Quality Focus Essay (QFE)

Introduction and Background

Over the past three years, since the accreditation team follow-up visit in 2017, San Bernardino Valley College (SBVC) has, through the Accreditation and SLO (ASLO) Committee, been monitoring, tracking, and updating college documents in preparation for the October 2020 visit. The Accreditation and SLO Committee consists of stakeholder members representing all integral constituent groups across the college. Under the leadership of President, Diana Rodriguez, the executive team, in collaboration with the Academic Senate, the Accreditation and SLO Committee have been conducting the analysis and writing for each Accreditation standard. A timeline, including milestones, was published throughout the college to ensure an efficient process. Timelines and report drafts were shared college-wide through meetings, email communications, and campus forums. *(**Evidence:** Academic Senate committee list, Accreditation and SLO Committee membership list, ASLO agendas and minutes, Agendas and minutes from other committees showing discussion of the QFE, Accreditation timeline (Celia Huston))*

Identification of the Action Projects

Action Projects to be represented in the Quality Focus Essay originated in the Accreditation and SLO committee. Members of the ASLO were asked to identify projects that are in areas of needed change, development and improvement, and that are related to the Accreditation Standards. Additional criteria included projects that are critical to the improvement of student learning and achievement, practical, measurable, data-driven, and in support of the College's strategic plan goals. The committee narrowed the topics to two Action Projects which were agendized on various shared governance committee meetings across campus. It was a priority for the college to provide as many opportunities as possible for all college constituents to provide feedback and voice ideas for the Action Projects.

Through robust dialogue in the ASLO meetings, two Action Projects were identified and agreed upon unanimously (QFE.1-9).

The table below identifies the two Action Projects and the Standards associated with them.

Action Project	Standards Related to Action Project
Scale academic and student support services in support of Guided Pathways and AB705.	I.B.,II.A., II.B, II.C, III.A., III.B., III.C.
Evaluate Program Review processes to ensure integration in planning and prioritization across the College.	I.B

Action Project 1: **Scale academic student support services in support of Guided Pathways and AB705.**

Since fall, 2017, San Bernardino Valley College (SBVC) has been in the process of scaling and adopting practices, policies, and activities for the implementation of Guided Pathways. In addition

to the initial self-evaluation in 2017, SBVC conducted two self-evaluations on the scale of adoption for Guided Pathways; one in Spring of 2019 and one in Spring of 2020. Four faculty leaders have been working on Guided Pathways, in collaboration with administration and state designated liaisons. In Spring 2019, the College hosted a Paradigm Shift event, which brought constituents together from throughout the college to discuss College and state initiatives, and how areas are connected in serving student success. In Fall 2019, SBVC organized a standing committee for Guided Pathways. This committee is a college-wide committee of all constituents to come together bi-weekly to work on Guided Pathways. Members from faculty, classified professionals, administration, and students attend the meetings. Most recently, the standing committee split into two sub-groups addressing the topics of the College website and scheduling.

The Guided Pathways steering committee consisting of four faculty leads and two administrators meet every week and help to guide the work of the campus and the standing committee. The faculty leads worked extensively with the faculty chairs and departments on creating the career fields and placing them into designated colors. The steering committee is proud to report that the college has worked collaboratively and across areas to establish and finalize the grouping of career fields/'meta-majors' and colors, creating a color wheel of career fields. The committees and faculty are currently in the process of finalizing degree and certificate pathways into the broader career fields/'meta-majors.'

In fall of 2019, the College's efforts in preparing for AB705 came to fruition. SBVC fully implemented AB705 processes and procedures for incoming freshman and first-time college students. To do this, the College utilized self-reported high-school GPA, grades in previous math and English courses, as well as the Guided Self-Placement questionnaire to recommend placement. Also, during this time, the San Bernardino Community College District debuted The Free College Promise. The Free College Promise (Promise), open to all incoming freshman from area high schools, offered students free fees, free Chromebook, free textbooks, and $300 cash to spend on other expenses. Initial estimations of Promise students was 700. The College's final numbers from the first semester (Fall 2019) was 1238 incoming Promise students. This presented additional challenges as the College was also implementing AB705. One of the requirements for Promise students is to be a full-time student taking 12 units or more. This created a perfect storm of convergence with AB705 and our Guided Pathways discussions. Not only did we make adjustments to serve new incoming Promise students, we also had to create the opportunity for all of them, plus other incoming students, to complete transfer-level English and Math in one year.

For AB705, the College followed the state recommendations for placement as listed below:

English
- Students who have a GPA of 2.6 or higher can enroll directly into ENGL 101 – Freshman Composition.
- Students who have a GPA of 1.9 to 2.59 must enroll in ENGL 086 and ENGL 101. ENGL 086 is the 1-unit co-requisite course designed to provide support for ENGL 101, including strategies for college level reading, writing, and critical thinking.
- Students who have a GPA less than 1.9 must enroll in ENGL 087 and ENGL 101. ENGL 087 is the 2-unit co-requisite course designed to provide intensive support for ENGL 101, including fundamentals for successful college level reading, writing and critical thinking.

Math

- Students who have a GPA of 2.6 or higher can enroll directly into the following college-level math courses:
    - MATH 102 – College Algebra
    - MATH 103 – Plane Trigonometry
    - MATH 108 – Introduction to Probability and Statistics
    - MATH 115 – Ideas of Mathematics
    - MATH 141 – Business Calculus
- Students who have a GPA between 2.3 and 2.59 can enroll directly into the following college-level math courses:
    - MATH 108 – Introduction to Probability and Statistics
    - MATH 115 – Ideas of Mathematics
    - MATH 141 – Business Calculus
- Students with a GPA of 2.0 to 2.29 will be required to enroll in MATH 095 – Intermediate Algebra. After the students successfully complete MATH 095 they can enroll in a college-level math class.
- Students with a GPA less than 2.0 will be required to enroll in MATH 096 – Elementary and Intermediate Algebra. After the students successfully complete MATH 096 they can enroll in a college-level math class.
- Students in all math classes will have the option to enroll in MATH 601 for supplemental support. MATH 601 is not directly tied to any individual math course but allows students to improve on specific skills. MATH 601 is supplemented by ALEKS PPL. ALEKS PPL (Placement, Preparation, and Learning) includes:
    - Artificial intelligence that efficiently assess course readiness
    - Open response, adaptive assessment covers 314 topics in 30 questions or less
    - Mastery-based learning motivates students to achieve higher placement results

[Insert Additional Promise Data Here as Needed]

During fall semester 2019, the College collected an initial set of data.

	Free College Promise
TL Math Courses Taken	695
TL Math Courses Passed	254
Percent Passed TL Math	36.55%
% D, F, NP	52.52%
	Continuing Students
TL Math Courses Taken	1750
TL Math Courses Passed	1048
Percent Passed TL Math	59.89%
% D, F, NP	32.78%

	Other First Time Students
TL Math Courses Taken	233
TL Math Courses Passed	50
Percent Passed TL Math	21.46%
% D, F, NP	51.95%
	SBVC Average
TL English Courses Taken	2678
TL English Courses Passed	1352
Percent Passed TL English	50.49%
	FCPP
TL English Courses Taken	871
TL English Courses Passed	393
Percent Passed TL English	45.12%
% D, F, NP	34.18%
	Continuing Students
TL English Courses Taken	2370
TL English Courses Passed	1282
Percent Passed TL English	54.09%
% D, F, NP	21.93%
	Other First Time Students
TL English Courses Taken	245
TL English Courses Passed	60
Percent Passed TL English	24.49%
% D, F, NP	39.14%
	SBVC Average
TL English Courses Taken	3486
TL English Courses Passed	1735
Percent Passed TL English	49.77%

	Success: SBVC		
	Courses Passed	**Courses Taken**	**% Success**
Continuing Students	21172	30755	68.84%

Free College Promise	3464	5703	60.74%
Other First Time Students	1544	3463	44.59%
District	26180	39921	65.58%

Desired Goals and Outcomes

San Bernardino Valley College is committed to a collaborative effort in the success of our students by providing the necessary support services and systems through the lens of Guided Pathways and AB705. In order to achieve advancement in student success, the College will employ the following goals:

- *Goal 1. Expand and enhance academic support services, including tutoring, embedded tutors, and supplemental instruction.*
    - o With the implementation of AB705, Guided Pathways, and the Free College Promise, it is integral to the success of our students that we strengthen and enhance our academic support services.

- *Goal 2. Increase success rates in transfer-level English and Math courses.*
    - o While our initial data indicates that our students are taking advantage of our current wrap-around services, the College would like to increase success rates in these courses by 20% over the next three years.

- *Goal 3. Schedule English, Math, and other Gateway courses to maximize the probability of student success and completion of those courses.*
    - o Recently, the College debuted a new scheduling tool that will assist the faculty chairs and deans in creating a student-centered schedule. Further work needs to be done to coordinate across discipline subject areas and student services.

- *Goal 4. Expand and enhance student support services and onboarding to further maximize student success in the first year at the College.*
    - o SBVC Student Services currently recruits through extensive outreach for the College and Promise. Further evaluation and analysis of the year of Promise will help inform adjustments and changes to current practices.

- *Goal 4. Complete course and program maps for Guided Pathways and fully implement Guided Pathways.*
    - o Over the next three years, SBVC will complete all implementation of the campus-wide effort of Guided Pathways, ensuring that we clarify all pathways, students enter a pathway during their first semester, ensure they stay on their chosen path, and ensure they are learning and complete the chosen pathway through graduation.

Actions/Steps to be implemented and Timeline

2019-2020 Academic Year			
Action/Step to be Implemented		**Goal**	**Progress**
Spring			
	The Office of Research, Planning, and Institutional Effectiveness compiles and	G1	In progress

	Action/Step to be Implemented	Goal	Progress
	organizes data from Fall 2019 and distributes it campus-wide for analysis.		
	Fall 2019 data is analyzed by different constituent groups and committees across the College.	G1	In progress
	Hold informational workshops, in partnership with Professional Development, for college constituents on tutoring, supplemental instruction, and embedded tutors.	G1	Beginning
	English and Math faculty will evaluate practices and services from Fall 2019 in order to implement adjustments as needed to raise overall success rates.	G2	In progress
	Implement new student-centered scheduling tool for Summer 2020 and Fall 2020 schedules.	G3	In progress
	Student Services will meet with Instructional Deans to better align course offerings and student services in order to increase overall success rates.	G3 and G4	Beginning
	Launch student-centered Guided Pathways website.	G4	In progress

2020-2021 Academic Year			
	Action/Step to be Implemented	**Goal**	**Progress**
Fall			
	Revise course offerings, as needed, based on data analysis from Fall 2019.	G1	100% - Ongoing
	Based on Spring 2020 discussions with constituent groups across campus, compose comprehensive plan for expanded academic and student services.	G1	100%
	The ORPIE coordinates with the Office of Instruction and Student Services to discuss and refine data collection for academic and student support services.	G2	100% - Ongoing
	English and Math faculty will evaluate practices and services from 2019-2020 in order to implement adjustments as needed to raise overall success rates.	G2	Continuous
	The Office of Instruction and Student Services devises plan to connect scheduling with the student educational plans.	G3	Beginning
Spring			

	Review and revise services as needed based on data available at this time.	G1, G2, G3, G4	Continuous

2021-2022 Academic Year			
	Action/Step to be Implemented	**Goal**	**Progress**
Fall			
	Begin work on the ACCJC Midterm Report and Quality Focus Essay Update		
	Evaluate progress on goals to date.	G1, G2, G3, G4	100%
Spring			
	Complete assessment and ACCJC Midterm Report, along with the Quality Focus Essay Update.		

Responsible Parties

The work indicated in the goals and action steps above are only made possible by the collaboration amongst all constituent groups across the campus. However, in order to fully implement actions and steps, the work of groups and/or areas on campus are crucial to this work.

1. Office of Research, Planning, and Institutional Effectiveness
Much of the work listed above is based, in part, on the data obtained from the Office of Research, Planning, and Institutional Effectiveness (ORPIE). It is vital to the achievement of the goals that ORPIE gather and report effectively throughout the three years in order for the College to evaluate, analyze and implement changes.

2. Faculty Chairs and Department Faculty
Faculty are discipline experts and ultimately assign work and guide the outcomes for success in courses and programs. Faculty chairs and department faculty receive support for this work from the instructional and student services deans. It is recommended that instructional faculty work with non-instructional faculty, including counselors, on the advising of students, supplemental instruction, and embedded tutors.

3. Tutoring Center Faculty and Classified Professionals
Tutoring center faculty and classified professionals are on the front lines of academic student support. They must work with instructional faculty to ensure that services align with courses and programs, while tracking participation from students.

4. Student Services Managers and Deans.
Student Services manages and operates the Free College Promise onboarding, advising, and counseling. In addition, they are responsible for placement evaluation utilizing the Self-Guided Placement tool. Special programs and learning cohorts with specific criteria for participation must be included and disaggregated as part of these efforts.

4. Professional Development
The role of Professional Development will be to facilitate professional development

opportunities in student success initiatives, serve as resource for faculty and classified professionals, and provide training where needed in order to accomplish these goals.

5.   Guided Pathways Faculty Leads
With support from the Office of Instruction and Office of Student Services, the Guided Pathways faculty leads will continue their leadership in the full implementation of Guided Pathways.

Resources

The San Bernardino Valley College planning documents will serve as the main catalyst and guiding direction for all work pertaining to continuous quality improvement. Together with the Strategic Plan, Vision for Success, Program Review documents, and initiative work plans, the College will have a clear and integrative framework in support of the completion of this Action Project. In addition to the necessary technology and software support to enable all of the work.

Assessment

Success data will be collected, evaluated and analyzed throughout the duration of this Action Project. The Office of Research, Planning, and Institutional Effectiveness will be an integral component to the overall gathering, dissemination, and analysis of data. Consistent and regular communication with all College constituent groups will be necessary in achieving the goals set forth in this Quality Focus Essay. Data and practices will be ongoing as adjustments and changes are made in order to achieve the highest level of success by and for our students.

Evidence

Action Project 2: Evaluate Program Review processes to ensure integration in planning and prioritization across the College.

San Bernardino Valley College has a robust Program Review process for evaluating itself in the areas of administrative services, instruction, and student services. The goals of SBVC are articulated in the Strategic Plan and initiatives and these are used for evaluation purposes in program review. Programs are expected to demonstrate how they are meeting institutional needs with regard to SBVC's mission and Strategic Plan. Since 2008, the program review process has been aligned with the strategic initiatives: access, success, planning, technology, partnerships, and campus climate. In the 2007-2013 Strategic Plan and beginning in 2014- 2015, program review will be aligned with program efficacy and needs assessment with the draft 2014-2019 Strategic Plan: where access, student success, communication, culture, and climate, leadership, and professional development, effective evaluation and accountability, and facilities are accounted for. Most recently, through our equity work, the Program Review has approved the disaggregation of data on the EMP documents. While the processes that are in place for Program Review are effective in serving their purpose, it is a need of the College to spend the next three years evaluating those processes through the lens of student success and Guided Pathways. Additionally, the integration across the college with Program Review, planning, student learning, and resource allocation will be closely evaluated. Through this evaluation, changes will be recommended, vetted and implemented during this three-year evaluation process.

Desired Goals and Outcomes

During the Program Review process, departments provide documentation of their needs, including information regarding how fulfilling these needs will support programmatic planning and the institution's mission and strategic plan. In addition, the process helps to monitor and track compliance with curriculum, SLO's, student learning, and budgets. In order to achieve a thorough and in-depth evaluation of the Program Review process, the College will employ the following goals:

- *Goal 1. Conduct an in-depth evaluation of the current Program Review process.*
  - As discussed in the ASLO committee during Fall 2019, the Program Review process should provide an opportunity to grow and celebrate success, provide clarity and guidance on continuous quality improvement, and provide stronger links between needs assessment, staffing and resources.

- *Goal 2. Review process module for the creation of new programs.*
  - There is a recognized need for the Program Review process to allow for faculty to create and vet new program ideas. New programs should be evaluated on the basis of need, ongoing costs, and resources required for the program to be successful in serving our students and the community.

- *Goal 3. Review program discontinuance process.*
  - The program discontinuance process is in need of evaluation as it relates to Program Review. As programs are evaluated for efficacy, a recommendation of Continuation or Conditional on the most recent Efficacy Review is required in order to participate in Needs Assessment.

- *Goal 4. Ensure college-wide participation and linkage to student learning, strategic planning, and resource allocation through an effective and vetted process.*
  - In accordance with Standards III and IV relating to resources and decision-making, it is crucial for the College to have transparent processes in place whereby linking Program Review to resource requests/allocation/prioritization and college-wide decision-making.

Timeline

Term	Stage	Action/Steps to be Implemented	Responsible Parties
Fall 2020	Initial	Incorporate need for Program Review process evaluation into the Quality Focus Essay as an Action Project.	Program Review Committee, ASLO Committee, Academic Senate
Spring 2021	Beginning	Begin to evaluate current Program Review procedures in the Program Review Committee. Outline, dissect, and show linkages as a start to the evaluation process.	Program Review Committee
Fall 2021	In Process	Document discussions and outline current processes while vetting throughout various governance committees.	Program Review Committee, Governance Committee Chairs

	In Process	Incorporate the input and feedback from Governance committees in the spring, begin to revise Program Review processes.	Program Review Committee
Spring 2022			
Fall 2022	Complete Process	Once the new and revised process is complete, take the process to Governance committees on campus for approval and adoption.	Program Review Committee, Governance Chairs

Resources

Evidence