Professor**--The title of all certificated personnel upon the granting of tenure by the Board.
4. **Professor**--The title to be granted upon a favorable decision by the college president following recommendation by the appropriate college committee.
5. **Emeritus**--The title to be granted to retiring tenured faculty who have achieved professor status in the district and received a favorable decision by the academic senate following recommendation by the appropriate college committee. The title conferred upon achievement of emeritus status shall be the last held before retirement followed by "Emeritus." For example, an Associate Professor would become Associate Professor Emeritus, an Adjunct Professor would become Adjunct Professor Emeritus, and etc."

B. The academic title shall bear no relationship to college salary schedules.

C. Use of Academic Rank Titles

1. All titles made applicable by these regulations shall be used in both internal and external district communications, publications and/or college publicity.
2. The title of "Assistant professor" shall be used in announcements of full time tenure track positions.

D. Nomination Procedure

A nomination for advancement in rank may be generated from an eligible individual on behalf of him/herself, from an academic peer, or from the department or division chairperson. Nominations shall be submitted to the College Committee on Academic Rank.

E. Committee on Academic Rank

1. The committee shall consist of the Senate President (or designee) who shall serve as chairperson and a minimum of four faculty members who are appointed by the Executive Committee of the Senate.
2. The committee will consider requests for advancement. A decision will be reached by a simple majority vote.

3. Committee recommendations will be submitted to the Academic Senate for approval.

F. Criteria for Advancement to Associate Professor, Professor, or Professor Emeritus

1. Associate Professor

The granting of the title Associate Professor is conferred with the granting of tenure.

2. Professor

An Associate Professor may make application for the rank of Professor upon fulfillment of the criteria listed below:

- a. Three (3) years of full-time service as an Associate Professor.

And each of the following:

- b. Evidence of professional growth as it relates to the faculty service area.
- c. Evidence of service to the college.
- d. Evidence of service to the college community.

3. Professor Emeritus

An application for Professor Emeritus may be submitted signed by any three division or department colleagues of the retiring faculty member.

G. Special Considerations

1. If a faculty member transfers to another college within the district having academic rank, the current rank achieved will be honored.
2. The ranks of Professor and Professor Emeritus given before the current version of the AP/BP will be honored.
3. A faculty member who joins SBCCD as full-time faculty and who held academic rank in a previous position at another institution, may submit documentation to apply for rank to the Committee on Academic Rank.

H. Appeals Procedure

1. A decision rendered by the Committee on Academic Rank may be appealed to an Appeals Committee.
2. The Appeals committee shall consist of four different faculty members than those who served on the Committee on Academic Rank. The Appeals Committee will select one of its own members as chairperson.

3. The Executive Committee of the Academic Senate will appoint three faculty members. One of the appointees must be chosen from the department in which the applicant works.

Proposed 11/19/2019

Revised 1/28/2020 by representatives from both CHC and SBVC to be forwarded to Academic Senates for approval.

DATE: 1/31/20

TO: Academic Senate

FROM: Professional Development Committee

CONTACT: Rania Hamdy

SUBJECT: Study Abroad Faculty Lead

RECOMMENDATION

It is recommended that the Academic Senate support .2 release time for a Study Abroad Faculty Lead and approve the attached job description.

ANALYSIS

Professional Development has worked with the VPI to develop Study Abroad Faculty Lead job description and identify funding for release time.

A Faculty Lead is need to grow the Study Abroad program at SBVC that will provide our students with new opportunities for social-cultural enrichment.

10+1 Areas

Educational program development

DATE: 1/31/20

TO: Academic Senate

FROM: Accreditation and SLO Committee

CONTACT: Bethany Tasaka

SUBJECT: ILO to Campus Climate Survey Mapping

RECOMMENDATION

It is recommended that the Academic Senate support the ILO to Campus Climate Survey Mapping developed by the Accreditation and SLO Committee.

ANALYSIS

Section 4 of the Student Campus Climate Survey and Question 5 of the Faculty Campus Climate Survey closely mirror SBVC's Institutional Learning Outcomes. The mapping done by the ASLO Committee allows the Office of Research and Planning to pull survey data in order to assess how well the campus is meeting its ILOs.

Assessment and evaluation of ILOs are a part of the Accreditation Standards.

10+1 Areas

Educational program development

Standards or policies regarding student preparation and success

Faculty roles and involvement in accreditation processes, including self-study and annual reports

1 **B. Institutional Analysis**
2

3 **Standard I: Mission, Academic Quality and Institutional Effectiveness,**
4 **and Integrity**
5

6 The institution demonstrates strong commitment to a mission that emphasizes student learning
7 and student achievement. Using analysis of quantitative and qualitative data, the institution
8 continuously and systematically evaluates, plans, implements, and improves the quality of its
9 educational programs and services. The institution demonstrates integrity in all policies, actions,
10 and communication. The administration, faculty, staff, and governing board members act
11 honestly, ethically, and fairly in the performance of their duties.
12

13 **I.A Mission**
14

15 **I.A.1** The mission describes the institution’s broad educational purposes, its intended student
16 population, the types of degrees and other credentials it offers, and its commitment to student
17 learning and student achievement. (ER 6)
18

19 **Evidence of Meeting the Standard**
20

21 The mission of SBVC “*San Bernardino Valley College maintains a culture of continuous*
22 *improvement and a commitment to provide high-quality education, innovative instruction, and*
23 *services to a diverse community of learners. Its mission is to prepare students for transfer to*
24 *four-year universities, to enter the workforce by earning applied degrees and certificates, to*
25 *foster economic growth and global competitiveness through workforce development, and to*
26 *improve the quality of life in the Inland Empire and beyond.*”
27

28 The mission describes the campuses broad educational purpose which includes providing
29 students the opportunity to earn certificates and degrees, transfer to four-year institutions, job
30 readiness, workforce development, and improve quality of life.
31

32 The mission describes the student population as diverse learners in the Inland Empire, as
33 evidence by the student demographics in the introduction,
34

35 The mission describes the types of Degrees and Credentials available at the college; certificate,
36 degree, transfer degrees. A full list of degrees and certificates is available on the SBVC Website
37 and in the SBVC Catalog (22).
38

1 The mission describes SBVC’s commitment to student learning and achievement as providing a
2 high quality education and services, using innovative instruction and services, and dedication to
3 continuous quality improvement as evidenced in SBVC’s Curriculum, Program Review, and
4 Outcomes processes which are fully described in Standards I.B and II.A.
5
6

7 **Analysis and Evaluation**

8

9 The campus mission statement includes all elements described in Standard I.A.1.
10

11 **I.A.2** The institution uses data to determine how effectively it is accomplishing its mission, and
12 whether the mission directs institutional priorities in meeting the educational needs of students.
13

14 **Evidence of Meeting the Standard**

15

16 The Office of Research Planning and Institutional Effectiveness provides the campus with ample
17 data that demonstrates how successfully the campus is achieving its mission (23).
18

19 *“San Bernardino Valley College maintains a culture of continuous improvement and a*
20 *commitment to provide high-quality education, innovative instruction, and services to a*
21 *diverse community of learners. Its mission is to prepare students for transfer to four-year*
22 *universities, to enter the workforce by earning applied degrees and certificates, to foster*
23 *economic growth and global competitiveness through workforce development, and to*
24 *improve the quality of life in the Inland Empire and beyond (22).”*
25

26 Traditional data on success, retention, completion, transfer, outcomes, and institution set
27 standards informs campus success on its mission to prepare students for transfer, and prepare
28 students for the workforce by earning certificates and degrees. This data is also used in Program
29 Review (see I.B.5) to improve the quality of instruction and services to students at SBVC (24).
30

31 The use of data to create a campus culture of continuous improvement can be observed through
32 Program Review processes, SBVC Strategic Goals and Objectives, and in presentations at
33 campus and community meetings. Campus Climate Survey data bring in the student perspective.
34 Dissemination and analysis of data is ongoing. Campus and community feedback guides
35 innovation and improvement.
36

37 SBVC’s student demographic, socio-economic, feeder high school and zip code data clearly
38 demonstrates that the campus serves a diverse community of learners in the Inland Empire, and
39 beyond. Data is used to inform decisions such as offering dual and concurrent enrollment,
40 developing Generation Go a workforce readiness non-credit certificate, and growing an equity
41 minded culture. Data from Research, Planning and Institutional Effectiveness, Strong Workforce
42 and environmental scan, supports program growth and workforce development. Baking, Cyber

1 Security, Sterile Process, Pharmacy Technician and Workforce Readiness are among the new or
2 developing programs that have been established to meet industry needs (25, 26).

6 **Analysis and Evaluation**

8 The Office of Research Planning and Institutional Effectiveness (ORPIE) maintains a website
9 containing comprehensive local, state, and national data that is relevant to the institution and its
10 mission. The Office’s mission, like the campus mission focuses on continuous improvement and
11 achievement.

12
13 *“The mission of Research, Planning and Institutional Effectiveness is to provide*
14 *leadership for continuous improvement of academic achievement and institutional*
15 *excellence by coordinating the college's planning and accreditation processes, offering*
16 *opportunity and support for the professional development of employees, assisting*
17 *members of the college community with program evaluation, and providing data to*
18 *support decision-making (27).”*

19
20 ORPIE habitually uses data to create reports and inform campus processes, for example;

- 21 • EMP One-Sheets support and inform needs assessment (28)
- 22 • Campus Climate Reports informs Service Area Outcomes (29)
- 23 • State Certification pass rates information student success and workforce readiness (30)
- 24 • Strategic Goals and Objectives informs program review (9)
- 25 • Success data (figures 12 & 13) and research briefs inform quality of instruction and
26 services (31)

27
28 Additionally ORPIE regularly;

- 29 • Creates data based reports and presentations for the Campus, Board of Trustees, and
30 Community Meetings (24).
- 31 • Tracks and reports on the success of cohort groups such as Valley Bound, EOPS, and
32 College Promise (32).
- 33 • Tracks, reports, and shares data for the ACCJC Annual report including Institution Set-
34 Standards (33, 34)

35
36 ORPIE’s systematic data collection, reports and presentations, contain the depth and breadth
37 needed to fully evaluate how effectively the campus is achieving its mission.

38
39 **I.A.3** The institution’s programs and services are aligned with its mission. The mission guides
40 institutional decision-making, planning, and resource allocation and informs institutional goals
41 for student learning and achievement.

1 **Evidence of Meeting the Standard**

2
3 The SBVC Planning Model (35) demonstrates the importance of the mission as its base. The
4 SBVC Strategic Goals and Objectives (9) and the SBVC Educational Master Plan (EMP) (36)
5 were formulated using the mission statement as the foundation. The Strategic Goals and
6 Objectives identify six themes that link the mission to planning. These Strategic Goals and
7 Objectives drive and inform the campus program review process. The SBVC Facilities Master Plan
8 (FMP) (37) and the SBVC Technology Strategic Plan (38) also stem from the mission. The latter
9 also aligns with the strategic initiatives and goals.

10
11 Program review requires divisions/departments to demonstrate their role in the mission of SBVC.
12 Program review has two phases: needs assessment in the fall and program efficacy in the spring.
13 Each requires evidence of addressing the SBVC mission within program documents. Programs
14 can only participate in needs assessment if their past program efficacy received a rating of
15 “continuation” or “conditional” (39).

16
17 In program efficacy, programs are asked to respond to the statement, “The program has a mission,
18 and it links clearly with the institutional mission.” Responses are evaluated to see if they meet or
19 do not meet the rubric. Both needs assessment and program efficacy are linked to SBVC’s
20 strategic planning in that programs must identify which strategic initiatives they are working to
21 achieve.

22
23 Institutional planning uses the documents from program review (See I.B.5) to guide decision
24 making. Program Review recommends and prioritizes growth positions for faculty and classified
25 professionals as well as equipment, technology, facilities and budget needs. Needs Assessment
26 results are used in College Council to distribute one-time funding (40).

27
28 **Analysis and Evaluation**

29
30 The mission of San Bernardino Valley College is to focal point for all planning activities on
31 campus. SBVC Strategic Goals and Objectives support the campus mission. The campus embeds
32 the mission, goals, and initiatives in its planning model, program review process, and major
33 campus documents.

34
35 **I.A.4** The institution articulates its mission in a widely published statement approved by the
36 governing board. The mission statement is periodically reviewed and updated as necessary. (ER
37 6)

38
39 **Evidence of Meeting the Standard**

40
41 SBVC’s mission statement appears on all major publications including but not limited to the
42 College Catalog, Schedule of Classes, Educational Master Plan, and Campus Website. The
43 mission appears on recruiting materials, campus flyers, and division/department publications

1 (41). The campus mission is embedded into the campus Program Review and Needs Assessment
2 processes. An email signature generator that includes the mission statement is available to all
3 campus employees.
4

5 The campus mission statement was collegially developed and approved by the Board of Trustees
6 on 3/10/16 and is periodically reviewed by major campus committees (42).
7

8 **Analysis and Evaluation**

9

10 The SBVC mission statement is approved by the Board of Trustees and is widely distributed to
11 the campus community. The mission statement is periodically reviewed by campus
12 constituencies.
13

15 **Conclusions on Standard I.A. Mission**

16

17 SBVC’s mission statement is broadly disseminated and shows the campus commitment to
18 student learning and achievement. Campus decision making process are tied to the mission of the
19 college. The campus collects and analyzes, data that reflects the values stated in the campus
20 mission. The campus applies knowledge gained from data analysis to improve instruction and
21 support services and create a culture of continuous improvement.
22

24 **Improvement Plan(s)**

25

26 [insert response if applicable]
27

28 **Evidence List**

22	College Catalog pp. 41-43/Website
23	ORPIE Home Page
24	ORPIE Reports Page
25	Strong Workforce Data
26	Environmental Scan
27	ORPIE Mission
28	EMP
29	Campus Climate Surveys
30	State Certification Pass Rates
31	Research Data
32	Cohort Group Success
33	ACCJC Annual Reports
34	CC/ILO Reports

35	SBVC Planning Model
36	Educational Master Plan
37	FMP
38	SBVC Technology Plan
39	Program Efficacy Process
40	Needs Assessment Process
41	Representative Example of Mission
42	BOT Approval of Mission

1
2
3
4

1 **I.B Assuring Academic Quality and Institutional Effectiveness**

2 3 **Academic Quality**

4
5 **I.B.1** The institution demonstrates a sustained, substantive and collegial dialog about student
6 outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of
7 student learning and achievement.

8 9 **Evidence of Meeting the Standard**

10
11 San Bernardino Valley College continually engages in substantive dialogue in an atmosphere of
12 mutual respect.

13
14 Student outcomes (SLOs/PLOs/ILOs) are discussed at the department, and division level, in the
15 ASLO Committee, Academic Senate, College Council, and at all faculty/campus meetings and
16 through professional development activities (43).

17
18 Dialog on student equity is prevalent throughout the campus. In 2016/2017 SBVC hosted a series
19 of off campus workshops on cultural competency and strategic planning that focused on equity,
20 access, and success and facilitated by Rondine Macadaeg from Elevate Tomorrow.

21
22 In August 2019 a team of 9 faculty and one administrators attended the workshop Equity in the
23 Classroom presented by USC Rossiter School of Education, Center for Education. The 'CUE
24 Team' as they call themselves, presented information at the Academic Senate Retreat and at the
25 all faculty meeting on opening day. The CUE Team continues to meet and brainstorms ways to
26 facilitate equity awareness (44).

27
28 Preparation of the Basic Skills Plans, SSSP Plans, and Student Equity Plans involve dialog in
29 planning committees, governance committees, District, and Boar of Trustees. Additionally the
30 development of these plans encourages dialog between SBVC and their sister campus Crafton
31 Hills College (CHC) (45).

32
33 Dialog around academic quality, institutional effectiveness, and continuous improvement of
34 student learning and achievement takes place at all levels of the campus and the district. For
35 example dialog takes place;

- 36 • Through developing major planning documents such as the Educational Master Plan,
37 Strategic Goals and Objectives, and Facilities Master Plan
- 38 • When developing grant applications
- 39 • Through the use of EMP Sheets
- 40 • Through targeted research and analysis such as development an analysis of assessment
41 cut scores, and the success and achievement of cohort groups.

- In governance and planning meetings

Dialog regarding student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement culminates in our Program Review process which is discussed in detail later in this standard.

Further evidence of dialog on student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement includes; trainings from ASCCC on AB705 and Guided Pathways, Dr. Vincent Tinto spoke on student persistence and completion on opening day Fall 2016, Rondine Macadaeg spoke on cultural competency in Fall 2017. Dr. Wood presented Teaching Men of Color at the all faculty meeting on opening date Fall 2018, Dr. Harris provided follow up training on use of Teaching Men of Color modules in Spring 2019. (46).

Analysis and Evaluation

SBVC has a robust governance and committee structure as detailed in AP2510 Collegial Consultation which is inclusive all constituency groups with representatives from administration, classified professionals, and faculty included in the committee membership. Student representatives are included on major committees such as College Council, Curriculum, Program Review and ALSO Committee. Community input is sought through Advisory Groups, Focus Groups, and Bi-Annual Community meetings. District and campus leaders have initiated discussion regarding providing students with small stipend to attend campus meetings and search committees to inspire greater participation. All campus governance and planning meetings are open to the public. The campus communication model shows how dialog and dissemination of information takes place. The SBVC Planning Model further supports that planning and dialog is centered on the campus mission and strategic goals and objectives.

I.B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Learning Outcomes (SLOs/PLOs/ILOs/SAOs) are under the purview of the faculty and processes for the establishment, assessment, and evaluation of outcomes are included in the charge of the ASLO Committee whose membership is comprised of all campus constituencies.

Outcomes for non-administrative areas are written by discipline faculty. In 2018 the establishment of instructional outcomes was moved from an independent process and aligned with the curriculum process. Instructional outcomes are created when a new course or program is

1 established through the campus curriculum process. SLOs are a part of the course outline of
2 record and appear on class syllabi. PLOs are listed in the catalog. Changes to SLOs or PLOs are
3 made through the Content Review Process (47).

6 In 2018 the ASLO Committee developed the SLO Rubric to provide discipline faculty guidance,
7 which was adopted by the Academic Senate. As part of the curriculum process SLOs and PLOs
8 are review by faculty serving on the ASLO Committee. SLOs and PLOs are evaluated for
9 adherence to the SLO Rubric (48).

11 It is the current philosophy of SBVC to practice “3E” assessment; every course, every section,
12 every semester. SLO data is reported in the SLO Cloud. Along with the data, the SLO Cloud can
13 collect assessment methodologies and faculty reflections on instruction and assessment. The
14 SLO Cloud maps course data to PLOs based on mapping sheets completed by discipline experts.
15 The SLO Cloud can create longitudinal reports for courses and programs that display outcome
16 success rates, assessment methodologies, and faculty reflections. SLO Cloud reports can be
17 generated by semester, by academic year, and for a three-year period. SLO data can also be
18 exported by campus, division or department and disaggregated by course section number. The
19 SLO Cloud contains data going back to Fall 2013.

21 SLO assessment data and reports are used for evaluation of SLOs and PLOs. Once an
22 independent paper process that occurred at least once during a three-year period, SLO evaluation
23 was aligned with Program Review’s program efficacy process which occurs every four years.
24 Program efficacy’s focus on SLOs has progressed as the campus culture on outcomes has moved
25 forward, for example:

Year	Program Efficacy Rubric for SLOs
2016-2017	Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to area services is complete .
2017-2018	Program has demonstrated that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs)
2018-2019	Program has demonstrated that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).
2019-2020	

27 The process for outcomes development, assessment, evaluation, and continuous quality improvement is
28 documented in the Outcomes Handbook. The most recent version of the Outcomes Handbook was
29 developed by the ASLO Committee in 2018/2019 and adopted by the Academic Senate on XX/XX/2019

33 Analysis and Evaluation

1 The SBVC Outcomes Assessment Handbook offers guidelines for developing Outcomes at the
2 course, program, and service area level, and describes the processes by which outcomes are
3 defined and assessed.

4
5 SBVC defines learning outcomes for all instructional programs and courses during the
6 curriculum process.

7
8 Course SLOs are assessed every semester and the data reported in the SLO Cloud. Data collected
9 at the course level is mapped to Certificates and Degree Program Level Outcomes (PLOs).

10
11 The SLO Cloud houses longitudinal data and faculty reflections from Fall 2013 forward. The
12 SLO has the capacity to reports for courses and programs by semester, academic year, three-year
13 period or all available data. The report consists of composite data for SLOs/PLOS for the
14 reporting period, assessment methodologies as available, and faculty reflections.

15
16 Instructional programs must provide a program analysis and evaluation of SLOs/PLOs as a part
17 of their Program Efficacy cycle. Program Efficacy occurs every four-years, with a mini-review
18 for career technical programs to be completed two-year after their full efficacy. Program
19 Efficacy is fully describe in Standard [].

20
21 **I.B.3** The institution establishes institution-set standards for student achievement, appropriate to
22 its mission, assesses how well it is achieving them in pursuit of continuous improvement, and
23 publishes this information. (ER 11)

24 25 **Evidence of Meeting the Standard**

26
27 In February 2014, the Academic Senate finalized the initial group of institution-set standards.
28 They included set-standards for course completion rates, number of degrees awarded, number of
29 certificates awarded, and number of students who transferred to four-year colleges. The
30 standards boundaries for the set-standards were established to be one standard deviation below
31 the mean over a seven-year period. College Council endorsed the institution-set standards on
32 March 12, 2014. The ISS methodology was later used to establish IEPI stretch goals which were
33 calculated at one standard deviation above the 5-year average of each relevant metric.
34 For Distance Education Courses, the set-standard is the state average for DE courses.

35
36 In 2019 the ASLO Committee revised Institution-Set Standard and set the goal at one standard
37 deviation below the three-year mean. The revised Institution Set-Standard include a floor, that
38 which we will not go below, and a stretch goal to encourage campus growth. [Evidence – PPT
39 and BOT Report]. The revised Institution-Set Standard were adopted by the Academic Senate on
40 4/17/19, and by College Council on 4/24/19 [verify date] (49).

1 Institution-Set Standards are documented annually in the ACCJC Annual Report. The ACCJC
2 Annual Report (33) is developed by the Dean of ORPIE with the support the ASLO Committee
3 and disseminated to College Council and Academic Senate. The annual Institution Set-Standard
4 data can be viewed on the ORPIE website.

5
6 There is one instance where the college fell below the institution-set standard for certificates
7 awarded. This triggered analysis by the ORPIE, ASLO Committee and Academic Senate. It was
8 determined and reported to College Council and Academic Senate that the dip below the
9 institution-set standard was an aberration, caused by more students being awarded degrees
10 instead of certificates that year. The campus met the institution-standard the following year and
11 continues to do so [check dates and details/get minutes] (49.1).

12 13 14 15 **Analysis and Evaluation**

16
17 The development and establishment of institution-set standards have been collegially in the
18 Academic Senate, College Council, and ASLO committee.

19
20 Institution-set standards are embedded in SBVC's assessment culture. The campus uses the
21 Institution-set standard formula to measure progress on Strategic Goals and Objectives, including
22 but not limited to

23
24 2.5 Improve performance on all Student Success Scorecard measures

25 2.6.5 Increase success rate of transfer level courses

26 2.6.6 Increase the percentage of students who succeed in CTE courses and programs

27
28 Institution-set standard, along with stretch goals and timelines are published in the Strategic Plan
29 and Educational Master Plan.

30
31 **I.B.4** The institution uses assessment data and organizes its institutional processes to support student
32 learning and student achievement.

33 34 **Evidence of Meeting the Standard**

35
36 The progression of planning utilizes the campus mission, Strategic Goals and Objectives.
37 program review, EMP, FMP, Institution-set standards, Outcomes, Campus Technology Strategic
38 Plan, Professional Development Plan (51) as well as SBCCD's imperatives, and California's
39 Vision for Success to improve institutional effectiveness. Each of these plans and processes
40 make extensive use of data to support student learning and achievement.

1 Additionally, the dean of ORPIE routinely hosts campus and community forums (52) on flex-day
2 meetings to discuss student success and presented at Academic Senate and College Council to
3 capture emerging themes and concerns on campus.
4

5 Strategic planning on the SBVC campus has a long history starting in 1999. The first
6 comprehensive plan was a five-year plan spanning the years between 2008-2013. This Strategic
7 Plan was constructed primarily around goals and activities. The next plan was built on the
8 previous plan with goals and objectives to support a revised mission and vision. It included
9 broad-based input from every campus constituency, on-campus and off-campus stakeholders. It
10 covered the period between 2014-2019 and includes more contextual narrative than previous
11 plans. The effort to accommodate all voices expanded the number of objectives beyond our
12 ability to adequately measure. The current Educational Master plan (2017-2021) includes the
13 goals from the previous strategic plan with fewer objectives without measurable outcomes or
14 timelines. The goals and timelines from the previous plan were still in use until 2019. The
15 campus started revising the objectives with measurable outcomes and timelines from the 2014-
16 2019 plan during the 2018-19 school year for use in a new strategic plan (see CC minutes).
17
18

19 **Analysis and Evaluation**

20
21 The College Mission Statement forms the foundation for setting goals, objectives, and planning
22 priorities through its planning documents, grant applications, program review, needs assessment
23 and an abundance of subject specific reports that support student success and achievement are
24 driven by qualitative and quantitative data.
25

26 As demonstrated in Standard I.B.1 the institution engages in sustained, substantive, and collegial
27 dialog about student success and achievement.
28
29
30
31

32 **Institutional Effectiveness**

33
34 **I.B.5** The institution assesses accomplishment of its mission through program review and evaluation of
35 goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative
36 data are disaggregated for analysis by program type and mode of delivery.
37
38

39 **Evidence of Meeting the Standard**

40

1 The institution assesses the accomplishment of its mission through program review. Program
2 Review requires that programs complete EMP Sheets annually, an in-depth program efficacy,
3 and conducts an annual needs assessment process.
4

5 The EMP Sheets (28) which include planning statements that evaluate goals and objectives in
6 light of the student access and performance data, in the sheets. Access and performance data
7 include, student demographics, course retention, course success, and an assessment of student
8 learning outcomes (SLOs). ORPIE engages in conversations with the Program Review and
9 ASLO Committees about how best to include SLO/SAO assessment data in the EMP
10 data/planning sheets. Over the years the EMPs have undergone a number of changes. In 2010
11 student services programs were included. In 2017 SLOs and SAOs were included in the
12 datasheets. Each program receives an updated data sheet annually. The EMP is used as an
13 evaluation tool by the Program Review Committee into program efficacy and needs assessment.
14

15 Program efficacy evaluation is framed by the college's strategic initiatives and incorporates the
16 programs' EMP data and dialogue that is updated and submitted to the PRPIC each fall. Full-
17 efficacy reviews require areas to address the following through both data analysis and anecdotal
18 evidence:
19

- 20 • Increase Access (programs address service to demographic makeup of the college and
21 pattern of services)
- 22 • Promote Student Success (programs provide data/analysis demonstrating achievement of
23 instructional or service success and analysis of SLOs/SAOs/PLOs)
- 24 • Improve Communication, Culture & Climate (program demonstrates and analyzes
25 communication efforts with college and community and demonstrates and analyzes its
26 impact on culture and climate)
- 27 • Maintain Leadership and Promote Professional Development (program demonstrates
28 currency in professional development activities)
- 29 • Effective Evaluation & Accountability (program provides mission/statement of purpose
30 that is linked to the college's and provides data analysis of productivity, evidence of
31 program's relevance/currency—specifically curriculum for instructional programs and
32 incorporates program weaknesses and challenges into planning)
- 33 • Facilities (program evaluates sustainability of physical environment for its program).
34
35

36 Program efficacy requires departments/programs to submit their EMPs as part of the review
37 process. Departments/programs evaluate their effectiveness through analysis of FTES,
38 duplicated enrollment, FETF, WSCH, student success and retention, % of online enrollment,
39 degrees awarded, and certificates awarded. Department/program planning is linked to data
40 analysis, anticipated challenges and opportunities, SAO/SLO/PLO assessment, and previous
41 progress on department/program goals (55).
42

1 During the 2017-18 academic year, the Academic Senate voted to align SLO/PLO/SAO
2 reporting processes with Program Efficacy in order to eliminate duplication of reporting. At that
3 time departments reported on their SLO/PLO/SAO progress, assessments, and findings on a
4 three-year cycle. Beginning in fall 2017, this cycle was aligned with the four-year Program
5 Review cycle, and departments submit evidence to the Program Review Committee, via the
6 Efficacy process, that each course and program has completed a summary evaluation at least
7 once during the four-year review cycle (56).

8
9 The Program Review Committee conducts an annual campus-wide needs assessment each fall.
10 Programs' requests for budget, equipment, faculty or classified staff are evaluated and ranked to
11 inform college decision-making. Request for technology or facilities are forwarded to
12 committees charged with evaluating those requests (57). The results of the Needs Assessment
13 Program Review Rankings are sent via email to the entire campus. Results are also posted on the
14 Program Review website (58). Needs assessment is tied to department/program efficacy;
15 departments/programs are required to address how the content of their latest Program Efficacy
16 Report and current EMP data support their requests.

21 **Analysis and Evaluation**

22
23 The Program Review Process is transparent, and all documents (efficacy reports, needs
24 assessment requests, committee minutes, etc.) are posted on the college's Program Review
25 website (59).

26
27 The Faculty and Administrative Co-Chairs of the Program Review Committee are members of
28 College Council where they take part in planning, issue management, and communication for
29 college governance issues. The Faculty Co-Chair is a member of the Academic Senate and
30 regularly informs that constituency of Program Review processes and outcomes (60, 61).

31
32 The Program Review Committee is charged with evaluating the effectiveness of programs and
33 services. The current efficacy cycle for full review is every four years. However, in order to
34 comply with Title 5 regulations, CTE programs are required to review their programs every two
35 years. Committee membership requires area representation and is comprised of at least three
36 Vice Presidents or their designees, as appointed by the President, 10% faculty representation by
37 Division, at least three classified staff members as appointed by Classified Senate/CSEA, and
38 one student (60).

39
40
41 **I.B.6** The institution disaggregates and analyzes learning outcomes and achievement for
42 subpopulations of students. When the institution identifies performance gaps, it implements

1 strategies, which may include allocation or reallocation of human, fiscal and other resources, to
2 mitigate those gaps and evaluates the efficacy of those strategies.

3

4 **Evidence of Meeting the Standard**

5

6 SBVC collects aggregate learning outcomes data at the course level which allows for
7 disaggregation at the section level. Faculty are able to disaggregate and analyze data by mode of
8 delivery, day or time of instruction, upper division vs. lower division, analyze student
9 performance in gateway and capstone courses, linked courses, cohort groups, accelerated
10 courses, short term vs. full term courses and any other way faculty find relevant to their courses
11 and programs (62). Course level SLO data is mapped up to Program Level Outcomes (PLOs).
12 Faculty have the opportunity to compare and evaluate program outcomes for certificates and
13 degrees and analyze the underlying courses (63). Faculty can evaluate disaggregated strictly
14 using quantitative data and/or incorporate faculty reflections it identify challenges, successes,
15 and improve the quality of teaching and learning.

16

17 Advisory committees in CTE programs meet regularly to evaluate program practices and
18 recommend ways to improve instructional programs (64).

19

20 ORPIE utilized disaggregated achievement data that is integrated into planning processes
21 throughout the institution. For instance, student achievement data can be found in EMPs,
22 Program Efficacy, STEM data, SSSP reporting, EMP, and strategic goals and initiatives (24).

23

24 Every three years the campus prepares a formal Student Equity Report. This report includes data
25 disaggregated by all student demographics including race, gender, age, foster youth, LGBGT,
26 and veteran status. The report identifies groups that are disproportionately impacted on key
27 performance metrics and specifies which support programs will address the gaps (65).

28

29 **Analysis and Evaluation**

30

31 Initially, disaggregation took place at the campus level with periodic reporting on SLOs for all
32 courses disaggregated by mode of delivery. Departments reports on SLOs once every four years
33 as a part of program efficacy. As data collection in the SLO Cloud began 2014, it took several
34 years for departments to gather enough data for thorough evaluations. Analysis of disaggregated
35 SLO data began to appear in program efficacy documents in 2017. As of 2019-2020 program
36 efficacy has included disaggregation of SLO data it its evaluation rubrics (66).

37

38 ORPIE makes regular reports that analyze student-success scorecard data. Reports are made to
39 the Academic Senate, College Council, and the Board of Trustees. Strengths and weaknesses are
40 discussed with respect to the disaggregated data. Student Equity Reports are prepared every
41 three years ORPIE makes presentations at community meetings addresses enrollment and
42 success rates. ORPIE webpage. Each year the campus holds a campus and community meeting

1 where score-card and student equity data is presented along with plans for partnerships,
2 instructional programs, and student success programs. ORPIE has standing agenda items on the
3 College Council agenda for strategic planning and Educational Master planning where data is
4 discussed in terms of planning priorities (52, 67).

5
6 With the implementation of AB 705 analysis of math and English achievement was used to
7 estimate the increases in resources for tutoring and supplemental instruction that would be
8 needed (68).

9
10
11 **I.B.7** The institution regularly evaluates its policies and practices across all areas of the institution,
12 including instructional programs, student and learning support services, resource management, and
13 governance processes to assure their effectiveness in supporting academic quality and accomplishment
14 of mission.

15 **Evidence of Meeting the Standard**

16
17
18 SBVC evaluated its policies and practices. Administrative Policies are reviewed in accordance
19 with AP2410 Board Policies & Administrative Procedure. This review processes also ensures
20 that governance processes, outlined in AP2510 Collegial Consultation, are regularly reviewed
21 (60,69).

22
23 Instructional programs, student and learning support services complete EMP Sheets annually. All
24 areas on campus are able to participate in needs assessment to identify and prioritize needed
25 resources. With the mission at its center program efficacy evaluates all administrative,
26 instructional, student and learning support services areas.

27
28 The Program Review committee seeks feedback from participants annually and uses the
29 information refine and perfect committee processes. All campus committees are given a
30 committee self-evaluation at the end of the academic year. Committee surveys are compiled and
31 reports out to College Council (70).

32
33 Campus Climate Surveys provide insight from management, faculty, classified professionals,
34 and student regarding the scope and quality of campus programs and services. Campus Climate
35 surveys are conducted every year. They are distributed in two phases: (1) students and faculty
36 during Spring semester; (2) classified professionals and managers during summer months (29).

37 38 **Analysis and Evaluation**

39
40
41 .SBVC engages in evaluation of policies, procedures, instructional and student support services.
42 On the first day of every semester, the president and executive team visit each division meeting

1 to hear feedback about campus policies and practices.

2
3
4 **I.B.8** The institution broadly communicates the results of all of its assessment and evaluation activities
5 so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate
6 priorities.

7
8 **Evidence of Meeting the Standard**

9
10 Campus collegial consultation processes are designed to disseminate information across campus.
11 Important information including assessment and evaluation reported in College Council, Faculty
12 Chairs, VPI's Cabinet and Academic Senate. College When representatives report out to their
13 membership and constituencies the information flows all constituent groups, divisions, and
14 departments. Additionally, committee agendas and minutes are posted online and available for
15 review by all interested parties (69; 71).

16
17 The Program Review Committee post all program efficacy materials, including outcome
18 evaluation and achievement data, and needs assessment results (59). CORs are available through
19 CurricUnet (72). The ORPIE provides access to student achievement data and assessment reports
20 (24). Board of Trustee meetings, Campus and Community meetings, and SBVC Foundation
21 meetings are opportunities to convey information to the public. The President's Report to the
22 Board of Trustees, and the Chancellor's Chat are emailed to the entire campus (73).

23
24
25
26
27
28
29 **Analysis and Evaluation**

30
31 SBVC has processes in place to facilitate communication and create a shared understanding of
32 the institution's strengths and weaknesses. Although the channels to distribute information are
33 present, Campus Climate Surveys indicate that not all SBVC employees feel they are well
34 informed (29). Committee members are being reminded that reporting out to their constituencies
35 is part of their committee responsibilities (74).

36
37
38 **I.B.9** The institution engages in continuous, broad based, systematic evaluation and planning. The
39 institution integrates program review, planning, and resource allocation into a comprehensive process
40 that leads to accomplishment of its mission and improvement of institutional effectiveness and

1 academic quality. Institutional planning addresses short- and long-range needs for educational programs
2 and services and for human, physical, technology, and financial resources. (ER 19)

3
4 **Evidence of Meeting the Standard**

5
6 Institutional planning and evaluation are cyclical and recurs at established intervals. For instance,
7 the Strategic Plan and Objectives, EMP, FMP, and Campus Technology Plan are on a 5-year
8 cycle and include short- and long-range planning objectives. Such plans are fluid and can be
9 updated as necessary but undergo a thorough evaluation and review that begins during the last
10 year of the plan's cycle (75).

11
12 Curriculum – Content review for courses and programs take place every 7 years, except for CTE
13 programs who undergo content review every 2 years (76).

14
15 Program Review Needs Assessment is conducted annually, and program efficacy is conducted
16 every 4 years except for CTE who alternate between a full program efficacy and a mini efficacy
17 report every 2nd year (54).

18
19 SLOs are aligned with both Content Review and Program Review processes.

20
21 The campus standing committee structure is evaluated every two years to ensure that committees
22 are relevant to the campus mission and have the appropriate campus membership. Often starting
23 in the Academic Senate, committee deletions, committee additions, or changes to a committee
24 mission or membership are collegially discussed and an updated campus committee structure is
25 forwarded to College Council for further discussion and adoption. These changes can be
26 established out of cycle should the need arise (77).

27
28 **Analysis and Evaluation**

29
30 Program Review is central to campus planning. With the campus mission at its core, program
31 efficacy acts as a touchstone for all departments on campus. Through program efficacy
32 departments verify that their curriculum is up to date and the catalog is accurate, evaluate student
33 success, retention, and outcomes, conduct analysis on equity and access, and engage in short-
34 term and long-range planning. The Program Review committee follows a department's progress
35 on planning goals annually through EMP Sheets, and from efficacy report to efficacy report.
36 Program's program efficacy status, analysis of data student performance data, and progress on
37 planning goals is a factor in the Needs Assessment process which is directly tied to allocation of
38 campus resources.

39
40 All committees on campus completes a Committee Self-Evaluation Survey every year and uses
41 the data to improve internal processes and communication (70.1). The Program Review
42 committee evaluates and improves its processes annually.

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Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness

The Program Review Committee evaluates the student achievement data and planning statements for all instructional, student services, and administrative services programs. The planning sections of the EMP sheets are expected to highlight what to expand that lead to activities that lead to successful outcomes and to make changes to activities that lead to declines in success. The committee evaluates the data and planning statements and makes recommendations (E2.5.2—recommendation sheet example). Quantitative and qualitative data are disaggregated and discussed by the committee (E2.5.3 Program Review meeting minutes). The committee also organizes training sessions for program representatives to make them aware of ‘best practices’ for using data for planning that leads to a cycle of continuous improvement. Training sessions focus on the unique approaches used by particular divisions—instructional, student services, and administrative services. Evaluations/recommendations are tailored to the division and program type and instructional mode of delivery.

Improvement Plan(s)

Student Placement (AB705) – Evaluate and Refine
Create a review rotation for accreditation for such items a mission; strategic

Evidence List

43	Representative Samples of Dialogue re: Outcomes
44	CUE Team
45	Representative Dialogue
46	Opening Day Presentations
47	Outcomes Handbook
48	SLO Rubric
49	Institution Set Standards
49.1	Institution Set Standards - Stretch Goals
50	Dialogue re: Certificates/ISS
51	Professional Development Plan
52	Community Meetings
53	College Council Minutes re: Strategic Plan Update
54	Efficacy Rotation Chart
55	Efficacy Reporting (Institutional Program Review Report—2018-19)
55.1	Efficacy Reporting (Institutional Program Review Report—2018-19)
55.2	Efficacy Reporting (Institutional Program Review Report—2018-19)
55.3	Efficacy Reporting (Institutional Program Review Report—2018-19)
55.4	Efficacy Reporting (Institutional Program Review Report—2018-19)

56	Moved SLO/PLO/SAO evaluation to Program Review Efficacy Cycle (March 3, 2017 meeting minutes)
67	Needs Assessment Requests (2018-19) Will be posted on the website spring 2019
57.1	Needs Assessment Requests (2017-18)
57.2	Needs Assessment Requests (2016-17) Will be posted on the website spring 2019
57.3	Program Review Minutes (Voting on Needs Assessment Documents—2018-19)
57.4	Program Review Minutes (Voting on Needs Assessment Documents—2017-18)
57.5	Program Review Minutes (Voting on Needs Assessment Documents—2016-17)
58	Needs Assessment Reporting to the Campus (2018-19) Will be posted in the Institutional Program Review Report in May 2019
58.1	Needs Assessment Reporting to the Campus (2017-18—Institutional Program Review Report—pp. 5-9)
58.2	Needs Assessment Reporting to the Campus (2016-17 Institutional Program Review Report—pp. 8-10)
59	Program Review Website
60	AP2410 Collegial Consultation
61	Academic Senate Roster
62	Sample Disaggregated SLO Data
63	Course to Program Maps
64	Advisory Committee Minutes
65	Student Equity Report
66	Program Efficacies; Library Technology 2017, Kinesiology 2019, Architecture 2019, Food Services 2019)
67	Representative Samples of Reporting
68	AB 795 Data and Analysis
69	AP2510 Collegial Consultation
70	Program Review Self-Evaluation
70.1	Committee Self-Evaluation
71	SBVC Communication Chart
72	CurricUnet Home Screen + COR samples
73	Reports to BOT, Foundation, Community
74	Committee Minutes
75	Planning Cycles
76	Curriculum Handbook
77	College Council and Academic Senate Minutes re: Committees

1
2

3 I.C Institutional Integrity

4

5 I.C.1 The institution assures the clarity, accuracy, and integrity of information provided to
6 students and prospective students, personnel, and all persons or organizations related to its

1 mission statement, learning outcomes, educational programs, and student support services. The
2 institution gives accurate information to students and the public about its accreditation status
3 with all of its accreditors. (ER 20)

4 5 **Evidence of Meeting the Standard**

6
7 SBVC upholds and protects the integrity of its practices through its mission statement and
8 institutional strategic initiatives, commitment to diversity, policies and procedures, and
9 compliance with the California Education Code and other relevant regulatory requirements.
10 SBVC regularly reviews its institutional plans and educational policies to ensure that they are
11 current and accurate.

12 SBVC completes and submits all required reports to the Accreditation Commission, California
13 Community Colleges Chancellor's Office (CCCCO), state and federal governments, and any
14 other body requiring information about the College. SBVC ensures that information related to its
15 mission, strategic initiatives, educational programs, admissions requirements, student services,
16 tuition and other fees, financial aid programs, and policies related to transcripts, transfer of credit,
17 and refunds of tuition and fees is accurate and readily available to the public. The College
18 Catalog, schedule of classes, and website are the main sources of information regarding SBVC's
19 educational programs and institutional policies. SBVC's accreditation status is published in the
20 catalog.

21 SBVC has policies to ensure academic honesty, integrity in hiring, and prevention of conflict of
22 interest violations. The College Catalog, schedule of classes, and related policies and procedures
23 address how violations of integrity are addressed (15, 16). Due process protections for employees
24 are also addressed in collective bargaining agreements.

25 26 27 **Analysis and Evaluation**

28
29 SBSBVC utilizes established policies and procedures to receive and address complaints, which
30 may be submitted confidentially and anonymously, regarding questionable accounting practices;
31 operational activities that are in violation of applicable laws, rules, and regulations; or
32 questionable activities that may indicate potential fraud, waste, and/or abuse (12, 13, 14). SBVC
33 regularly reviews its policies and procedures through its collegial consultation process to ensure
34 they are equitably and consistently administered (60,69). SBVC welcomes accreditation site visit
35 teams and will aid and support to peer evaluators so that they may perform their duties.

36
37

1 **I.C.2** The institution provides a print or online catalog for students and prospective students with
2 precise, accurate, and current information on all facts, requirements, policies, and procedures
3 listed in the “Catalog Requirements”. (ER 20)
4

5 **Evidence of Meeting the Standard**
6

7 Courses are included in GE requirements based on the philosophy of GE as articulated in a
8 statement on page 39 of the 2019-2020 College Catalog (78). These courses are in alignment with
9 the CSU system and IGETC requirements for GE. The statement also delineates ILOs derived
10 from this rationale for GE.
11

12 SBVC maintains its accreditation status and informs the public of accreditation activities via the
13 SBVC website. The current accreditation status with the ACCJC is also published in the 2019-
14 2020 College Catalog (page 5). Additionally, the College Catalog includes statements that
15 “SBVC’s Nursing Program is approved by the California Board of Registered Nursing and
16 accredited by the Accreditation Commission for Education in Nursing” (79).
17

18 **Analysis and Evaluation**
19

20 The SBVC catalog is updated annually and is available in print and on SBVC’s website for easy
21 access. Deans and faculty chairs are required to ensure consistency between the information
22 appearing in print and online (80). Students are encouraged to meet with their counselors on a
23 regular basis to facilitate understanding of requirements and to be updated on recent information
24 not yet reflected in print media. Program Review process verifies accuracy of catalog information
25 during the program efficacy phase (81).
26
27

28 **I.C.3** The institution uses documented assessment of student learning and evaluation of student
29 achievement to communicate matters of academic quality to appropriate constituencies,
30 including current and prospective students and the public. (ER 19)
31

32 **Evidence of Meeting the Standard**
33

34 SBVC reports student achievement data to current and perspective students, campus, district and
35 community in a variety of ways. ORPIE prepares student achievement reports and presents the
36 information to campus constituencies, at community meetings, and reports to the Board of
37 Trustee (73). Additionally, the ORPIE website posts these reports for public viewing. ORPIE
38 website also includes data on student success and graduation rates by department (24).
39

40 The SLO Cloud generates reports outcomes success by class, certificate, or degree (82).
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Analysis and Evaluation

SBVC documents, evaluates and disseminates information on student learning and achievement to campus and district constituencies, current and prospective students, and the public. Student learning and achievement reports and data are available for viewing on the ORPIE website and presented and discussed at campus, district and community meetings.

I.C.4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

Part II of the SBVC Catalog provides comprehensive information on general requirements for certificates degree, transfer and transfer (83). The catalog further details discipline specific requirements for certificates and degrees, including a description of the discipline, discipline degree or certificate requirements, and Program Learning Outcomes.

Comprehensive and discipline specific information on general requirements for certificates degree, transfer and transfer is distributed by the Counseling office and published in department brochures (84).

This information is also available on the campus website (85).

SBVC is currently working toward Guided Pathways implementation whereby each path is clearly articulated for students. When completed, Guided Pathways will be available in the College Catalog and campus website (86).

Analysis and Evaluation

SBVC provides descriptions of certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes is a variety of publications and modalities.

I.C.5 The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The review cycle for Board Policies (BPs) and Administrative Procedures (APs) is governed by AP2410 Board Policies & Administrative Procedures and administered through District Assembly, an advisory committee with representation across constituencies from SBVC, CHC, and the District. AP2410 Board Policies & Administrative Procedures ensures that BPs and APs

1 are reviewed by the appropriate departments and constituency groups at both campuses and the
2 district before being forwarded to the Board of Trustees for approval.

3
4 Internal policies and procedures such as Program Review, Curriculum, Outcomes processes and
5 Student Equity practices are reviewed and updated by campus governance groups and through
6 the campus committee structure. For instance, the Curriculum and Program Review committees
7 operate under the authority of the Academic Senate. Both committees perform a self-evaluation
8 of both their committee and their processes on and report to the Academic Senate on an ongoing
9 basis (70). Changes to processes, committee charge, or membership are brought to the Academic
10 Senate for consideration and approval (87).

11
12 Publication of the College Catalog includes multiple checkpoints to verify accuracy prior to
13 publications including the Office of Instruction, Office of Student Services, Deans, and
14 Department Chairs (80). Verification of catalog information is also included as part of the
15 Program Review process (81).

16
17 Campus publications are fact-checked by departments, Marketing, and Print Shop prior to
18 publication (88)

19 20 21 **Analysis and Evaluation**

22
23 SBVC regularly reviews institutional policies, procedures, and publications to assure integrity in
24 all representations of its mission, programs, and services. The campus has checks and balances
25 through AP2410 Board Policies & Administrative Procedures and local practices to ensure that
26 policies, procedure, and publications accurate and up to date.

27
28 **I.C.6** The institution accurately informs current and prospective students regarding the total cost
29 of education, including tuition, fees, and other required expenses, including textbooks, and other
30 instructional materials.

31 32 **Evidence of Meeting the Standard**

33
34 SBVC informs all students, current and prospective, of campus tuition and fees via the printed
35 and online College Catalog, and the Admissions and Records website. Information on tuition and
36 fees is also available in the Counseling office (90). The exact cost of textbooks by course and
37 section are available on the SBVC Bookstore website (91).

38
39 SBVC submits comprehensive data to the IPEDS National Center for Education that is used to
40 inform estimates on the cost rent and transportation in the City of San Bernardino. The IPEDS
41 summary paper informs students of these costs of living as well as costs for tuition, fees, and an
42 estimated annual cost for textbooks (92).

1 A link to the IPEDS National Center for Education summary paper for San Bernardino Valley
2 College is available on the ORPIE website. SBVC website also maintains Gainful Employment
3 information by discipline. The sites include the estimated cost of tuition, fees, and instructional
4 materials (18).

5 6 **Analysis and Evaluation**

7
8 San Bernardino Valley College accurately informs current and prospective students the total cost
9 of education, including tuition, fees, and other required expenses, including textbooks, and other
10 instructional materials using a variety of resources and modalities.

11
12 **I.C.7** In order to assure institutional and academic integrity, the institution uses and publishes
13 governing board policies on academic freedom and responsibility. These policies make clear the
14 institution’s commitment to the free pursuit and dissemination of knowledge, and its support for
15 an atmosphere in which intellectual freedom exists for all constituencies, including faculty and
16 students. (ER 13)

17 18 **Evidence of Meeting the Standard**

19
20 Academic Freedom is ensured by BP/AP4030 Academic Freedom. BP/AP 4030 is regularly
21 reviewed as per AP2410 Board Policies & Administrative Procedures, and can be brought
22 forward for review at any time (92).

23
24 SBVC reiterates its commitment to Academic Freedom in the SBVC print and online catalogs.
25 Additionally, the California Teachers’ Association (CTA) contract with the SBCCD addresses
26 academic freedom (Article 6) (03). SBVC provides faculty and students with the freedom to
27 explore all knowledge appropriate to their discipline. The Faculty Ethic Statement also upholds
28 faculty and student rights to Academic Freedom (94)

29 30 31 **Analysis and Evaluation**

32
33 SBVC policies, procedures and ethics statements make clear the institution’s commitment to the
34 free pursuit and dissemination of knowledge. SBVC support for an environment of intellectual
35 freedom for all constituencies

36
37
38 **I.C.8** The institution establishes and publishes clear policies and procedures that promote
39 honesty, responsibility and academic integrity. These policies apply to all constituencies and
40 include specifics relative to each, including student behavior, academic honesty and the
41 consequences for dishonesty.

42 43 **Evidence of Meeting the Standard**

1
2 Student behavior and conduct on campus and in the classroom, plagiarism, cheating, fabrication,
3 and disciplinary action are listed under the SBVC Catalog heading of Student Rights and
4 Responsibilities (95). Student Rights and Responsibilities are also available on the SBVC
5 Website (96), the Student Handbook (97), and the Online Student Handbook (99).

6
7 Student Conduct is governed by BP/AP 5500 Standards of Student Conduct (99) and AP 5520
8 Student Discipline (100). AP 3430 Prohibition of Harassment (101), and AP 3435
9 Discrimination and Harassment Procedures (102) may also be applied to student conduct should
10 a student's action meet the criteria for discrimination or harassment.

11 12 13 **Analysis and Evaluation**

14
15 SBVC maintains and publishes their policies on academic honesty, intellectual integrity, and
16 student conduct for all students regardless of the modality in which a course is delivered. Ninety-
17 three percent of students who responded to the 2017-2018 Student Campus Climate Survey
18 agreed or strongly agreed that faculty are clear about the rules regarding academic honesty (103).

19
20
21 **I.C.9** Faculty distinguish between personal conviction and professionally accepted views in a
22 discipline. They present data and information fairly and objectively.

23 24 **Evidence of Meeting the Standard**

25
26 BP4030 Academic Freedom (92) details the obligations of academic employees in regard to
27 academic freedom: "Academic freedom shall be guaranteed to all academic employees." Faculty
28 and students are responsible for "distinguishing between established fact and theories and one's
29 own opinion" (2019-2020 College Catalog, p. 20) (104). This policy is found on the SBCCD
30 website ([4030](#)) and excerpted in the College Catalog for the public to view

31
32 The Faculty Ethics Statement addresses academic freedom, asserting, "Respect the stated
33 regulations of San Bernardino Community College District, (provided the regulations do not
34 contravene academic freedom), maintaining our right to criticize and seek revision to improve
35 the regulations of the college." The Faculty Ethics Statement encourages faculty to distinguish
36 between personal convictions and professional views, stating that faculty should "show due
37 respect for the opinions and diversity of others through the exchange of constructive criticism
38 and ideas of their colleagues."

39
40 Faculty have a responsibility to students to

- 41
42 • encourage intellectual curiosity and the pursuit of learning,
43 • demonstrate respect for students as individuals, and

- respect individual perspectives and contexts.

The Academic Senate reviewed and discussed the Faculty Ethics Statement on 2017/2018. It was noted that the ethics statement expresses faculty ideals and SBVC's good intentions but is not designed as an enforcement tool. The preface of the Faculty Ethics Statement was amended to be inclusive of AP3430 (105).

Student feedback is sought on during faculty evaluation process includes a student survey. One of the questions on this survey asks whether an instructor presents information in a fair and unbiased manner. Therefore, student feedback is sought regarding the instructors' appropriate application of academic freedom (106).

Analysis and Evaluation

SBVC supports academic freedom and respects the rights of both faculty and students as regards academic freedom. Based on SBVC's 2012 self-study survey, 81 percent of students were satisfied with and believed the College supports academic freedom, and 86 percent of faculty reported their belief that faculty are fair and objective in their presentation of course material.

Over 87% of students who responded to the 2017-2018 Student Campus Climate Survey agreed or strongly agreed that SBVC, which is inclusive of classroom instruction, is free of racial and gender bias.

I.C.10 Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

SBVC administrators, classified professionals, faculty, students and the Board of Trustees have identified a code of ethics for their constituencies. Codes of ethics can be view on the SBVC and District websites and in the Faculty Handbook, SBCCDTA contract, Student Handbook, Board of Trustees Handbook, and in Board Policies and Administrative Procedures (92, 107-109).

Analysis and Evaluation

SBVC establishes a code of conduct for all constituencies

I.C.11 Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

1 **Evidence of Meeting the Standard**

2

3 N/A

4

5 **Analysis and Evaluation**

6

7 N/A

8

9 **I.C.12** The institution agrees to comply with Eligibility Requirements, Accreditation Standards,
10 Commission policies, guidelines, and requirements for public disclosure, institutional reporting,
11 team visits, and prior approval of substantive changes. When directed to act by the Commission,
12 the institution responds to meet requirements within a time period set by the Commission. It
13 discloses information required by the Commission to carry out its accrediting responsibilities.
14 (ER 21)

15

16 **Evidence of Meeting the Standard**

17

18 A link to San Bernardino Valley College’s accreditation website appears in the footer of every
19 web page, allowing interested parties to immediately access SBVC’s accreditation status (110).
20 The main accreditation page includes contact information for ACCJC, recent accreditation
21 reports, ACCJC action letters, and ACCJC reaffirmation letters. In addition, the college is
22 accredited by the Accreditation Commission for Education in Nursing (ACEN) and is recognized
23 by the California State Board of Registered Nursing and links to those entities are on the main
24 accreditation page. From the main accreditation page, interested parties can link out information
25 on the ASLO Committee, past accreditation reports, accreditation evidence, and other resources.

26

27

28 As a result of the 2014 accreditation visit, SBVC was able to address the recommendations
29 provided by ACCJC. A follow-up report was provided to the Commission during (2016) (111),
30 and a midterm report was filed in (2017) (112). The SBVC follow up report and mid-term report
31 examined College Recommendation 1, specifically addressing the development, assessment, and
32 evaluation of Program Learning Outcomes, and District Recommendations 1-3 that addressed
33 issues in Human Resources, Budget and Finance, and Board of Trustee’s adherence to and
34 review of policies and procedures.

35

36

37 **Analysis and Evaluation**

38

39 SBVC is in full compliance with past Accreditation Commission recommendations as evidenced
40 by the Follow Up Report (2016) and the Midterm Report, (2017) and submission of the ACCJC
41 Annual Reports. SBVC has been responsive to ACCJC’s recommendations and has been
42 proactive in many areas to sustain and improve the quality of its services.

43

1 **I.C.13** The institution advocates and demonstrates honesty and integrity in its relationships with
2 external agencies, including compliance with regulations and statutes. It describes itself in
3 consistent terms to all of its accrediting agencies and communicates any changes in its accredited
4 status to the Commission, students, and the public. (ER 21)
5

6 **Evidence of Meeting the Standard**

7

8 SBVC has numerous relationships with outside agencies, including nonprofits, such as the Boys
9 and Girls Club, as well as with school districts. For example, SBVC offers dual enrollment
10 classes at San Bernardino Unified School District (SBUSD), Colton Unified School District, and
11 Rialto Unified School District. In 2019, SBCCD entered into CCAP/dual enrollment agreements
12 with Lifelong Learning Administration Corporation (Learn4Life) | Provisional Accelerated
13 Learning (PAL) & Charter Academy and Alta Vista Public Charter Schools (113)
14

15 One of the SBUSD partnerships is MCHS, one of the most successful programs of its kind in the
16 state, providing high school students the opportunity to complete their diplomas and associate
17 degree concurrently ([SBUSD MCHS](#)). MCHS received a designation as a “Distinguished
18 School” in the California School Recognition Program ([CDE 2007](#)) (114). MCHS has also had
19 100 percent pass rates on the CAHSEE test over the past six years (115).
20

21 Vocational programs have benefited from the many advisory programs with business and
22 industry. Students from the applied technology programs are well trained; the technology faculty
23 and administrators at SBVC have been very active to recruit and address job opportunities after
24 students are trained (116).
25

26 SBVC has expanded partnerships with area school districts and employers with Generation Go, a
27 non-credit workforce readiness program. Students participating in Generation Go receive 54
28 hours of instruction in soft skills for employment and earn a Job Readiness Skills certificate.
29 Student serve a paid internship SBVC’s partner employers in the community which provides
30 them with work experience (117).
31
32

33 **Analysis and Evaluation**

34

35 SBVC demonstrates honesty and integrity in its relationships with external agencies. SBVC is in
36 compliance with regulations and statutes. The growth of partnerships with area schools and
37 employers speaks to SBVC reputation in the community.
38

39 **I.C.14** The institution ensures that its commitments to high quality education, student
40 achievement and student learning are paramount to other objectives such as generating financial
41 returns for investors, contributing to a related or parent organization, or supporting external
42 interests.
43

1 **Evidence of Meeting the Standard**

2

3 San Bernardino Valley College is a non-profit school, without external interests, that is state
4 funded. As stated in the campus mission SBVC’s goal is to ‘provide quality education’. The
5 campus measures its performance, not by how much revenue it generates, but by how many
6 students attain their educational goals, and the quality of services offered by the campus.

7

8 **Analysis and Evaluation**

9

10 SBVC has a commitment to high quality education. SBVCs goals are based student achievement,
11 student learning, quality of support services, access and equity. SBVC measures and evaluates
12 campus goals through the SBVC Strategic and Goals, Scorecard, and Vision for Success Goals.

13

14 **Conclusions on Standard I.C. Institutional Integrity**

15

16 [insert response]

17

18 **Improvement Plan(s)**

19

20

21 **Evidence List**

79	page 3 of the 2019-2020 College Catalog
80	Email Chain/Cabinet Minutes
81	Currency Section of Program Efficacy
82	Sample SLOCloud Reports
83	Catalog Pages: Part II
84	Counseling Handouts, Discipline Brochures
85	Online Information for 83
86	Guided Pathways
87	Representative Sample of Agendas and Minutes
88	Process for Review for Publications
89	Hold for process to update website
90	Cost of Education Examples - Catalog, Web, Counseling
91	IPEDS Summary Paper
92	BP/AP4030 Academic Freedom
93	CTA Contract Article 6 Academic Freedom
94	Faculty Ethic Statement
95	SBVC Catalog Student Rights and Responsibilities
96	Student Rights and Responsibilities - Web
97	Student Handbook
98	Student Online Handbook

99	BP/AP 5500 Standards of Student Conduct
100	AP 5520 Student Discipline
101	AP 3430 Prohibition of Harassment
102	AP 3435 Discrimination and Harassment Procedures
103	2017-2018 Student Campus Climate Survey - Academic Honesty
104	2019-2020 College Catalog, p. 20
105	Academic Senate Agenda and Minutes - Ethics Statement
106	HR - Student Feedback Form
107	Administrative Code of Ethics
108	Classified Professionals Code of Ethics
109	Student Code of Ethics
110	Accreditation Link
111	Follow-Up Report
112	Mid-Term Report
113	Agreements with External Agencies' CCAP Agreements
114	Middle College High School Information
115	Middle College High School CHESPE Success Rates
116	CTE Success and Employment Data
117	Generation Go! Information

1

2

1 **Analysis and Evaluation**

2

3 There are numerous (nonpublic works) contracts, both annual and one-time, to support the
4 college educational programs and operations. Contracts are all effectively governed by California
5 Public Contract Code, and BP/AP6340. SBCCD Business Services provides oversight to all
6 College and District contracts to ensure legal compliance and has a process to submit contracts
7 for review. The President’s Cabinet and Chancellor’s Cabinet also review all contracts to ensure
8 and maintain the integrity of the institution prior to Board of Trustees’ review and approval

9

10

11 **Conclusions on Standard III.D. Financial Resources**

12

13 [insert response]

14

15 **Improvement Plan(s)**

16

17 [insert response if applicable]

18

19 **Evidence List**

20 Budget Timeline – 11/6/19 Board Book

21

22

23 **Standard IV: Leadership and Governance**

24 The institution recognizes and uses the contributions of leadership throughout the organization
25 for promoting student success, sustaining academic quality, integrity, fiscal stability, and
26 continuous improvement of the institution. Governance roles are defined in policy and are
27 designed to facilitate decisions that support student learning programs and services and
28 improve institutional effectiveness, while acknowledging the designated responsibilities of the
29 governing board and the chief executive officer. Through established governance structures,
30 processes, and practices, the governing board, administrators, faculty, staff, and students work
31 together for the good of the institution. In multi-college districts or systems, the roles within
32 the district/system are clearly delineated. The multi-college district or system has policies for
33 allocation of resources to adequately support and sustain the colleges.

34

35 **Decision-Making Roles and Processes**

36

37 **IV.A.1** Institutional leaders create and encourage innovation leading to institutional excellence.

38 They support administrators, faculty, staff, and students, no matter what their official titles, in
39 taking initiative for improving the practices, programs, and services in which they are involved.

1 When ideas for improvement have policy or significant institution-wide implications, systematic
2 participative processes are used to assure effective planning and implementation.

3 **Evidence of Meeting the Standard**

4 AP2510 Collegial Consultation describes the campus committee structure. The committee
5 structure is designed to promote new ideas for the improvement of campus plans, processes, and
6 programs. Campus communication is designed in a manner that allows anyone on campus to put
7 forward their ideas for consideration. The campus communication flowchart captures this aspect
8 of the process. Campus plans are communicated to the campus through committee minutes,
9 newsletters, and public forums before they are implemented.

10 Additionally, the president informally encourages campus participation by visiting all division
11 meetings with the executive team at the beginning of each semester to provide all faculty
12 members with an opportunity to provide input about campus practices and policies and each
13 month the president and executive team hold open hours for faculty and staff to drop in without
14 appointments to discuss campus issues.

15 SBVC holds campus meetings where members of the community are invited to participate in
16 strategic planning. These meetings involve providing attendees with data on student
17 performance, updates on programs, updates on facilities, and more. Each year, Campus Climate
18 Surveys are distributed to campus constituency groups. Results from the Leadership and
19 Governance section of the faculty, classified professional, and manager surveys indicate that the
20 majority of employees agree that they have a substantial voice on campus, are encouraged to be
21 innovative, and have opportunities to serve on committees.

22 One example of how ideas move through the campus and become reality is the Valley 360
23 Resource Center which was brought forward by ASG to College Council in August 2017 and
24 after consultation with constituencies, community outreach and partnerships the Valley 360
25 Resource Center became reality in November 2016. A clothing pantry has been added to the
26 Valley 360 Resource Center in the past two years

27 Another example is how the campus supports new practices is the Basic Skills Committee role in
28 providing grants to faculty to initiate innovative programs to support student success in the area
29 of basic skills.

30 **Analysis and Evaluation**

31 The current SBVC campus leadership has established a culture of open communication where
32 innovation is encouraged. Participative processes are integrated into strategic planning and
33 program development through formal and informal structures.

1 Institutional structures have been constructed to encourage input and participation for all campus
2 constituencies and community stakeholders. Committee meetings (and the published minutes),
3 campus workshops, campus & community forums, together with informal opportunities to
4 provide feedback to the campus executives are all evidence of an open, inclusive, and transparent
5 decision-process.

6 **IV.A.2** The institution establishes and implements policy and procedures authorizing
7 administrator, faculty, and staff participation in decision-making processes. The policy makes
8 provisions for student participation and consideration of student views in those matters in which
9 students have a direct and reasonable interest. Policy specifies the manner in which individuals
10 bring forward ideas and work together on appropriate policy, planning, and special-purpose
11 committees.

12 **Evidence of Meeting the Standard**

13 AP2510 Collegial Consultation outlines administrative, classified, faculty, and student roles in
14 decision making processes. Committee memberships includes managers, faculty, classified and
15 student representation on major collegial consultation committees including District Assembly,
16 College Council, Accreditation and SLO Committee, Curriculum, Enrollment Management,
17 Facilities and Safety, SSSP, and Program Review. Managers are assigned to committees by the
18 leadership team. Faculty are assigned by the Academic Senate. Classified professionals are
19 assigned to committees by CSEA and Classified Senate. Student representatives are assigned by
20 ASG.

21 The charges for the Curriculum and Program Review clearly state that the committees operate
22 under the authority of the Academic Senate.

23

24 Ad-hoc committees are periodically created to work on special projects or initiatives. The most
25 recent example would be the creation of the ad-hoc Guided Pathways committee in 2018.

26 **Analysis and Evaluation**

27 Administrative procedures provide the opportunity for all staff to influence the development of
28 policy and the development of programs. Additionally, all campus meetings are open and
29 attendance of non-committee members is encouraged. When ad-hoc or special planning
30 committees are convened every effort is made to include all constituencies as per SBVC's
31 governance philosophy stated in AP2510 Collegial Consultation. For instance, process of
32 developing the SBVC Strategic Plan was an inclusive process that involved meetings and

1 workshops with all campus constituencies first in separate settings, faculty groups, with staff
2 meetings, student meetings, Later, all members of the campus community were invited to
3 participate meetings all were present.

4 The Governance Philosophy expressed in AP2510 states that

5
6 San Bernardino Valley College is committed to the idea of Collegial Consultation as
7 assured in BP/AP2510. We acknowledge the rights and responsibilities accorded to all
8 parties within the District to participate effectively in District consultation and support
9 the establishment of procedures whereby faculty, staff, and students are ensured of
10 appropriate consultation on matters affecting them.

11 We believe that groups of individuals working together to pool their knowledge,
12 experience, and perspectives are an integral part of the decision making process at SBVC,
13 and that the development of policies and procedures for college governance benefits
14 greatly by involving those with appropriate expertise and those who will be most affected
15 by those policies and procedures.

16 And ensures that students and classified professionals are involved in collegial consultation.

17

18 **IV.A.3** Administrators and faculty, through policy and procedures, have a substantive and
19 clearly defined role in institutional governance and exercise a substantial voice in institutional
20 policies, planning, and budget that relate to their areas of responsibility and expertise.

21 **Evidence of Meeting the Standard**

22 Administrators and faculty have substantive and clearly defined roles in campus and district
23 policies, planning, and budget.

24 In accordance with BP/AP2410 Board Policies & Administrative District Assembly is where
25 changes to Board Policies and Administrative Procedures begin, evaluated, revised and
26 forwarded to the Board of Trustees for approval. Administrators and faculty are represented on
27 DA and appropriate constituencies have feedback into BPs and APs.

28 Local planning committees such, College Council, SSSP, and Enrollment Management and
29 District planning committees, DA, DIEC, include administrators and faculty as active voting
30 members.

1 Campus and District Program Review Committees have administrative and faculty membership
2 that participate in the needs assessment ranking process. Campus Budget Committee and District
3 Budget Committee also have strong administrative and faculty membership.

4 **Analysis and Evaluation**

5 Administrators and faculty participate fully in areas of institutional policies, planning, and
6 budget.

7 **IV.A.4** Faculty and academic administrators, through policy and procedures, and through well-
8 defined structures, have responsibility for recommendations about curriculum and student
9 learning programs and services.

10 **Evidence of Meeting the Standard**

11 AP2510 Collegial Consultation and BP4202 Program, Curriculum, and Course Development
12 state that the Curriculum Committee operates under the prevue of the Academic Senate and in
13 accordance with the Senate approved Curriculum Handbook. The Curriculum Handbook outlines
14 the appropriate involvement of the faculty, the Academic Senate, and administrators in making
15 recommendations in the areas of curriculum and academic standards. The AP2510 Collegial
16 Consultation and the Curriculum Handbook dictate the composition of the Curriculum
17 Committee which faculty as assigned by the Academic Senate, the VPI, managers, students,
18 articulation officer, and classified professionals, including the articulation officer

19 Curriculum Committee Charge: Under BP2510, the Academic Senate has a responsibility to
20 make recommendation with respect to Academic and Professional matters. Curriculum is an
21 academic matter and, therefore, the curriculum committee is authorized by the Academic Senate
22 to make recommendation about the curriculum of the college, including:

- 23 • approval of new courses,
- 24 • deletion of existing course,
- 25 • proposed changes in course,
- 26 • periodic review of course outlines,
- 27 • approval of proposed programs,
- 28 • deletion of programs,
- 29 • review of degree and certificate requirements,
- 30 • approval of prerequisites and corequisites,
- 31 • and assessment of curriculum as needed.

1 In addition to course review, approvals, and modifications, the committee has a focus on Title 5
2 compliance, Distance Education (DE) modality approval, and statewide mandates. All curricular
3 changes are approved by the Board of Trustees.

4 SLOs are included on the COR. SLOs are evaluated using the SLO Rubric developed by the
5 ALSO Committee and approved by the Academic Senate.

6 **Analysis and Evaluation**

7 Faculty have authority over the curriculum process. Faculty members are involved in every
8 phase of the curriculum development process from conceptualizing courses, designing the
9 courses, evaluating the course content, and approving the course outline of record. When
10 changes are made to the content of a course or programs, before substantive change
11 documentation is submitted, the changes are discussed in the departments meeting and/or in the
12 Online Program Committee before being submitted to the curriculum committee for review.

13

14 **IV.A.5** Through its system of board and institutional governance, the institution ensures the
15 appropriate consideration of relevant perspectives; decision-making aligned with expertise and
16 responsibility; and timely action on institutional plans, policies, curricular change, and other key
17 considerations.

18 **Evidence of Meeting the Standard**

19 AP2510 Collegial Consultation describes the district, campus and governance structure. AP2510
20 affirms the participation of all constituency groups in decision making processes. Campus
21 processes allows for the implementation of plans, policies, curricular changes, reports, and initiatives
22 in accordance with internal and external deadlines.

23 Classified Senate webpage post their Code of Ethics, Bylaws, committee membership, and
24 Constitution. Article 3 of the Classified Senate Constitution discusses the role and purpose of
25 classified professionals in collegial consultation.

26 Similarly, ASG's webpage includes a section on shared governance and ASG's constitution
27 outlines expectations of student offers in shared governance.

28 The Academic Senate website includes faculty roles in governance and collegial consultation
29 under Title 5 of the California Code of Regulations, Section 53200 Definitions commonly known
30 as the 10+1. The Academic Senate By-Laws and Constitution outline the purpose and role of the
31 Academic Senate in the campus governance structure. The SBCCDTA Contract ensures faculty

1 participation on campus committees. Faculty committee assignments are made by the Academic
2 Senate.

3 Management job descriptions include a description a manger's role in campus/district
4 leadership.

5 **Analysis and Evaluation**

6 Campus decision making relies on appropriate expertise based on job description, Title V, constituency
7 prevue, labor bargaining agreements, and committee structure. The campus acts on plans, policies,
8 curricular changes, reports, and initiatives at the local, state, and nation level in a timely manner.

9 **IV.A.6** The processes for decision-making and the resulting decisions are documented and
10 widely communicated across the institution.

11 **Evidence of Meeting the Standard**

12 Policy and planning decisions are communicated on the several campus websites including the
13 President's webpage, the ORPIE webpage, the President's Newsletter. In addition, the campus
14 has formal communications channels for communicating policy changes, including
15 announcements and presentations on Opening Day and Flex Days. Decision making processes
16 include discussion and feedback from campus collegial consultation committees who are charged
17 with sharing information with their constituencies.

18 **Analysis and Evaluation**

19 Decision making processes are publicly available. Processes are in place to distribute
20 information regarding policy and planning decisions. The campus communication would benefit
21 from distributing information to the entire campus in multiple formats and committee members
22 could be more diligent about reporting out to constituency groups, and committees could be
23 more diligent about posting minutes.

24 **IV.A.7** Leadership roles and the institution's governance and decision-making policies,
25 procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The
26 institution widely communicates the results of these evaluations and uses them as the basis for
27 improvement.

28 **Evidence of Meeting the Standard**

29 AP2510 Collegial Consultation is regularly reviewed as part of the BP/AP Review process. The
30 BP/AP review process run through District Assembly allows the opportunity for all
31 constituencies to participate in evaluation and revision of AP2510 Collegial Consultation.

1 The Campus Committee Structure is reviewed by Academic Senate biennially for relevancy and
2 effectiveness. Committees can be formally and permanently added to the campus committee
3 structure at any time should the need arise. The Guided Pathways committee began as an ad-hoc
4 committee of the Academic Senate. Over time the committee recognized a need to be permanent
5 committee and developed a formal change and membership which was presented to and
6 approved by the Academic Senate in SP19.

7 Leadership positions for faculty, classified, and student bodies are elected and evaluated in
8 accordance to their by-laws. Faculty Department Chairs, and Faculty Leads are identified and
9 evaluated in accordance with SBCCTA Contract.

10 Campus plans such as the EMP, FMP, and Strategic Goals and Objectives, while living
11 documents, have established review cycles. Campus Climate Surveys, local, regional, state and
12 national reporting, committee surveys and committee evaluations also serve to evaluate and
13 improve campus plans and processes.

14 **Analysis and Evaluation**

15 SBVC leadership roles, governance structures, decision-making policies, procedures, and
16 processes are regularly evaluated to assure their integrity and effectiveness.

17 **Conclusions on Standard IV.A. Decision Making Roles and Processes**

18

19 The college committee structure offers an effective method of two-way communication between
20 campus leadership and campus constituencies. Faculty, staff, and students are appointed by
21 Academic Senate, Classified Senate, and student government. Committee meetings are open to
22 all who want to attend. Committee chairs or their designees also attend College Council
23 meetings.

24 College Council serves as the primary structure for broad-based input from all college
25 constituencies. Co-Chaired by the campus president and the academic senate president College
26 Council meets bi-monthly; the membership includes committee chairs from all campus collegial
27 consultation committees and the entire executive team.

28 The Program Review Committee, under the authority of the Academic Senate, regularly assesses
29 the efficacy and needs of campus programs.

30 Campus Climate Surveys provide all members of the campus community with a voice to
31 evaluate policies and procedures and decision-making process.

1 Performance evaluations for manager provide stakeholders on campus and in the community
2 with an opportunity to evaluate specific managers.

3

4 Improvement Plan(s)

5

6 **IV.B Chief Executive Officer**

7

8 **IV.B.1** The institutional chief executive officer (CEO) has primary responsibility for the
9 quality of the institution. The CEO provides effective leadership in planning, organizing,
10 budgeting, selecting and developing personnel, and assessing institutional effectiveness.

11

12 **Evidence of Meeting the Standard**

13

14 The College President serves as the chief administrative officer. BP2430 Delegation of Authority
15 to the Chancellor states that “The Chancellor may delegate any powers and duties entrusted to
16 him/ or her by the Board (including the administration of colleges and centers), but will be
17 specifically responsible to the Board for the execution of such delegated powers and duties.” The
18 college president’s job description further identifies the college president as the chief
19 administrative officer.

20

21 The president ensures that campus planning documents such as the EMP are aligned with the
22 college mission. The president, in collaboration with vice president of instruction, vice president
23 of student services, vice president of administrative services, and dean of institutional research,
24 planning and institutional effectiveness, has created an evidence- based campus culture with a
25 focus on equity and student success. Ms. Rodriguez is an advocate for equity and student
26 success, and is the driving force behind Generation Go!, and the College Promise programs on
27 campus.

28

29

30 **Analysis and Evaluation**

31

32 Under President Rodriguez’s guidance the campus has strengthened ties between campus data,
33 strategic goals, and educational planning to increase student access and success. For instance,
34 during her first semester on campus the president was tasked with taking over the development
35 of the comprehensive master plan for the campus. While ensuring collegiality, President
36 Rodriguez successfully realigned the existing draft with the campus mission, and strategic
37 initiatives. The CMP includes realistic goals for student success that were developed using
38 campus and community data. President Rodriguez practices transparency in all that she does,

1 short- and long- range institutional planning is shared with campus constituencies and the
2 surrounding community.

3
4 **IV.B.2** The CEO plans, oversees, and evaluates an administrative structure organized and
5 staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates
6 authority to administrators and others consistent with their responsibilities, as appropriate.

7 8 **Evidence of Meeting the Standard**

9
10 The college president’s job description includes a lengthy list of the qualification, duties, and
11 responsibilities, including the delegation of authority. Accordingly, Ms. Rodriguez delegates
12 authority to the VPs, Deans and others to act within the scope of their position and job
13 description. The SBVC Organization Chart illustrates the formal administration structure on
14 campus. AP2510 Collegial Consultation Collegial speaks to the campus’s governance
15 philosophy and collegial consultation processes.

16
17 President Rodriguez works with President’s Cabinet and Chancellor’s cabinet, and takes input
18 from campus constituencies and collegial consultation committee, to evaluate the administrative
19 structure at SBCCD. During her tenure as college president, Ms. Rodriguez has stabilized upper
20 administration and worked with the SSSP Committee, SSSP Plan, and Academic Senate to grow
21 and stabilize the administrative structure on campus, particularly in the area Student Services.
22 Recently, Ms. Rodriguez has worked with the VPI and appropriate Deans to centralize the
23 tutoring and instructional support services thereby increasing access for all students.

24 25 **Analysis and Evaluation**

26
27 As per BP2430 Delegation of Authority to the Chancellor BP2510 Collegial Consultation, and
28 the job description for the college president, President Rodriguez delegates’ authority to campus
29 administrators, supervisors, and faculty as is appropriate and consistent with their
30 responsibilities. President Rodriguez is patient and intentional, seeking to hire administrators,
31 faculty and staff who embody the campus mission.

32
33 **IV.B.3** Through established policies and procedures, the CEO guides institutional
34 improvement of the teaching and learning environment by:

- 35 • establishing a collegial process that sets values, goals, and priorities;
- 36 • ensuring the college sets institutional performance standards for student
37 achievement;
- 38 • ensuring that evaluation and planning rely on high quality research and analysis
39 of external and internal conditions;
- 40 • ensuring that educational planning is integrated with resource planning and
41 allocation to support student achievement and learning;
- 42 • ensuring that the allocation of resources supports and improves learning and
43 achievement; and

- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

President Rodriguez has maintained the collegial consultation process described in AP2510 Collegial Consultation and the 2014 College Governance Handbook. Collegial consultations committees include Accreditation and Student Learning Outcomes, Facilities and Safety, Technology, Budget, Professional Development, and Enrollment Management. The Matriculation/SSSP, Curriculum, and Program Review Committees are collegial consultation committees that operate under the authority of the Academic Senate. The chairs of collegial consultation committees along with CSEA, CTA, and Student Government have a seat on College Council.

The College Council has three primary functions: planning, issue management, and communication. The college planning function includes the college Educational Master Plan (EMP), thereby developing the college's Education Strategic Plan. The EMP includes the Program Review annual needs prioritization, Technology Plan, Five Year Construction & Facilities Plan, Enrollment Management Plan, Basic Skills Plan, and Professional Development Plan. College Council reviews each of the plans and analyzes each for budget impact and provides recommendations to the President. [note: reads awkwardly, but direct quote from 2510]

The issues management function takes place as campus issues are presented to the College Council and referred to the appropriate committee for review, consideration, and recommendation to the President.

The communication function is served by the College Council as the central communication venue for college governance issues including budget, in that all constituent groups are represented and are responsible for reporting and disseminating of information to their appointing body

The Strategic Planning Model illustrates that the mission and strategical goals are the foundation for campus planning, The Strategic Planning Model further illustrates how collegial consultation committees are campus processes are interdependent on each other, and that planning is a shared responsibility.

The campus collegial consultation process is used to evaluate and strategize planning instruments, initiatives, student success, for instance Scorecard data, Vision for Success data, EMP, program review prioritization, ILOs, and College Promise.

A recent illustration of established procedures to evaluate overall institutional planning with the campus mission and goals is the work done in College Council on the campus strategic direction

1 and goals spreadsheet that highlights progress alignment with campus
2 offices/committees/processes, accreditation standards, state initiatives, and student funding
3 model. The spreadsheet illustrates how the campus works to achieve its goals, how campus goals
4 are tied to the boarder goals of state, and how the campus work aligns with accreditation. The
5 spreadsheet is visual illustration used by the President and College Council to measure progress,
6 distribute resources, and eliminate duplication of effort.

9 **Analysis and Evaluation**

11 Lead by President Rodriguez, College Counsel is the embodiment of how the collegial processes
12 described in AP2510 Collegial Consultation, and the Strategic Planning Model are inclusive of
13 the campus community and sets the goals and priorities for the campus. Anchored by an
14 exemplary program review process and grounded by an evidence-based culture the president
15 allocates available campus resources to the best benefit of students.

17 The success of the campus mission, and strategic direction and goals is quantitatively and
18 qualitatively evaluated using traditional student success matrix, increased access to student and
19 instructional support services, progress on strategic goals, campus climate surveys, campus event
20 feedback, committee self-evaluations, and anecdotal evidence such as social media posts.

23 **IV.B.4** The CEO has the primary leadership role for accreditation, ensuring that the institution
24 meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies
25 at all times. Faculty, staff, and administrative leaders of the institution also have responsibility
26 for assuring compliance with accreditation requirements.

28 **Evidence of Meeting the Standard**

30 President Rodriguez guides the campus accreditation process. She meets weekly with the ALO to
31 ensure that the campus meets Eligibility Requirements, Accreditation Standards and Commission
32 policies, and meets bi-weekly with the faculty lead of the ALSO Committee to ensure that local
33 processes for accreditation are being followed. Ms. Rodriguez is knowledgeable of
34 programmatic accreditations on campus and assures that programs have the necessary support for
35 their accreditation

37 President Rodriguez works directly with the ALO in the development and timely of the ACCJC
38 Annual Reports and, maintains currency on accreditation by attending meetings, conferences,
39 and workshops that disseminate information and updates on Eligibility Requirements,
40 Accreditation Standards and Commission policies, for example; Region 9 meetings, ACCJC
41 Team Training, CCLC Annual Conference, Wheelhouse Fellowship Academic, ACCT meetings,
42 and serving ACCJC visiting teams. Additionally, Ms. Rodriguez participates in programatic
43 accreditations visits.

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Analysis and Evaluation

The College President is fully engaged in campus accreditation processes. She consults regularly with the ALO and faculty lead, both of whom have a seat on College Council. President Rodriguez informs the campus community about regional and programmatic accreditation through campus presentations and reports.

IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The District Assembly is responsible for reviewing and revising governing board policies. The president, an ex-officio member of District Assembly, routinely evaluates the alignment of institutional practices to board policies through discussions in the College Council and the President’s Cabinet and works in conjunction with the vice presidents of SBVC to monitor the implementation of the statutes. Through the involvement of the different constituency groups, any and all changes in SBVC practices and policies are immediately reflective upon adoption. Additionally, the SBCCD and SBVC governance structures allow for board policies and administrative procedures to be reviewed at all levels to ensure alignment of institutional practices, policies, and the mission.

The flowchart for changes to board policies or administrative procedures from AP2410 Board Policies & Procedures shows how addition of new or revising of existing board policies and administrative procedures moves from the District Assembly to the appropriate constituent groups. BPs/APs are reviewed on a 10 year cycle, however new or revised BPs/APs may be brought to District Assembly at any time. Further, the campus governance chart from AP2510 Collegial Consultation shows how the District Assembly interacts with the College Council and other collegial consultation groups.

The president reviews budget summaries on a regular basis and is the ultimate decision maker for SBVC’s expenditures. The president holds the responsibility centers accountable for their budgets, with appropriate expenditures to support their respective areas. While the president is well informed on making these decisions, information is also provided through established processes on the SBVC campus. The Budget Committee identifies unexpended funds and tracks the campus fund balance. The Budget Committee recommends to College Council what portion of the fund balance should be spent to fund one-time needs. College Council make a recommendation to the president regarding the allocation of funds based on the program review prioritizations lists.

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Analysis and Evaluation

The College President regularly participates in the campus and district meetings that drive the development of policies, procedures, and budget. She actively advocates for enhancement of SBVC funding and actively opposes redistribution of funds away from the campus. The president works to establish a working budget that meets the needs of the campus and allows for one time funding and growth to enhance teaching and learning.

IV.B.6 The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The college president regularly communicates with the campus community. All campus meetings are an opportunity of celebrates campus successes, and a spring board for sharing campus goals. President Rodriguez, with the VPs, outreaches to the campus by hosting a monthly open office hour. The college president regularly attends, and reports out, at collegial consultation meetings at the campus and the district including, College Council, Academic Senate, Chancellor’s Cabinet and District Budget Committee. She participates in the annual Campus/Community Meeting, a public workshop to gather input on the college’s strategic direction.

The college president is active in the community and has implemented outreach programs such as FoodIE Fest, Winterfest, and SBVC Day of Service. She serves on a number of local and national boards including Arrowhead United Way, RJ Academies, Making Hope Happen Foundation, Capella University National Board, International Board of the Hispanic Association College and Universities. Additionally, Ms. Rodriguez is active at the State level. Ms. Rodriguez has addressed members of the State Assembly, on several occasions on such topics as Generation Go!, and the condition of campus facilities.

Analysis and Evaluation

President Rodriguez actively engages and communicates with the campus community.

Conclusions on Standard IV.B. CEO

The Campus President acts with integrity and leads the campus to promote and continuously improve student success by ensuring academic quality and stability. The Campus President depends on employee expertise and uses governance roles and structures to establish, revise and

1 implement policies and plans. The president communicates with the campus constituencies and
2 the communities served by campus. She advocates for student and the campus at the local,
3 regional, state, and national level.

4
5 **Improvement Plan(s)**

6
7 [insert response if applicable]

8
9 **Evidence List**

10
11 [insert list]
12
13

14 **IV.C Governing Board**

15
16 **IV.C.1** The institution has a governing board that has authority over and responsibility for
17 policies to assure the academic quality, integrity, and effectiveness of the student learning
18 programs and services and the financial stability of the institution. (ER 7)

19
20 **Evidence of Meeting the Standard**

21
22 The role of the Board of Trustees is to ensure the mission of the SBCCD, which is “to promote
23 the discovery and application of knowledge, the acquisition of skills, and the development of
24 intellect and character in a manner that prepares students to contribute effectively and ethically
25 as citizens of a rapidly changing and increasingly technological world,” is achieved.

26
27 The board is composed of seven trustees elected from the local communities and two student
28 trustees elected by their respective campuses for a one-year term, according to the SBCCD
29 BP2015 Student Trustees, Each student trustee is entitled to vote in an advisory capacity.

30
31 BP2200 Board Duties and Responsibilities describes the general guiding principles of the Board
32 of Trustees; their duties and responsibilities are listed. This policy identifies the board’s
33 responsibility to “establish policies for, and approve, current and long-range educational plans
34 and programs, and promote orderly growth and development of the colleges within the District.”
35 BP2200, Section A, 1 & 7, outline the board’s responsibility for hiring and evaluating the
36 chancellor. BP2000, Section C, addresses establishing and maintaining academic standards,
37 assuring the quality, integrity, and effectiveness of student learning programs, and BP2200,
38 Section B, details the board’s responsibility to ensure the financial stability of SBVC. Further
39 administrative procedures detail how the board carries out its responsibilities.
40

1 Chapter 4: Academic Affairs series of board policies states that “the colleges of the district shall
2 offer comprehensive instructional programs in the areas of general education, transfer education,
3 vocational education, learning skills education, community services, and joint programs with
4 business, industry, labor, government, and other accredited educational institutions.” In addition,
5 BP4100 Graduation Requirements for Degrees and Certificates addresses degrees and certificate
6 requirements; BP4220 addresses the standards for scholarship; BP4100 addresses the graduation
7 requirements for degrees and certificates offered, while the Chapter 5: Student Services of board
8 policies covers a variety of student services-related items, such as, but not limited to, admissions,
9 tuition, fees, refunds, student records, enrollment priorities, and course adds and drops.

10
11 The Board of Trustees Finance Committee exists as a standing, advisory committee on budgetary
12 matters and strives to improve efficiency of BOT decision making processes by conducting
13 research, improving clarity, and increasing transparency on financial matters.

14 15 **Analysis and Evaluation**

16
17 Board policies are in place to inform and guide trustees on their role and responsibilities to
18 ensure academic quality, support student learning, provide for the financial stability of the
19 district. Additionally, the Board of Trustees use the following documents to ensure that new and
20 returning trustees fully understand their role and responsibilities.

- 21 • Orientation and Development for Community College Trustees
- 22 • Trustee Handbook (revised 11/06/19)
- 23 • Trusteeship
- 24 • Board Chair Handbook

25
26 Trustees participate in state and national conferences [list] that enhance their knowledge of the
27 role of the Board and state informed about educational trends, initiatives and laws.

28
29 **IV.C.2** The governing board acts as a collective entity. Once the board reaches a decision, all
30 board members act in support of the decision.

31 32 **Evidence of Meeting the Standard**

33
34 The 2019 Trustee Handbook and AP 2200 Board Duties and Responsibilities instructs Trustees
35 to act as a whole once a decision is made.

36 37 **Analysis and Evaluation**

38
39 The 2019 Trustee Handbook instructs Trustees to act as a whole once a decision is made.

40
41
42 **IV.C.3** The governing board adheres to a clearly defined policy for selecting and

1 evaluating the CEO of the college and/or the district/system.

2
3 **Evidence of Meeting the Standard**

4
5 BP/AP2431 Chancellor Selection and BP/AP7250 Educational Administrators define the process
6 for selecting the chancellor and college presidents. BP/AP 2435 Evaluation of the Chancellor
7 outlines the process for the evaluation of the chancellor.

8
9
10 **Analysis and Evaluation**

11
12 BP/AP2435 Evaluation of the Chancellor includes a survey that is sent out to the district
13 community via email. These surveys are sent out in a timely manner. The chancellor's evaluation
14 is a standing closed session item on the Board of Trustees business meeting.

15
16 **IV.C.4** The governing board is an independent, policy-making body that reflects the public
17 interest in the institution's educational quality. It advocates for and defends the institution and
18 protects it from undue influence or political pressure. (ER 7)

19
20 **Evidence of Meeting the Standard**

21
22 The 2019 Trustee Handbook instructs trustees on the roles and responsibilities of a board
23 member and instructs to board to serve as an advocate for district.

24
25 AP2200 Board Duties and Responsibilities further discusses that the role of Board is to support
26 the colleges in the pursuit of their missions and goes on the state that the Board is to represent
27 the general public for whom they hold the colleges in trust. They are responsible for balancing
28 and integrating the wide variety of interests and needs into policies that benefit the common
29 good and the future of their region.

30
31 The 2019 Trustee Handbook, AP2200 Board Duties and Responsibilities, AP2710 Conflict of
32 Interest, and BP2715 Code of Ethics – Standards of Practice prohibit trustees from unethical
33 behavior.

34
35 Board members are elected in seven different regions and represent the diverse community
36 served by SBCCD.

37
38
39 **Analysis and Evaluation**

40
41 The BOT is an independent body that makes decisions for the benefit of the district population.

42
43 **IV.C.5** The governing board establishes policies consistent with the college/district/system

1 mission to ensure the quality, integrity, and improvement of student learning programs and
2 services and the resources necessary to support them. The governing board has ultimate
3 responsibility for educational quality, legal matters, and financial integrity and stability.
4

5 **Evidence of Meeting the Standard**

6
7 The establishment and revision of Board Policies and Administrative Procedures is governed by
8 BP and AP2410 Board Policies & Administrative Procedures.
9

10 The 2019 Trustee Handbook and AP 2200 Board Duties and Responsibilities instructs the Board
11 to act with integrity and work in the best interest of the colleges and student success and gives
12 the board ultimate responsibility for educational quality, legal matters, and integrity. To this end
13 the Board has establishes institutional values that are reviewed and updated annually.
14

15 The Board holds an annual board meeting (AP2300 Annual Organization Meeting) for the
16 election of Board officers. Additionally, the Board has a mid-year retreat in January and a two-
17 day retreat in June during which board members reflect on the years accomplishments and learn
18 about effective trustee practices. The board works on plans to further the goals stated in the
19 SBCCD Strategic Plan and sets the Board Institutional Values, Board Planning Imperatives, and
20 Chancellor's Goals.
21

22 **Analysis and Evaluation**

23
24 The BOT give final approval for the establishment and revision of BPs/APs and district and
25 campus planning. The BOT engages in long range planning for the benefit of the institution.
26

27 **IV.C.6** The institution or the governing board publishes the board bylaws and policies
28 specifying the board's size, duties, responsibilities, structure, and operating procedures.
29

30 **Evidence of Meeting the Standard**

31
32 Chapter two of Policies and Procedure that pertain to the Board of Trustees are publicly
33 available, Including BP2010 Board Membership, BS BP 2200 Board Roles and Responsibilities.
34 These policies and procedures outline the number of trustees, and structure of the board. The
35 duties and responsibilities of the Board can be found in policies and procedures, and the Trustee
36 Handbook.
37

38 **Analysis and Evaluation**

39
40 The Board of Trustees publishes the board bylaws and policies
41

42 **IV.C.7** The governing board acts in a manner consistent with its policies and bylaws. The board
43 regularly assesses its policies and bylaws for their effectiveness in fulfilling the

1 college/district/system mission and revises them as necessary.

2
3 **Evidence of Meeting the Standard**

4
5 BP/AP2410 Board Policies & Administrative defines the ten-year timeline for BP/AP review and
6 establishes points of accountability for the review process. BP/AP review starts and concludes in
7 District Assembly. PolicyStat is used to track the BP/AP review cycle. PolicyStat track changes
8 to BPs/APs, and includes notes and rationale for BP/AP changes. District Assembly members
9 are able to see changes online. District Assembly members are responsible for ensuring input by
10 subject area experts and preventing conflicts with other District BPs/APs. The BP/AP review
11 cycle was reviewed at District Assembly in spring 19.

12
13 In matters relating to board policies in Chapter 2 (not including BP/AP2410 Board Policies &
14 Administrative & BP/AP2510 Collegial Consultation, which will go through the full review
15 process), the Board will submit board policies and policy changes to the District Assembly (DA)
16 for review and feedback only, prior to placing on board agenda.

17
18 New Trustees receive training on BPs and APs in Chapter 2. Board members attend local, state,
19 and national training to stay current on-board policies and discuss policies at their planning
20 retreats. The full text of all BPs and APs being reviewed, revised, or added are published in the
21 Board Book for first and second read.

22
23 **Analysis and Evaluation**

24
25 It is the goal of the Board to act ethically and work within district policies, procedures and
26 bylaws to further the goals of the campuses and district. Although the processes in BP/AP2410
27 Board Policies & Administrative are not swift, the Board respects the process which allows for
28 collegial consultation across both campuses and the district.

29
30 **IV.C.8** To ensure the institution is accomplishing its goals for student success, the
31 governing board regularly reviews key indicators of student learning and achievement
32 and institutional plans for improving academic quality.

33
34 **Evidence of Meeting the Standard**

35 At the request of the Board of Trustees the District Office of Research, Planning, and
36 Institutional Effectiveness created a Key Performance Indicators (KPI) dashboard that is
37 available online. The KPI Dashboard allows trustees see district wide progress the four KPI
38 goals, student success, enrollment and access, partnerships of strategic importance, and district
39 operational systems, at a glance. Trustees receive an update on KPIs during the board study
40 sessions.

1 There are Board study sessions are partially or entirely devoted to discussions on student
2 learning and achievement, and institutional plans for improving academic quality. Recent Board
3 student sessions have included; 5/23/19: Quarterly Non-Credit and Basic Skills Updates
4 & Student Equity/SSSP Update, 5/30/19: SBVC & CHC Program Review and Educational
5 Master Plan Update, and 8/1/19: Transfer & Graduation Rates.

6 7 **Analysis and Evaluation**

8
9 The BOT is regularly informed on student success measures and KPI in monthly Board reports.
10 Additionally, Board Study Sessions address student success through in-depth review of indicators
11 such as KPIs and SSSP planning,
12

13 **IV.C.9** The governing board has an ongoing training program for board development,
14 including new member orientation. It has a mechanism for providing for continuity of board
15 membership and staggered terms of office.
16

17 **Evidence of Meeting the Standard**

18
19 Trustees receive Community College League of California (CCLC) Trustee Training.
20 The Trustee Handbook is designed to complement, augment, and expand upon the CCLC
21 Trustee Training. The Trustee Handbook contains topics in which all trustee members should be
22 trained to be effective at the local level. The handbook defines the role and responsibilities of
23 Chancellor and Board President in board member training, and includes a sign-off sheet to verify
24 the training of board members in each topic area. The Trustee Handbook was last reviewed in
25 2019.
26

27 **Analysis and Evaluation**

28
29 Trustees receive ongoing professional development at retreats, conferences, and study sessions.
30 The Board members participated in Trustee Training and CCLC Annual Conference. The
31 7/25/19 study session included training on Robert's Rules of Order, Brown Act, and conflict of
32 interest. Trustees, seeking to improve their ability to work well with each other, and SBCCD
33 personnel, had a facilitated workshop around the DISC personality assessment.
34

35 **IV.C.10** Board policies and/or bylaws clearly establish a process for board evaluation. The
36 evaluation assesses the board's effectiveness in promoting and sustaining academic quality and
37 institutional effectiveness. The governing board regularly evaluates its practices and
38 performance, including full participation in board training, and makes public the results. The
39 results are used to improve board performance, academic quality, and institutional
40 effectiveness.
41

42 **Evidence of Meeting the Standard**

43

1 The board is committed to assessing its own performance as a board in order to identify its
2 strengths and areas in which it may improve its functioning. To this end, the board has
3 established the following processes for evaluation:
4

- 5 • The board and the chancellor shall establish goals and objectives to be accomplished each
6 fiscal year. (BOT 6/14/19)
- 7 • A report will be completed by the chancellor on the accomplishments of the board goals
8 and objectives at the end of the fiscal year and will be submitted at the board retreat.
9 (BOT 6/13/19)
- 10 • During the annual planning session each board member will complete the self- evaluation
11 instrument according to BP2745 Board Self-Evaluation and submit it to the chancellor.
12 (BOT 6/13/19)
- 13 • The chancellor shall synthesize the annual report and the self-evaluation and information
14 will be shared with the board.
- 15 • The board shall meet in open session to complete a final review and assessment of the
16 goals and objectives.
17

18 **Analysis and Evaluation**

19
20 2019-2020 Institutional Values (formerly Board Imperatives) and 2019-2020 Operational
21 Priorities (formerly Board Goals) were approved at the July 11, 2019 Board meeting. District &
22 Chancellor Goals for 2019-2020 were approved at the August 8, 2019 Board meeting.
23

24 **IV.C.11** The governing board upholds a code of ethics and conflict of interest policy, and
25 individual board members adhere to the code. The board has a clearly defined policy for
26 dealing with behavior that violates its code and implements it when necessary. A majority of
27 the board members have no employment, family, ownership, or other personal financial
28 interest in the institution. Board member interests are disclosed and do not interfere with the
29 impartiality of governing body members or outweigh the greater duty to secure and ensure the
30 academic and fiscal integrity of the institution. (ER 7)
31

32 **Evidence of Meeting the Standard**

33
34 BP2715 Code of Ethics, last reviewed in 2017, presents the code of ethics which includes
35 thirteen responsibilities of a board member. The oath for a board member is as follows:
36

37 As a member of the San Bernardino Community College District Board of Trustees, I will
38 perform my duties in accordance with my oath of office. I am committed to serve the individual
39 needs of the citizens of the District. My primary responsibility is to provide learning
40 opportunities to each student regardless of sex, race, color, religion, ancestry, age, marital status,
41 national origin, or handicap.
42

43 **Analysis and Evaluation**

1
2 The Board meets the standard. The 13 responsibilities include performing board duties
3 effectively and credibly, working with fellow board members cooperatively, voting fairly and
4 without bias, representing all community members, welcoming the active involvement of
5 students, employees, and citizens of SBCCD, and striving to provide the most effective college
6 board service possible.

7
8 **IV.C.12** The governing board delegates full responsibility and authority to the CEO to
9 implement and administer board policies without board interference and holds the CEO
10 accountable for the operation of the district/system or college, respectively.

11 **Evidence of Meeting the Standard**

12
13
14 BP2431 Selection of the Chancellor specifies that the Board of Trustees is responsibility for the
15 selection and evaluation of the chancellor. The job description for the chancellor details the
16 responsibility and authority granted to this individual to administer board policies. As stated in
17 BP2435 Evaluation of the Chancellor, the chancellor is evaluated annually under the terms of his
18 contract.

19
20 BP2430 Delegation to the Chancellor states that the board clearly delegates to the chancellor the
21 executive responsibility for administering the policies adopted by the board and executing all
22 decisions of the board requiring administrative action, including but not limited to, the
23 administration of colleges and centers, recommending appropriate actions needed to be taken
24 when no written board policy is available, as well as the acceptance of written resignations and
25 conferring with the District legal counsel for matters of SBCCD. The chancellor is expected to
26 perform the duties contained in the chancellor job description and fulfill other responsibilities as
27 may be determined in annual goal setting or evaluation sessions. The board holds the chancellor
28 accountable for the operations of the two colleges and the SBCCD office.

29 30 **Analysis and Evaluation**

31
32 The board has selected, evaluated, and clearly delegated authority to the chancellor in
33 accordance with board policies and administrative procedures.

34
35 **IV.C.13** The governing board is informed about the Eligibility Requirements, the
36 Accreditation Standards, Commission policies, accreditation processes, and the college's
37 accredited status, and supports through policy the college's efforts to improve and excel. The
38 board participates in evaluation of governing board roles and functions in the accreditation
39 process.

40
41 Evidence of Meeting the Standard

1 BP/AP3200 Accreditation, sets the requirements for preparation for reaffirmation of
2 accreditation. AP3200 includes the following requirements regarding preparation of the self-
3 evaluation and participation of the Board of Trustees.
4

- 5 • The development of a self-study report and any other materials necessary to support
6 accreditation or reaffirmation of accreditation shall begin no less than two years before
7 the accreditation visit.
- 8 • The college president shall appoint an ALO, who will be responsible for coordinating all
9 necessary activities in preparation for the visit by the visiting team and subsequent
10 reports and visits. Each college shall have an Accreditation Steering Committee with
11 members from faculty, management, the classified staff, and students.
- 12 • The self-study report shall be made available to the faculty, classified staff, managers,
13 and student leaders for review and comment before it is sent to the Board of Trustees for
14 approval.
- 15 • The self-study and any subsequent reports required by the ACCJC shall be approved by
16 the SBCCD Board of Trustees before they are submitted to the ACCJC.
17

18 Presentation have been given to the BOT on the 2014 ISER, Follow-Up Report, Mid-Term
19 Report, ACCJC Annual Reports and the 2020 ISER.
20

21 **Analysis and Evaluation**

22

23 The board is informed on results of past accreditation visits and annual reports. The ALO
24 presents all reports to the board first before sending them to the Accrediting Commission. The
25 board typically addresses accreditation at one of its study sessions and/or planning each year.
26

27 AP2510 Collegial Consultation establishes the ASLO Committee and a collegial consultation
28 committee. The charge of the ASLO Committee states that the committee “prepares the self-
29 study, prepares for the accreditation team site visit, follow up on implementation of accreditation
30 recommendations, performs assessments as needed, and prepares any follow-up reports or
31 documentation.” SBVC has been focusing on accreditation since 2017 and preparing for the self-
32 evaluation for over two year. The ASLO Committee meets bimonthly, or as necessary, to support
33 the writing of the self-study document and any other reports as required. The ALSO meeting
34 minutes since 2006 can be found at the ASLO website. The ASLO Committee members have
35 attended conferences in regard to accreditation. Reports to ACCJC are distributed to collegial
36 consultation groups for feedback and approval. The ASLO Committee began making
37 presentations, facilitating workshops, and working with constituencies regarding the 2020 self-
38 evaluation study in fall 2018.
39
40

41 **Conclusions on Standard IV.C. Governing Board**

42
43

1 The Board Policies, Administrative Procedures, Trustee Handbook, planning meetings, and BOT
2 training fulfill the standards.

3
4 **Improvement Plan(s)**

5
6 [insert response if applicable]

7
8 **Evidence List**

9
10 BOT Handbook Update – Board Agenda 11/13/19
11
12

13 **IV. D Multi-College Districts or Systems**

14
15 **IV.D.1** In multi-college districts or systems, the district/system CEO provides leadership in
16 setting and communicating expectations of educational excellence and integrity throughout the
17 district/system and assures support for the effective operation of the colleges. Working with
18 the colleges, the district/system CEO establishes clearly defined roles, authority and
19 responsibility between the colleges and the district/system.
20

21 **Evidence of Meeting the Standard**

22
23 The Chancellor works with the campuses and district support services to provides direction for
24 the SBCCD. The chancellor works with District Assembly, a multi constituency advisory body,
25 and Chancellor’s Cabinet to ensure educational excellence and integrity through the district.
26 There are clearly defined roles within the district and campuses as viewed in the SBCCD
27 organization charts, and AP2510. The chancellor communicates with the campus through his e-
28 newsletter Chancellor’s Chat, Board Reports, dissemination of information through committee
29 processes and update to the Academic Senate.
30

31 **Analysis and Evaluation**

32
33 The chancellor plays an active and collegial role in developing and communicating them to
34 district personnel.
35

36 **IV.D.2** The district/system CEO clearly delineates, documents, and communicates the
37 operational responsibilities and functions of the district/system from those of the colleges and
38 consistently adheres to this delineation in practice. The district/system CEO ensures that the
39 colleges receive effective and adequate district/system provided services to support the
40 colleges in achieving their missions. Where a district/system has responsibility for resources,
41 allocation of resources, and planning, it is evaluated against the Standards, and its performance

1 is reflected in the accredited status of the institution.

2
3 **Evidence of Meeting the Standard**
4

5 The District Support Services Plan details how SBCCD supports the college mission and
6 functions by providing fiscal, business, human resources, payroll, purchasing, warehousing and
7 printing services. TESS provides the infrastructure for technology districtwide and administers
8 educational learning systems for DE.
9

10 District Assembly was created to provide a venue for communication between SBCCD and the
11 colleges to review District policy and assign appropriate committees to resolve issues. Members
12 are elected for all constituencies and locations. The Constitution can be found outlining the
13 purpose, membership, election procedures, and duties of officers, meeting norms and the
14 composition of the executive council.
15

16 DA, TESS, District Marketing and Outreach Committee, DIEC, DPR, and DBC, develop,
17 monitor, and update various activities based on data but also solicit campus input with
18 appropriate distribution of college members in each group. Information or potential action items
19 are brought back to the campus community with the intent of improving the services of the
20 colleges.
21

22 The Chancellor's Cabinet is comprised of the vice chancellors (vice chancellor of fiscal and
23 business services, vice chancellor of human resources, and associate vice chancellor of
24 technology and education support services) and campus presidents. They meet twice a month and
25 they have cabinet retreats quarterly and act as a primary conduit for exchanging information and
26 ideas between the districts and campuses.
27

28 SBVC campus climate surveys include evaluation of employees' satisfaction with District
29 services. SBCCD also surveys the campus to see if SBVC is effectively meeting employee
30 needs.
31

32 The ACCJC functional map further delineates areas of primary, secondary, and joint
33 responsibility between the campuses and district. The functional map was collegial developed
34 and mutually agreed upon.
35

36 SBCCD's distribution of resources is dependent upon the source of funds. For the most part, the
37 largest source of revenue that comes to SBCCD is in the form of general apportionment from the
38 CCCCO. Previously, the most significant factor in determining the amount of general
39 apportionment is the generation of FTES. SBCCD calculates the FTES generated by each
40 campus and general apportionment is based on FTES. Generally, FTES fall around 70 percent to
41 SBVC and 30 percent to CHC. SBCCD does receive other sources of revenue from local, state,
42 and federal sources that either is allocated 100 percent to one particular campus (e.g., grants), or
43 based on FTES (e.g., safety money and block grants).

1
2 With the adoption of the CCCCCO’s Student Centered Funding Formula, the DBC actively sought
3 an equitable alternative to FTES for division of general apportionment. In 2019-2020 the DBC
4 agree on a new RAM.....[update as talks progress]
5

6 **Analysis and Evaluation**
7

8 Operational responsibilities and functions of the District Support Services are well documented.
9 Distribution of district resources follow a collegial developed RAM.
10

11 **IV.D.3** The district/system has a policy for allocation and reallocation of resources that are
12 adequate to support the effective operations and sustainability of the colleges and
13 district/system. The district/system CEO ensures effective control of expenditures.
14

15 **Evidence of Meeting the Standard**
16

17 Allocations of resources to the campuses and district are governed by the District RAM, Guiding
18 Principles for FCC Auction Proceeds, Prioritized Board Directives for the General Fund, District and
19 Campus budget process in accordance with BP/AP 6200 and BP/AP 6250, and local program review
20 processes
21

22 Expenditure approval processes exist at the campus and district for budget oversight. Contracts
23 and budget information are published monthly in the Board Book, accounts are audited on an
24 annual basis or as required by law.
25

26 **Analysis and Evaluation**
27

28 Although incoming funds are not always adequate to support the goals of the respective
29 campuses and the district, distribution of public funding, and the KVCR FCC sales are done in
30 accordance with collegially developed practices. The chancellor recently announced his intent to
31 reduce the district budget in order to direct more funds to the campuses.
32

33 **IV.D.4** The CEO of the district or system delegates full responsibility and authority to the
34 CEOs of the colleges to implement and administer delegated district/system policies without
35 interference and holds college CEO’s accountable for the operation of the colleges.
36

37 **Evidence of Meeting the Standard**
38

39 The SBVC president’s job description clearly delineates the president’s responsibility for the
40 campus to plan, organize, coordinate, direct, and administer all departments, programs, activities,
41 budgets, and personnel of the College. The president works under the general direction of the
42 chancellor who holds the president accountable for his/her performance through the evaluation
procedure described in AP7250 Educational Administrators. The SBVC president serves as a

1 member of District Assembly and Chancellor’s Cabinet, which provide a mechanism for
2 communication between SBCCD, the chancellor, and SBVC.

3
4
5 **Analysis and Evaluation**

6
7 The president’s responsibilities to the campus are detailed in the president’s job description.
8 AP7250 Educational Administrators is the mechanism used to hold the president responsible for
9 his/her actions. The president’s evaluation has taken place in a timely manner. The evaluation
10 was inclusive of the required committee membership, and the campus received evaluation
11 surveys.

12
13
14 **IV.D.5** District/system planning and evaluation are integrated with college planning and
15 evaluation to improve student learning and achievement and institutional effectiveness.

16
17 **Evidence of Meeting the Standard**

18
19 The District developed a Program Review process that is aligned with campus program review
20 processes. Previous, district program review took place during the academic year and operated
21 alongside campus program review processes. The DIEC realized that the district was
22 establishing, and prioritizing district needs for supplies and personal prior to being informed of
23 campus needs. The district now conducts program review over the summer, after the campuses
24 have completed their program review processes.

25
26 **Analysis and Evaluation**

27
28 Although district support services areas strive to establish and prioritize needs to best support the
29 campuses to improve student learning, achievement, and institutional effectiveness, the process
30 is not yet perfected. Questions arise at the campus level on how is determined to fund district
31 growth positions over campus growth positions. Improved communication and documentation of
32 how district growth supports the prioritized needs the campuses establish through program
33 review would be beneficial,

34
35 **IV.D.6** Communication between colleges and districts/systems ensures effective operations of
36 the colleges and should be timely, accurate, and complete in order for the colleges to make
37 decisions effectively.

38
39 **Evidence of Meeting the Standard**

40
41 The chancellor and SBCCD use several mechanisms for communicating with the colleges.
42 SBCCD provides annual reports pertaining to finance, personnel, and demographics.

1 Districtwide committees such as Chancellor’s Cabinet and District Assembly facilitate the
2 sharing of information, which is brought back to SBVC and shared out to constituency groups.
3

4 Communication also takes place through the collegial consultation process via the Academic,
5 Classified, and Student Senates at SBVC. The chancellor addresses the Academic Senate every
6 semester and the Executive Vice-Chancellor of Finance addresses the Academic Senate at least
7 once a year. District Administrators are invited to campus meetings as issues arise. The
8 chancellor sends out by e-mail to all SBCCD staff, a monthly letter discussing local and
9 statewide decisions and issues facing SBCCD and the colleges, and the Highlights of the Board
10 Meeting newsletter. The SBCCD website provides a variety of information about SBCCD, the
11 Board of Trustees, board agenda, and board meeting minutes and recordings for public access.
12 The SBVC President sends out via email the President’s Report to the Board of Trustees every
13 month.
14

15 DBC had discussion on 8/22/19 on improving communication with the campuses. The discussion
16 resulted in two e-mail announcements per academic semester which includes links to District
17 committee website, agendas and minutes. Further the email lists meeting dates for each
18 committee and encourages interested parties to attend.
19

20 **Analysis and Evaluation**

21
22 District Assembly membership includes all campus constituencies. District Assembly members
23 are expected to report out on the constituent groups. In the communication model used by
24 SBCCD, effectiveness of the communication relies heavily on the assumption that consistent and
25 timely sharing of information between entities occurs and that that information will be shared
26 vertically with SBVC staff who are responsible for the day-to-day operation of the colleges.
27

28 The district is aware, through climate surveys and committee self-evaluation surveys, that
29 although pathways of communication between the district and campus exist, that those pathways
30 aren’t always implemented or followed. District committee members are being encouraged to
31 report to their constituencies on a regular basis. The new email announcement of meetings
32 provides another point communication.
33

34 **IV.D.7** The district/system CEO regularly evaluates district/system and college role
35 delineations, governance and decision-making processes to assure their integrity and
36 effectiveness in assisting the colleges in meeting educational goals for student achievement
37 and learning. The district/system widely communicates the results of these evaluations and
38 uses them as the basis for improvement.
39

40 **Evidence of Meeting the Standard**

41
42 The DORPIE Office regularly evaluates district services using the District Climate Survey. More
43 than a satisfaction survey of district departments, the District Climate survey includes insightful

1 questions on Inclusiveness and District Shared Governance that elicits honest responses used to
2 formulate theses and initiate improvements. Survey results are publicly posted on the DORPIE
3 website, and distributed and discussed at District Assembly and District collegial consultation
4 committees.

5
6 The District Committee on Institutional Effectiveness is charged align SBVC's goals and
7 strategic initiatives to the Board's Imperative while balancing the district-level strategies with
8 measurable outcomes.

- 9 • Support the colleges' Institutional Effectiveness processes
- 10 • Support the accreditation processes at the colleges and ensure that the related
11 accreditation district entities (HR, Business Services, TESS, etc.) are meeting
12 accreditation requirements
- 13 • Draft and finalize District Scorecard with support from colleges
- 14 • Provide an update on annual Student Success Scorecard
- 15 • Monitor progress of IEPI objectives
- 16 • Involve community evaluation and best practices to make data informed decisions
- 17 • Develop mechanisms to assess progress on major district plans and make
18 recommendations to District Assembly
- 19 • Develop mechanisms to assess effectiveness of District Support Services

20 The District initialed a new Program Review process in 2017 that better mirrors the campus
21 processes. District Program Review requires district services to undergo a detailed and
22 evaluative self-analysis of their services every four years.

23
24 District needs assessment and prioritization is now conducted during the summer months in
25 order to better sequence with the campus program review processes. District program review
26 feels that the district needs assessment will be better informed if the process takes place after
27 CHC and SBVC needs have been identified.

28 29 30 **Analysis and Evaluation**

31
32 The District Office of DORPIE, District Committee on Institutional Effectiveness, and District
33 Program Review are evaluating their roles and charges and evolving into more effective entities
34 to assess how the district is assisting the colleges in meeting educational goals for student
35 achievement and learning.

1 **Conclusions on Standard IV.D. Multi-College Districts or Systems**

2
3 [insert response]

4 **Improvement Plan(s)**

5
6
7 [insert response if applicable]

8 **Evidence List**

- 9
10
- 11 • flyers announcing Campus & Community events
 - 12 • PowerPoint presentations from the events
 - 13 • Agendas from the Campus & Community events.
 - 14 • All CTE programs have Advisory groups to provide broad-based input for planning from
 - 15 campus and community stakeholders
 - 16 • Advisory group minutes
 - 17 • Communication Flowchart -
 - 18 • Classified Senate
 - 19 • CSEA Bargaining Agreement
 - 20 • CTA Bargaining Agreement
 - 21 • Academic Senate Minutes
 - 22 • Advisory Committee minutes.
 - 23 • [Evidence: President's webpage
 - 24 • ORP webpage
 - 25 • President's Newsletter
 - 26 • College Council
 - 27 • Curriculum Committee Website
 - 28 • Evidence: Communication flowchart
 - 29 • Technology plan
 - 30 • Enrollment Management Plan
 - 31 • Educational Master Plan presentations]
 - 32 • **Evidence: Curriculum Committee minutes**
 - 33 • **Evidence: SLO refinement process (minutes from ASLO committee)**
 - 34 • **Evidence: Committee membership list**
 - 35 • **Evidence: Committee Evaluation Survey**
 - 36 • **Evidence: Strong Workforce planning documents**
 - 37 • [Program viability procedures
 - 38 • Evidence: Curriculum Handbook

- 1 • Evidence: Curriculum Committee website
- 2 • Evidence: Curriculum Committee minutes
- 3 • Evidence: District Assembly Constitution
- 4 • Evidence: Online program learning Plan
- 5 • Evidence: Online committee minutes
- 6 • Evidence: Strong Workforce planning documents
- 7 • Evidence: Committee Evaluation Survey
- 8 • Evidence: Associated Student Government Constitution
- 9 • Evidence: Strategic Plan Presentations (announcement flyers and presentations)
- 10 • Evidence: Educational Master Plan presentations
- 11 • Evidence: Student Equity Plan
- 12 • Evidence: Student Success Committee Minutes (formally known as the Matriculation
- 13 Committee)
- 14 • Evidence: Professional Development Plan
- 15 • Evidence: Budget planning process (minutes for the SBVC Budget Committee) &
- 16 (minutes from District Assembly)

17

18

19

20

21

1

2 **C. Quality Focus Essay**

3

4 **Introduction of Projects**

5

6 [insert response]

7

8 **Anticipated Impact on Student Learning and Achievement**

9

10 [insert response]

11

12 **Outcome Measures**

13

14 [insert response]

15

16 **Action Plan(s)**

17

18 [insert plan for each project]

19

Activity	Responsible Party	Resources	Timeline
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20

21

22

23

24

25

26