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Institutional Self-Evaluation Report

**In Support of an Application for
Reaffirmation of Accreditation**

Submitted by

San Bernardino Valley College
701 S. Mt. Vernon Ave
San Bernardino, CA 92410

to

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

[insert date of submission: Month Year]

1 **Certification**

2

3 To: Accrediting Commission for Community and Junior Colleges
4 Western Association of Schools and Colleges

5

6 From: Diana Rodriguez, President
7 San Bernardino Valley College
8 701 S. Mt. Vernon Ave
9 San Bernardino, CA 92410

10

11

12 This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting
13 in the determination of the institution’s accreditation status.

14

15 I certify there was effective participation by the campus community, and I believe the Self-
16 Evaluation Report accurately reflects the nature and substance of this institution.

17

18 Signatures:

19

[Chief Executive Officer of Multi-College District, if applicable] [Date]

[Chief Executive Officer] [Date]

[Chairperson, Governing Board] [Date]

[Name, Title, Representing] [Date]

[Name, Title, Representing] [Date]

[Name, Title, Representing] [Date]

[Name, Title, Representing] [Date]

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1 **Introduction**

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4 **History of San Bernardino Valley College**

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6 An election to establish the San Bernardino Valley Union Junior College District was held on
7 March 26, 1926. On June 23, 1926, the Board of Trustees met at a site on the east side of Mt.
8 Vernon Avenue equidistant between the downtown areas of San Bernardino and Colton. It was
9 suggested that approximately 30 acres in the northwestern section of the parcel being inspected
10 would provide the ideal location for the new college.

11 The 1927-1928 SBVC faculty comprised 11 men and six women. Nearly 300 students enrolled
12 for the fall semester of 1927, with the freshmen outnumbering the sophomores nearly six to one.
13 Fifty-four courses were offered, nearly all with a strong academic orientation.

14 The effects of the Great Depression were felt on campus in the early 1930s but beginning in
15 1936 SBVC's financial situation seemed to recover. Additional buildings were added, providing
16 employment for over 500 individuals in the area. The auditorium was accepted by the Board of
17 Trustees in October 1938, and during that same month, the Drama Department presented
18 Shakespeare's *As You Like It* as its first production. In other construction projects, State
19 Emergency Relief Administration funds were obtained to construct a Greek Theatre, and Works
20 Progress Administration (WPA) funds were used to build concrete bleachers for the stadium and
21 a new vocational building.

22

23 The fall of France in 1940 and the passage and implementation of the Selective Service Act had
24 a sobering effect on the SBVC campus. After the United States' entry into World War II, the
25 number of male students on the campus decreased drastically. The war impacted the college in
26 other direct ways in both curriculum and campus activities. The vocational building, completed
27 in the fall of 1941, was used to house a number of Off Reservation Training (ORT) courses.
28 Courses in radio equipment repair and battery maintenance were also offered.

29 Some of the first veterans returned to campus in 1944, and a Veterans' Club was organized. By
30 the fall of 1945, the faculty men who had been on military leave began to return, and veterans
31 enrolled in SBVC in ever-increasing numbers. A big expansion in enrollment came a year later
32 in 1946 with the addition of many new faculty members and a rapidly growing student body.

33 Through the 1960s, 1970s, and 1980s changes in curriculum mirrored the changing social and
34 economic conditions. The Civil Rights Movement resulted in a substantial increase of minority
35 students. Occupational courses were in great demand, and courses in psychology and philosophy
36 also became popular.

37 Faced with increasing enrollment and a cap on state funding, SBVC faculty and administration
38 held a forum in 1991 to discuss "Whom Shall We Serve?" Initiatives to bring new populations

1 to the campus were reduced, while state-mandated tuition was increased, resulting in a sharp
2 decline in enrollment. An earthquake in 1992 severely damaged the book stacks on the main
3 floor of the Library, causing the facility to be closed down for the summer while repairs were
4 made (2).

5 During the winter break for the 1995-1996 academic year, trenching began to determine the
6 vulnerability of the campus to future seismic activity. The results of the study revealed that
7 seven of the 15 buildings on campus straddled or were near the San Jacinto earthquake fault and
8 would eventually have to be taken down.

9 In 1997, SBVC President Sharon Caballero was presented with an immediate challenge. There
10 was a pressing need to identify a funding source to build new facilities to replace seven buildings
11 that straddled the San Jacinto fault line, which traversed campus. A combination of District and
12 College efforts as well as contacts with the Federal Emergency Management Agency (FEMA)
13 resulted in the positive outcome of a state commitment of over \$40 million to erect replacement
14 structures (3).

15 In 2002, voters passed Measure P, a local bond measure totaling \$190 million benefiting SBCCD
16 and its two sister colleges. Steven Ehrlich, a noted architect, was hired to design the new
17 buildings for the Library, Administration/Student Services, Campus Center, Health and Life
18 Sciences, and the Art Building and Gallery at SBVC. These buildings were completed between
19 2005 and 2006. At the same time several outdated buildings were demolished, and three
20 buildings were retrofitted (4).

21 In 2008, SBCCD asked voters again to approve funds to complete work laid out in SBCCD's
22 Master Plan. Voters approved a \$500 million general obligation bond, Measure M (5), to
23 complete construction projects at SBVC and Crafton Hills College (CHC). In fall 2008, SBVC
24 began another phase of construction with a phasing in of three new buildings on campus and a
25 fourth across Grant Street and the demolition of the old North Hall, the Physical Sciences
26 Building, the Chemistry Building, and the Maintenance and Operations (M&O) Building. Four
27 new buildings opened in 2010: North Hall, Media and Communications, Custodial, and M&O.
28 The new M&O Building was soon converted to the Diesel instructional program, with M&O and
29 Custodial using the same building. In fall 2011, another new three-story building opened, the
30 56,000-square-foot Physical Sciences Building, the campus's first Leadership in Energy and
31 Environmental Design (LEED) certified building (6)

32 The SBVC campus now features new access points, sweeping walkways, vistas, and an
33 expansive greenbelt area. As visitors, staff, and students traverse the college grounds—from the
34 Administration Building to the Campus Center—the area now equals the size of the Pasadena
35 Rose Bowl. The revamped Business Building is Silver LEED Certified from the U.S. Green
36 Building Council. A new state of the art Athletic building opened in fall 2016 (7).

37 In November 2018, voters approved bond measure CC to support new construction and
38 retrofitting of buildings laid out in the 2016 Facilities Master Plan. In addition, SBVC will
39 received \$34 million from Prop 51 funding to support the construction of a new Career

1 Technology Education (CTE) building. SBVC is the developmental stages for construction of the
2 CTE building and new parking structure (8).

3 SBVC has found that student success courses, learning communities (such as Valley-Bound
4 Commitment [VBC] for low-income students), College Promise, faculty mentoring, curriculum
5 redesign, guidance, tutoring, recruitment efforts, and celebration programs in STEM have
6 resulted in improved achievement for students. The services provided to students include
7 personal counseling, career counseling, workforce education and job placement, a Veterans
8 Resource Center, programs and services for disabled students, tutoring, academic advising and
9 matriculation, transfer services, vocational rehabilitation, and childcare for students who are
10 parents. There are several tutoring centers on campus specifically dedicated to assisting students
11 in need of academic help.

12 SBVC presently offers 88 certificate and 66 degree programs (2018-2019 Catalog). SBVC also
13 maintains one of the most diverse and comprehensive vocational programs in its region with 11
14 programs, from Aeronautics to Water Supply Technology, and has more than 170 distributed
15 education courses. Strong Workforce funding has enhanced offering and resources for CTE
16 programs across campus. New programs include Sterile Processing, Baking, and Pharmacy
17 Technology. For students interested in enrolling in a four-year college or university, SBVC
18 offers 19 AA-T and AA-S transfer degrees that guarantee admission into the four-year CSU and
19 UC systems. SBVC has one fully online degree path and one zero textbook cost degree path.

20 Despite challenges unique to SBVC, such as a massive construction project, statewide initiatives
21 being implemented throughout the educational system, and uncertainty of the new funding
22 model, SBVC has remained committed to maintaining a culture of continuous improvement and
23 a commitment to provide high-quality education, innovative instruction, and services to a diverse
24 community of learners; its mission is to prepare students for transfer to four-year universities, to
25 enter the workforce by earning applied degrees and certificates, to foster economic growth and
26 global competitiveness through workforce development, and to improve the quality of life in the
27 Inland Empire and beyond.

28 The COVID-19 pandemic of 2020 had significant impact on SBVC and SBCCD. Just prior to
29 Spring Break SBCCD announced that in order to reduce the spread of the virus and for the safety
30 students and district employees most classes and many student and learning support services
31 would be moved online. The campus complied with the CCCC's Office and ACCJC
32 requirements for waiving DE requirements. The District entered into MOUs with SBCDTA and
33 CSEA on 3/16/2020. The campus moved forward in good faith to provide DE training for
34 faculty, work at home training for all employees, and for department chairs and deans to identify
35 classes which could be feasibly taught online. On March 19, 2020 the governor of California
36 issued a stay-at-home order (Executive Order N-33-20) that further affected how classes and
37 services might be offered. Faculty and staff began receiving training during Spring break
38 (March 16, 2020 – March 22, 2020). Classes were suspended from 3/23/2020 - 3/30/2020 while
39 faculty moved classes into a fully online format.

1 Campus and District shared governance processes were observed during the COVID-19
2 pandemic. The campus employees were resilient and strived to adapt and complete their
3 workload in a work-at-home environment. Essential campus processes such as curriculum,
4 program review, accreditation and outcomes assessment continued. The Professional
5 Development Coordinator, DE Faculty Leads, and Technology and Educational Support Services
6 provided outstanding support and training. Examples and evidence regarding SBVC’s response
7 to the COVID-19 pandemic will be further addressed in the Standards

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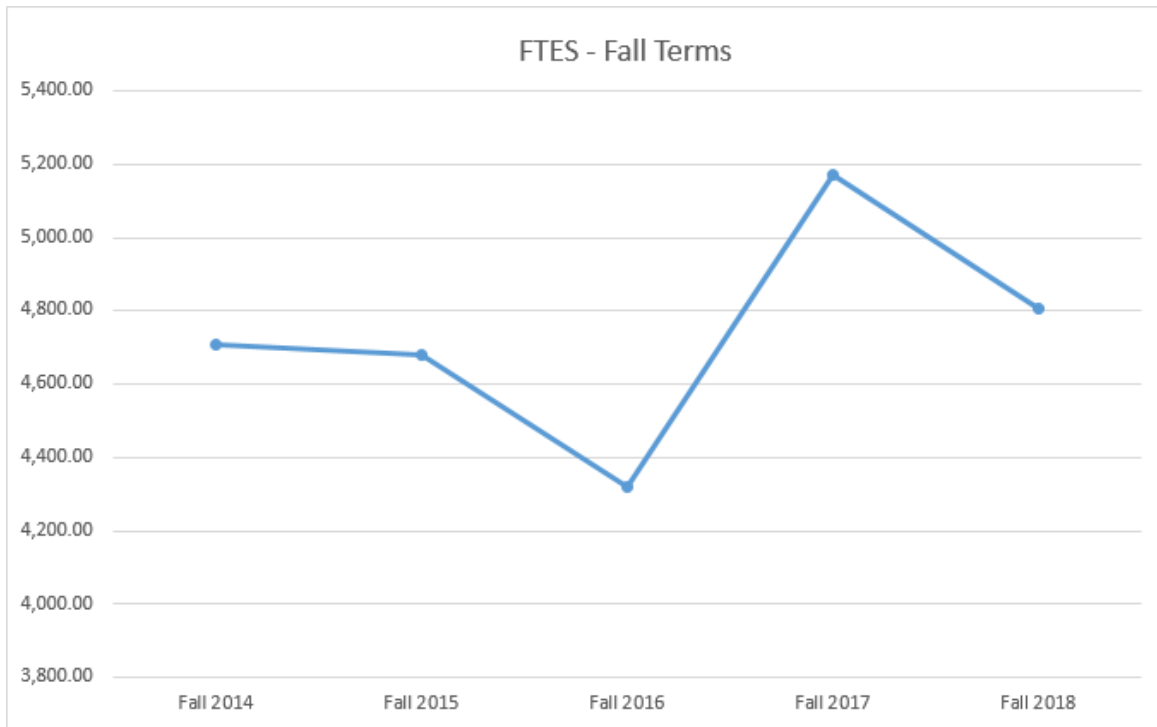
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1 **Student Enrollment Data**

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3 Figures 1-4 show enrollment trends by semester for FTES and Unduplicated Head Count. Fall
4 enrollments rose sharply from 2016 to 2017 but declined slightly in 2018. Spring enrollments
5 also rose sharply in 2016, and have continued to rise the past two years.

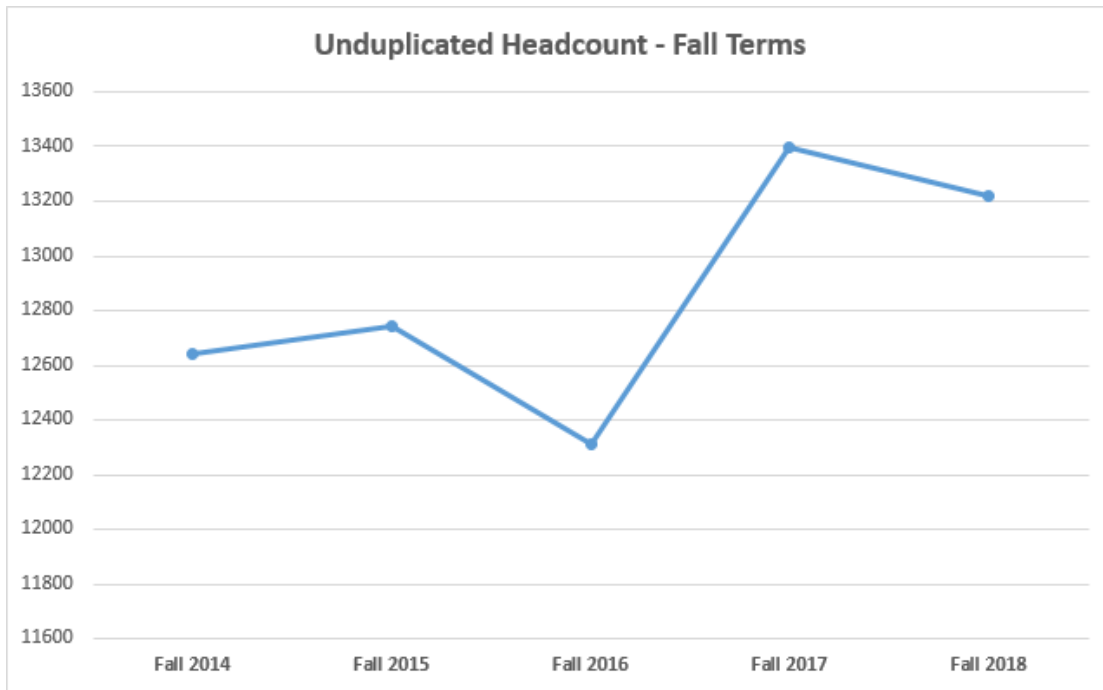
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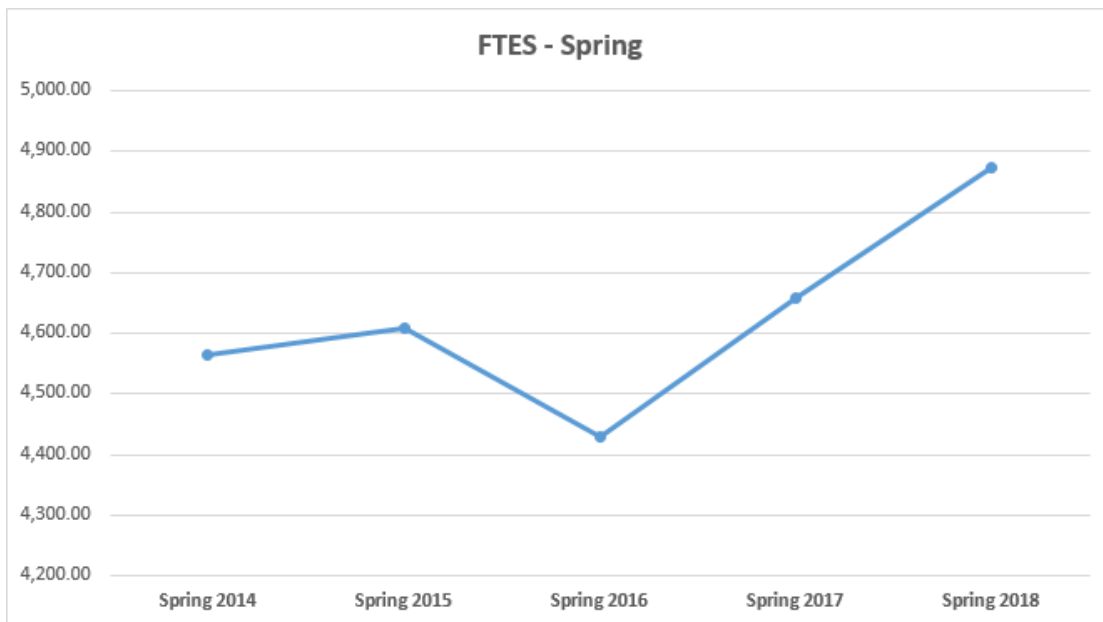
8 *Figure 1: FTES – Fall Terms*

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Figure 2: Unduplicated Head Count – Fall Terms

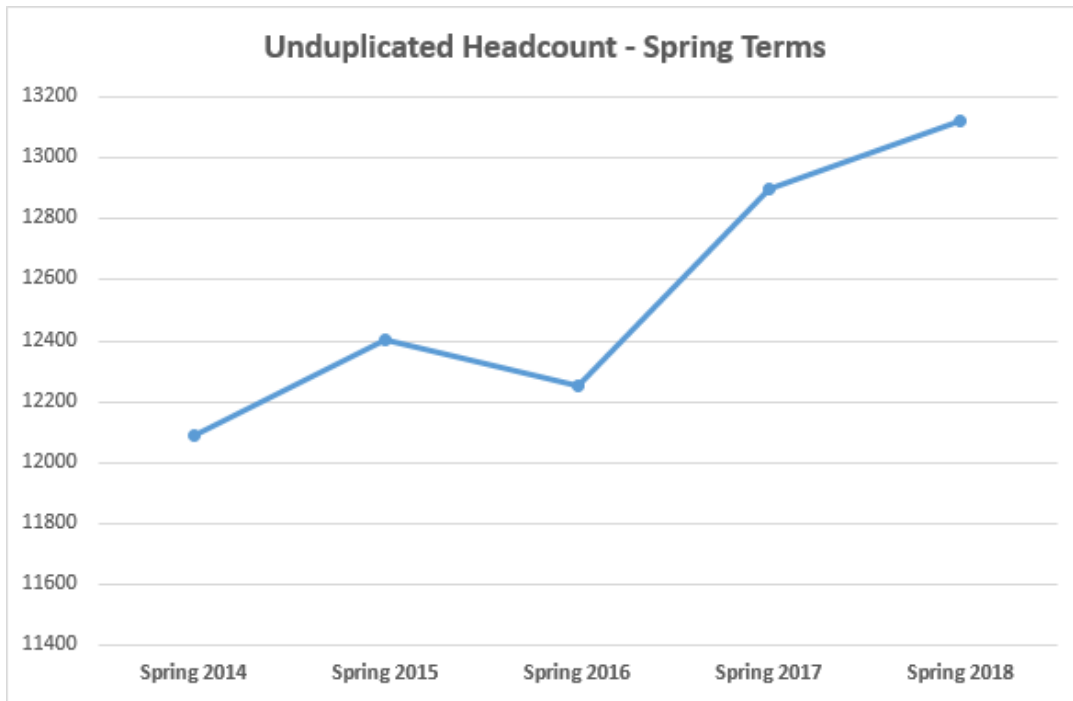


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Figure 3: FTES – Spring Terms

Figure 3:

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3 *Figure 4: Unduplicated Head Counts – Spring Terms*

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1 Table 1: First-Time Student Count

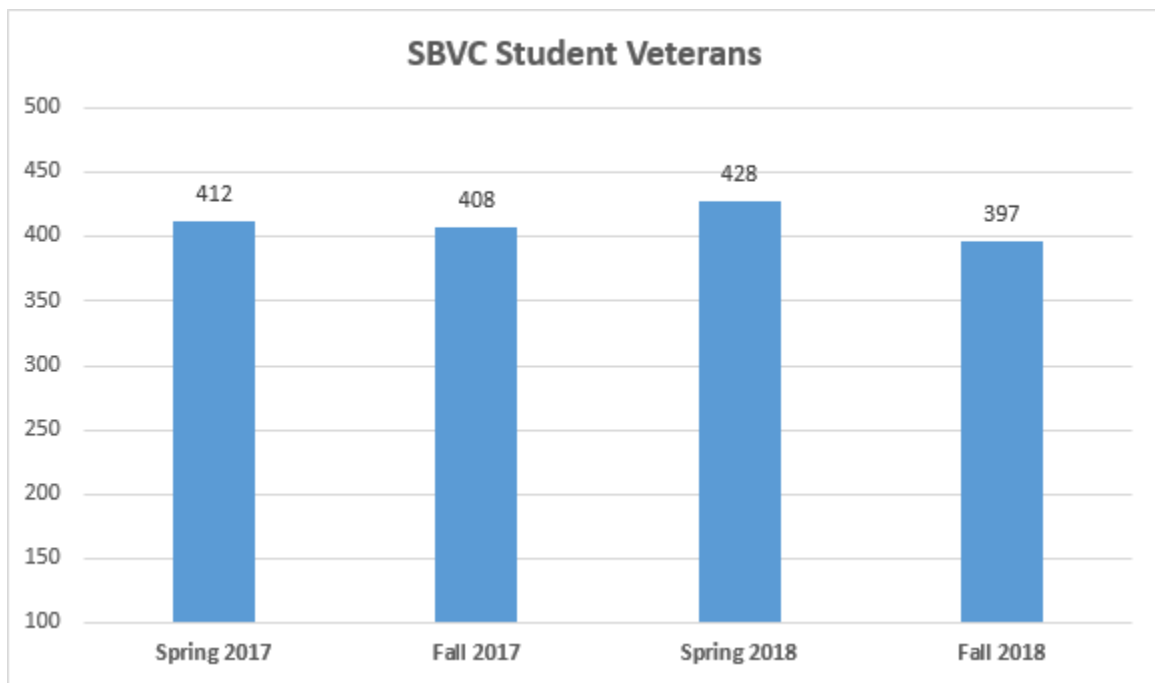
Fall Term	First-Time Student Count
2014	1,820
2015	1,923
2016	1,808
2017	1,902
2018	1,614
Five-Year Average	1,813

2

3 https://datamart.cccco.edu/Students/Enrollment_Status.aspx

4 The table above includes first-time students of all ages. Approximately 75% of these students
 5 come from local feeder high schools within one year of graduation.

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8
 9 *Figure 4: SBVC Student Veterans*

1 **Labor Market Data**

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3 Table 2: Labor Market Data

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[Coming Soon]

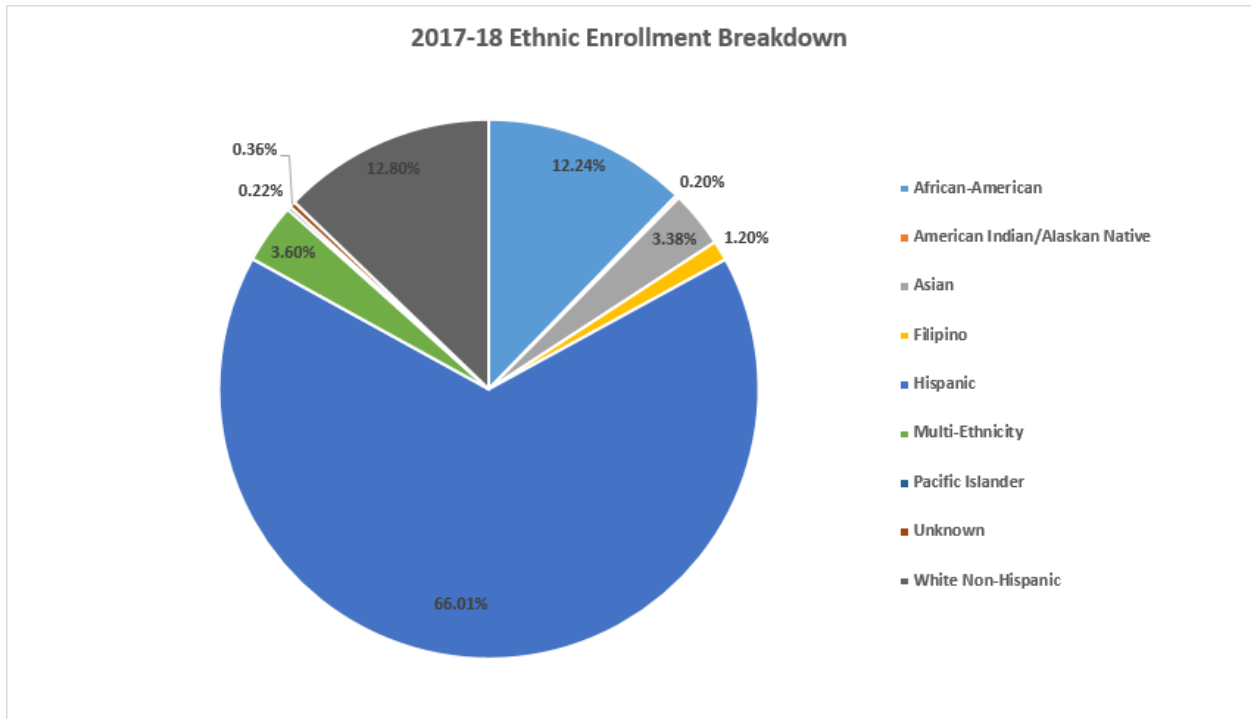
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1 **Demographic Data**

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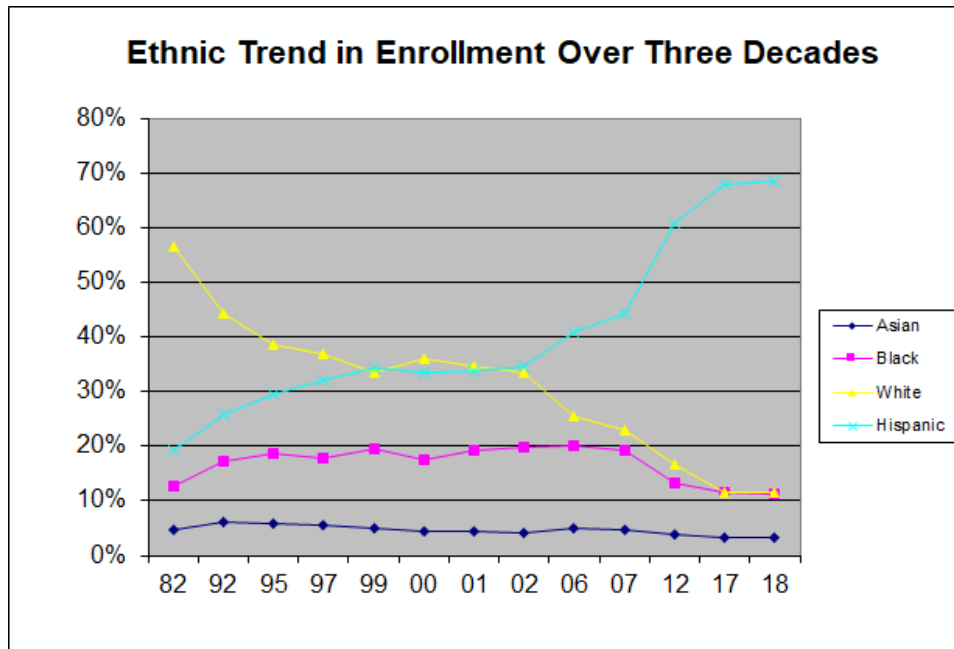


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4 *Figure 5: 2017-2018 Ethnic Enrollment Breakdown*

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6 SBVC is a federally designated Hispanic - Serving Institution with over 66% of students
 7 identifying as Hispanic. White Non-Hispanic and African-Americans make up just over 25% of
 8 the school population. American Indian/Alaskan Native, Asian, Filipino, Multi-Ethnic, Pacific
 9 Islander, and students who did not specify an ethnicity compose the remainder combined make
 10 up 9% of the student the school population. American Indian/Alaskan Native, Asian, Filipino,
 11 Multi-Ethnic, Pacific Islander, and students who did not specify an ethnicity compose the
 12 remainder combined make up 9% of the student population.

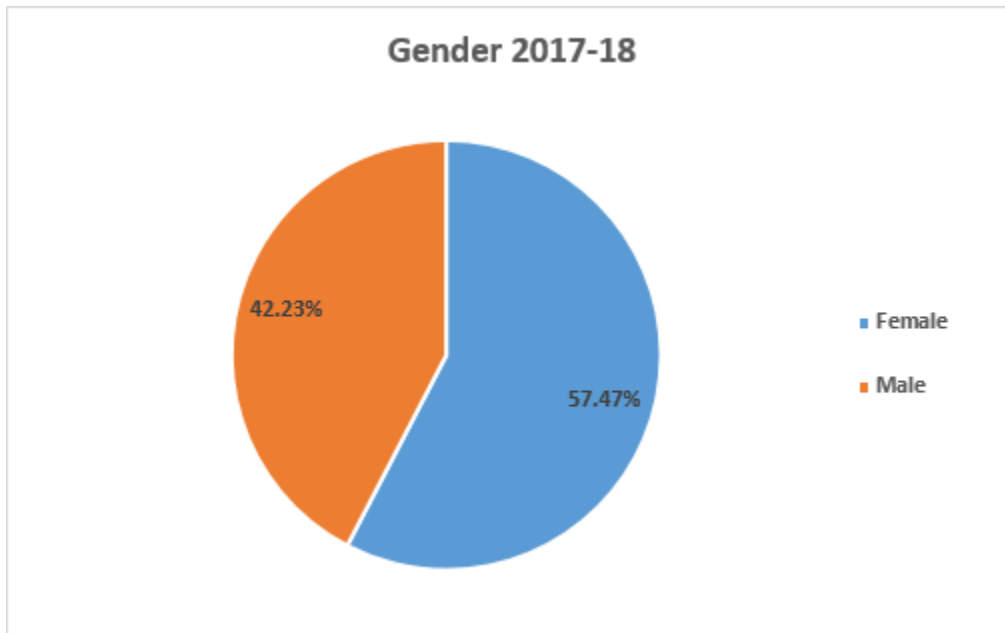


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2 *Figure 6: Ethnic Trends in Enrollment Over Three Decades*

3 Ethnic enrollment trends over the past three decades show a decline in enrollment of white
 4 students with a concurrent increase in the numbers of Hispanic students. Since 2003, the majority
 5 of student on campus are Hispanic students. In 2007 the African American student population
 6 began to decline, the African American population was stable from 2017 to 2018. The Asian
 7 population varies by a few percent each years.

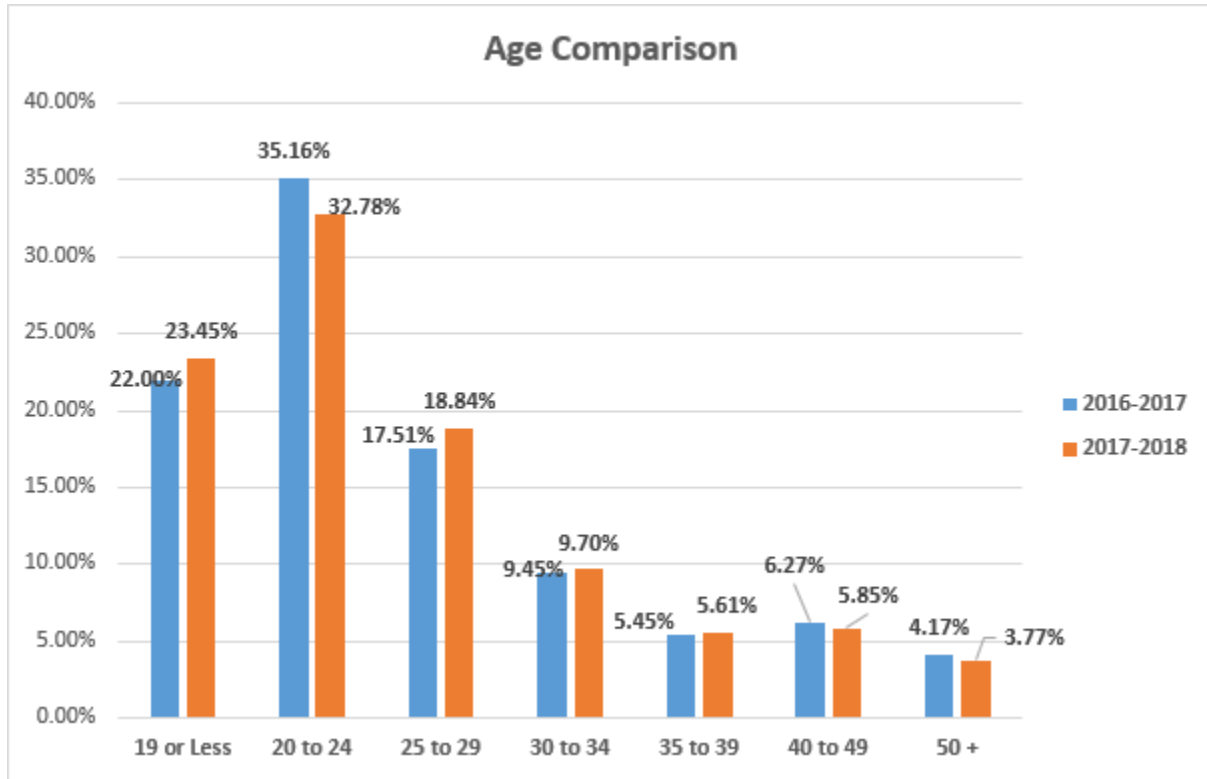
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3 *Figure 7: 2017-2018 Gender*

4 SBVC's student population is predominately female.



1
2 *Figure 8: Age Comparison*

3 The majority of SBVC’s students range in age from 19-29, with the 20-24 age group, being
4 dominant. 2017-2018 saw an increase in students 19 or less, 30-34, and 35-39.

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1 **Socio-Economic Data**

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 3 Table 3 shows the demographics for the ZIP codes where approximately 80 percent of the SBVC
 4 students live. Many of them are characterized by lower household incomes and higher-than-
 5 average poverty rates. These demographics show how essential SBVC is to the community’s
 6 well-being.

7
 8 Table 3: *Top 25 ZIP Codes Where SBVC Students Resided in 2018-2019*

ZIP Codes Where SBVC Students Resided in 2018 – 2019							Top 25
ZIP code	City	Percent of Student s in this ZIP code	Median Househol d Income	Percent with less than a H.S. Degree	Percent with a Bachelor 's Degree or higher	Percent below poverty level with less than a H.S. Degree*	Percent below poverty level with a Bachelor's Degree or higher*
92404	San Bernardino	8.9%	\$42,051	18.59%	13.85%	36.2%	6.5%
92407	San Bernardino	8.8%	\$56,819	17.43%	16.31%	32.0%	7.3%
92324	Colton	8.5%	\$48,578	17.45%	18.05%	18.9%	7.6%
92410	San Bernardino	7.7%	\$27,383	27.56%	5.71%	40.7%	14.0%
92376	Rialto	7.2%	\$60,732	21.85%	12.07%	20.6%	8.9%
92346	Highland	7.6%	\$59,722	15.40%	26.26%	32.1%	4.2%
92405	San Bernardino	4.3%	\$38,762	19.74%	12.11%	35.6%	12.5%
92411	San Bernardino	4.2%	\$37,266	27.07%	7.59%	29.5%	6.6%
92374	Redlands	3.0%	\$67,606	9.88%	39.24%	37.3%	5.0%
92335	Fontana	2.9%	\$47,226	24.73%	9.77%	24.4%	15.0%
92399	Yucaipa	2.3%	\$58,570	8.85%	29.57%	29.6%	4.5%
92336	Fontana	2.2%	\$87,744	11.52%	29.12%	16.1%	1.9%
92354	Loma Linda	2.0%	\$54,877	8.76%	72.85%	29.0%	10.1%
92316	Bloomington	2.0%	\$53,648	25.24%	12.58%	22.1%	5.6%
92373	Redlands	1.9%	\$65,403	5.59%	64.75%	24.9%	5.9%
92408	San Bernardino	1.8%	\$38,949	25.35%	19.71%	38.5%	12.5%
92377	Rialto	1.6%	\$77,094	13.58%	21.34%	12.2%	3.8%
92223	Beaumont	1.5%	\$63,999	9.25%	31.97%	19.5%	4.2%
92313	Grand Terrace	1.2%	\$65,565	9.41%	38.12%	24.6%	1.4%
92337	Fontana	1.0%	\$76,046	14.06%	19.69%	8.6%	2.1%
* Population 25 years and over							factfinder.ce nsus.gov

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1 Table 4: *Top Ten Feeder High Schools*

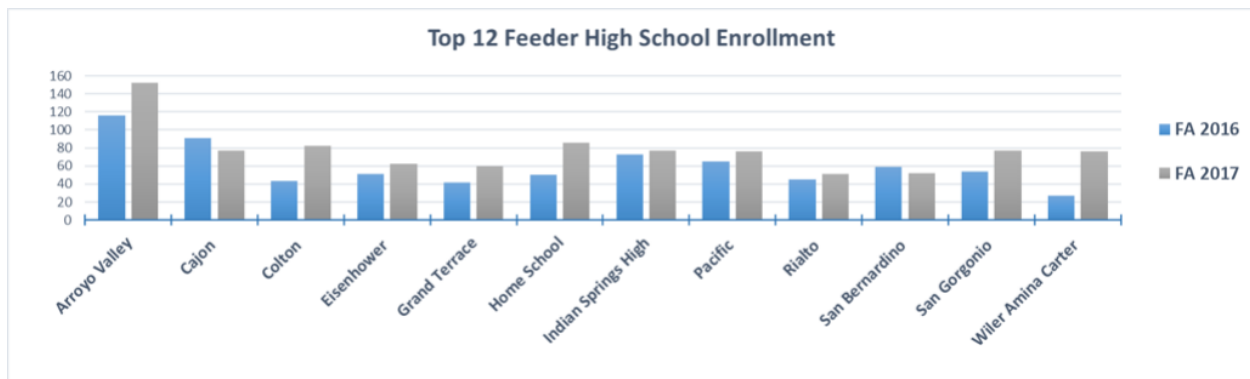
Top Ten Feeder High Schools

Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
High School	%	High School	%	High School	%	High School	%	High School	%
Colton	11.82%	Colton	10.68%	Arroyo Valley	11.60%	Arroyo Valley	13.58%	Arroyo Valley	13.15%
Cajon	11.22%	Cajon	10.50%	Colton	9.36%	Cajon	10.66%	Home School	7.44%
Arroyo Valley	10.09%	Pacific	9.62%	Cajon	8.93%	Indian Springs*	8.55%	Colton	7.09%
San Geronio	10.09%	San Geronio	9.53%	Rialto	8.76%	Pacific	7.61%	Cajon	6.66%
Rialto	9.40%	Arroyo Valley	7.94%	Pacific	7.04%	San Bernardino	6.91%	Indian Springs*	6.66%
Pacific	8.11%	San Bernardino	7.15%	San Geronio	6.53%	San Geronio	6.32%	San Geronio	6.66%
Eisenhower	5.69%	Rialto	7.06%	Home School	6.44%	Eisenhower	5.97%	Pacific	6.57%
Wiler Amina Carter	3.54%	Eisenhower	6.53%	San Bernardino	6.27%	Home School	5.53%	Wiler Amina Carter	6.57%
Home School	2.93%	Home School	5.65%	Eisenhower	5.93%	Rialto	5.27%	Eisenhower	5.36%
Redlands	2.67%	Wiler Amina Carter	4.94%	Wiler Amina Carter	4.98%	Colton	5.04%	Grand Terrace	5.19%

*Only taught 9 -11th grades until 2015

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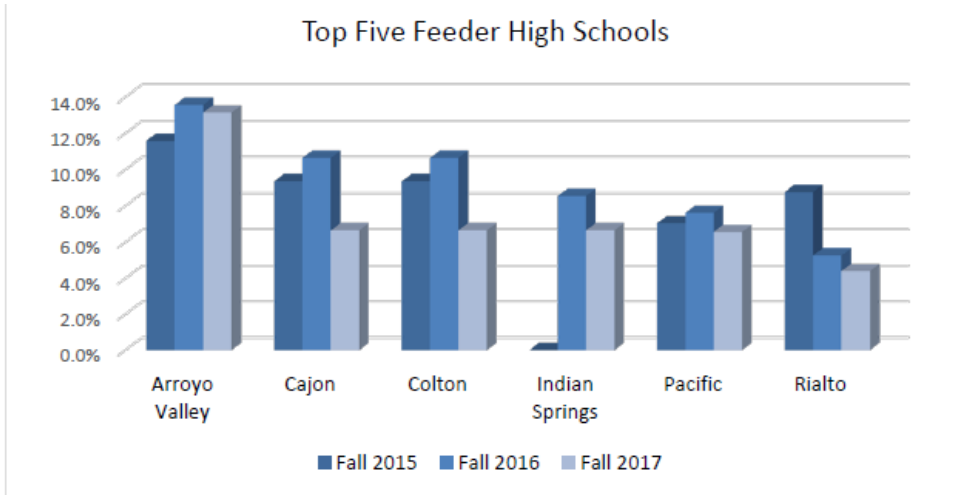


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5 *Figure 9: Top 12 Feeder High School Enrollments*

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2 *Figure 10: Top Five Feeder High Schools*

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Sites

SBVC offers classes at two off-campus sites; one serves the population in the local mountains and another provides training in basic law enforcement at the San Bernardino County Sheriff's (SBCS's) Regional Training Center.

The Big Bear program, located at Big Bear High School, serves the residents of this mountain community. Surveys and focus groups have been held in Big Bear to determine the services and student learning programs of interest in the community. SBVC staff makes frequent trips to Big Bear to provide visibility, interest, and dedication to support a successful learning program.

Evening classes provide access to the mountain students who would have a long and difficult commute to the SBVC campus. The classes range from associate degree and transferable courses, such as political science, to certificate courses, such as child development. An on-site coordinator provides management and support for the classes. Many classes are offered using interactive television (ITV) technology, which provides two-way instruction between the SBVC campus and the Big Bear site. Most of the students and the instructor are located in a classroom on the SBVC campus, while some students participate from a classroom at the Big Bear site.

All matriculation services are provided to the students in the mountain communities. Counselors go to the site each semester to meet with the currently enrolled students. Counseling can also be provided by telephone or Cranium Café. There are two Super Saturdays, one in summer and one in late fall, that provide a one-stop array of services that help new students matriculate. Personnel from Admissions and Records, Financial Aid, Assessment, and Counseling all participate. On Super Saturday, students can apply, complete the online orientation, take the assessment test, speak to Financial Aid staff, and consult with a counselor.

Students registered for classes have access to SBVC's digital library and can order textbooks from the campus bookstore and have them delivered to their residence.

The SBCS's Academy is located 12 miles north of SBVC at 18000 Institution Road in San Bernardino. The Basic Academy is a partnership between the SBCS and SBVC. This partnership generates approximately 300 FTES yearly and has been in existence for the last 40 years.

The Academy is certified by Peace Officer Standards and Training (POST), and graduates of the program receive a certificate that allows them to be hired by most law enforcement agencies in the State of California. The Academy program is administered under a structured discipline format, which prepares officers for the stress related to law enforcement.

The Academy is 23 weeks in length and meets Monday through Friday 8:00 a.m. to 5:00 p.m. and occasionally in the evening for scenario and driver training. The Academy consists of Police 002, Police 100, Police 101, Police 102, and Police 103. The five classes total 39.75 units of college credit. Twelve of the units are transferable to CSU San Bernardino (CSUSB).

1

2 Enrollment is limited to those students who meet the screening requirements as outlined in the
3 Government Code, California Penal Code, and the *Commission on Peace Officers Standards and*
4 *Training Administrative Manual*. All prospective trainees visit SBVC for matriculation services.
5 Trainees must apply, complete the online orientation, and take the assessment test. Financial aid,
6 tutoring, and computer labs are available for all Academy trainees.

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Specialized or Programmatic Accreditation

SBVC [Accreditation Webpage](#), program webpages and SBVC Catalog lists the specialized and programmatic accreditations or certifications held by the institution.

- Accreditation Commission for Education in Nursing (ACEN)
- California State Board of Registered Nursing
- California State Board of Vocational Nurses and Psychiatric Technicians
- FAA Certification

Presentation of Student Achievement Data and Institution-set standards

[see Chapter 5.3B and Appendix E of *Guide to Institutional Self- Evaluation, Improvement, and Peer Review*]

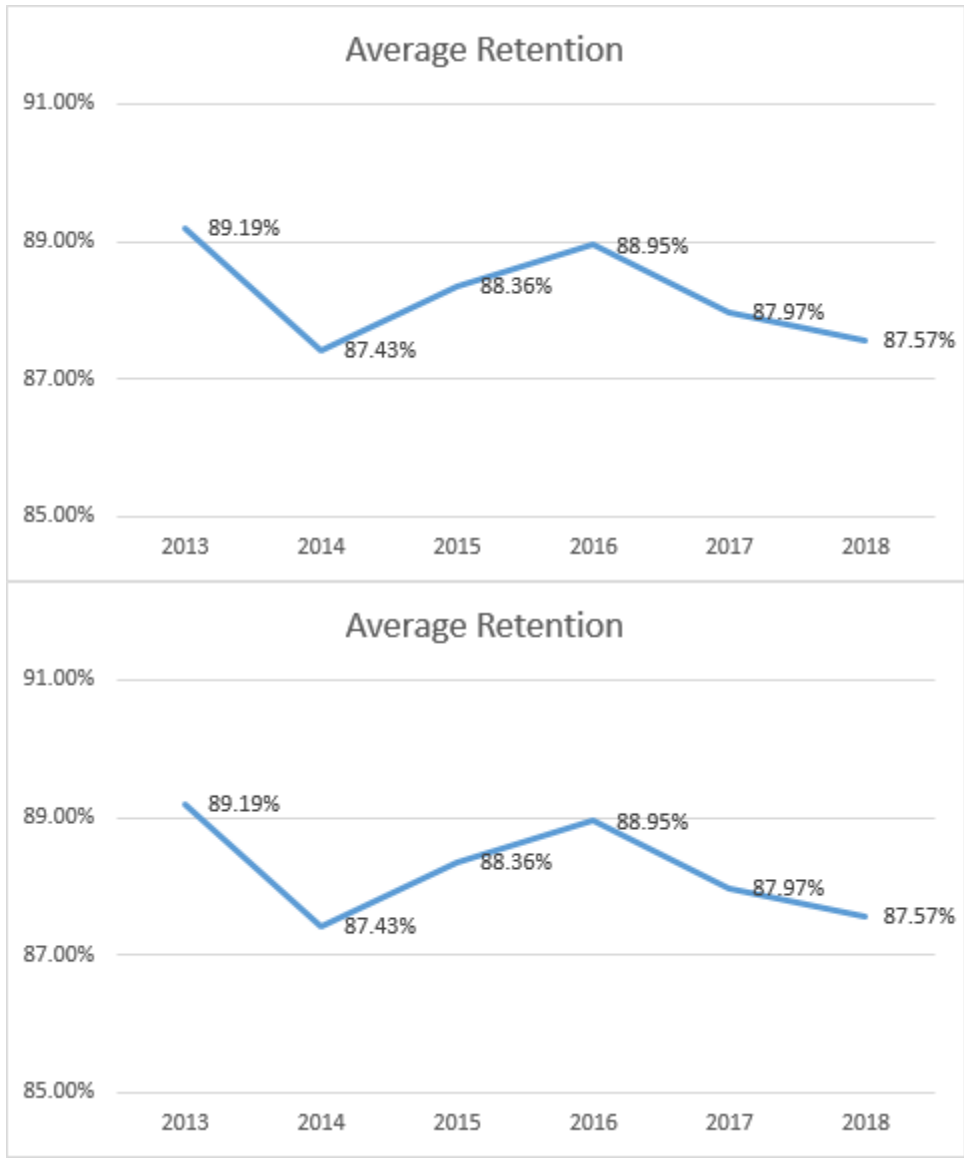
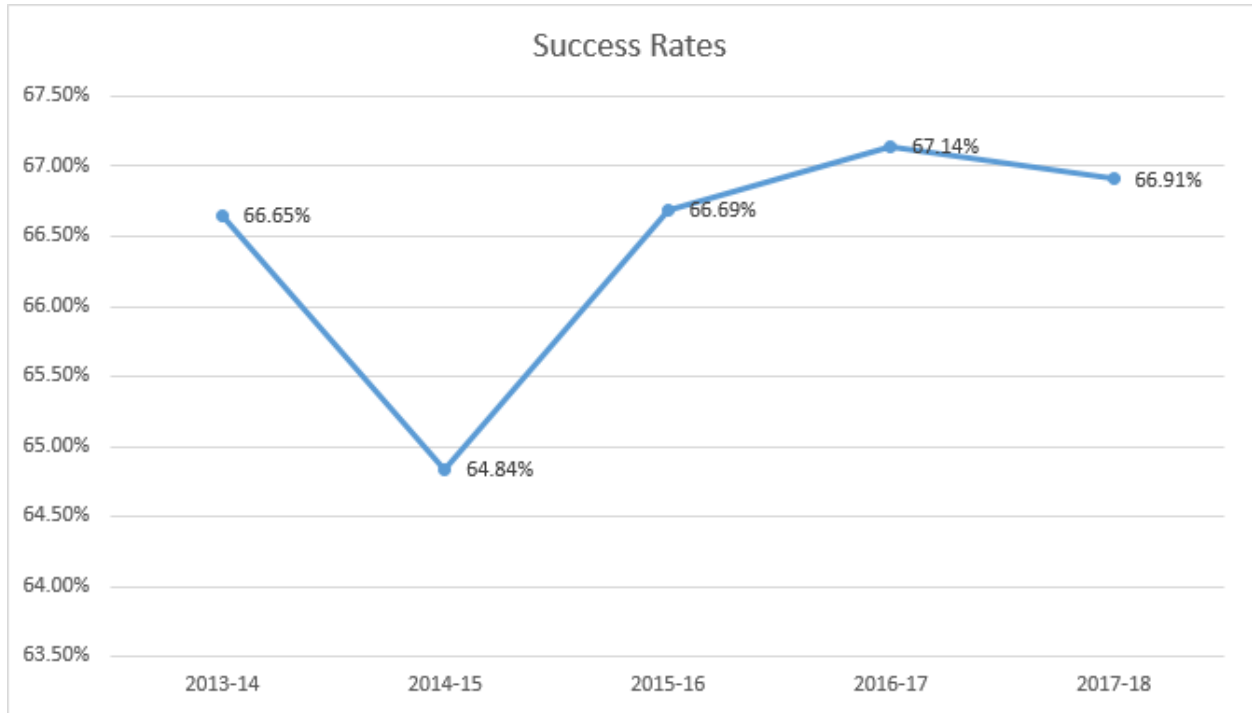


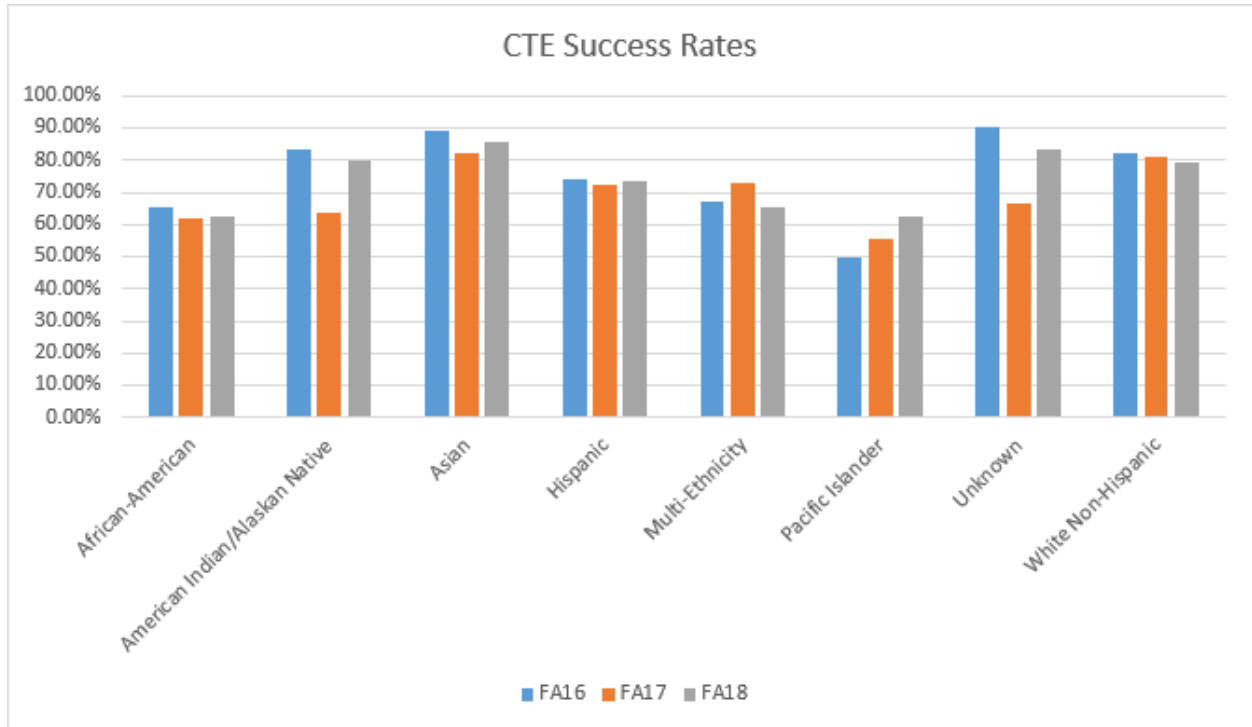
Figure 11: Average

Retention

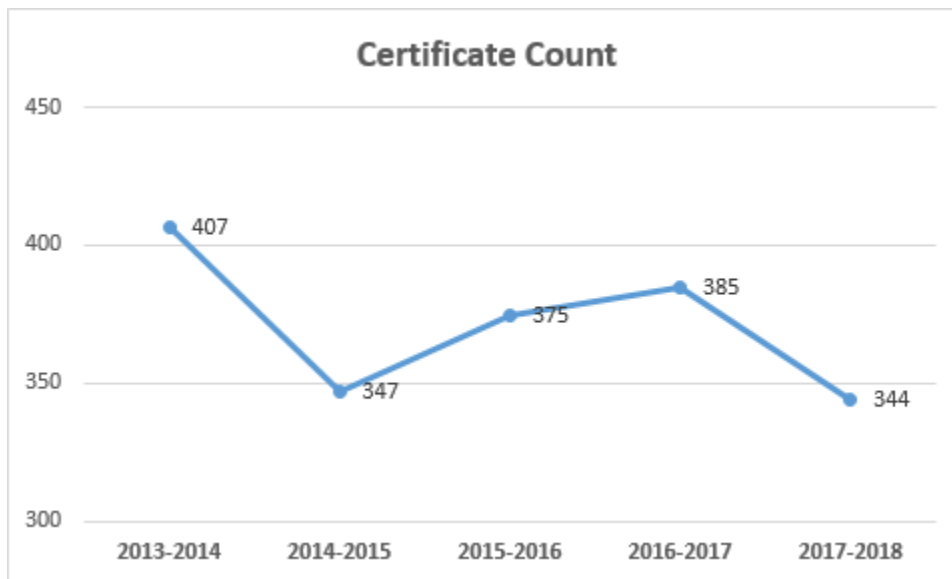


1
2 *Figure 12: Success Rates*

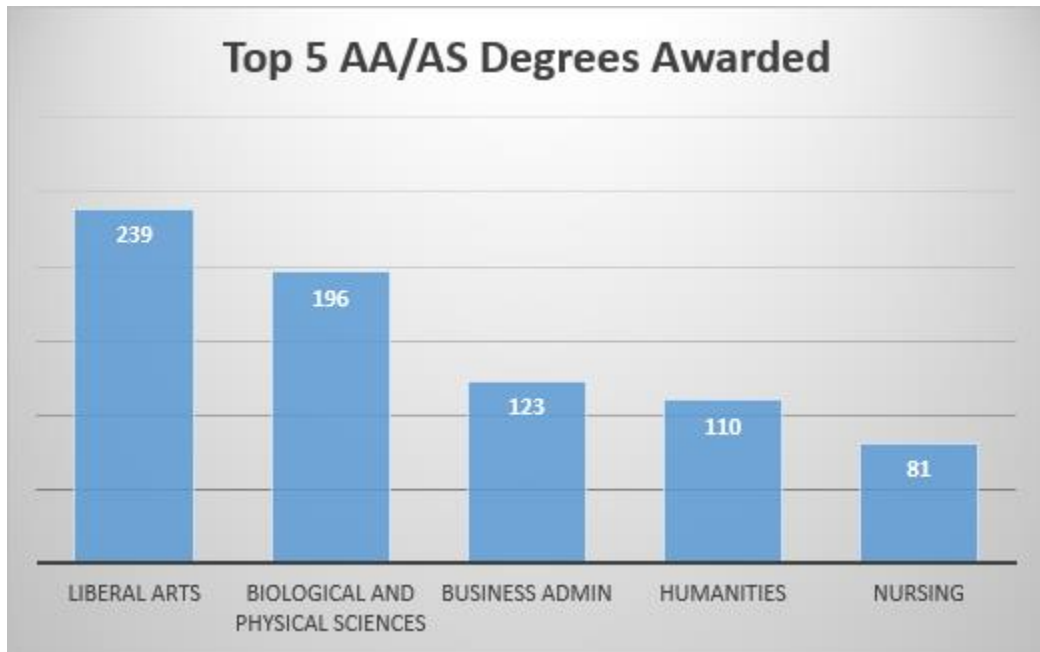
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1
2 *Figure 13: CTE Success Rates*
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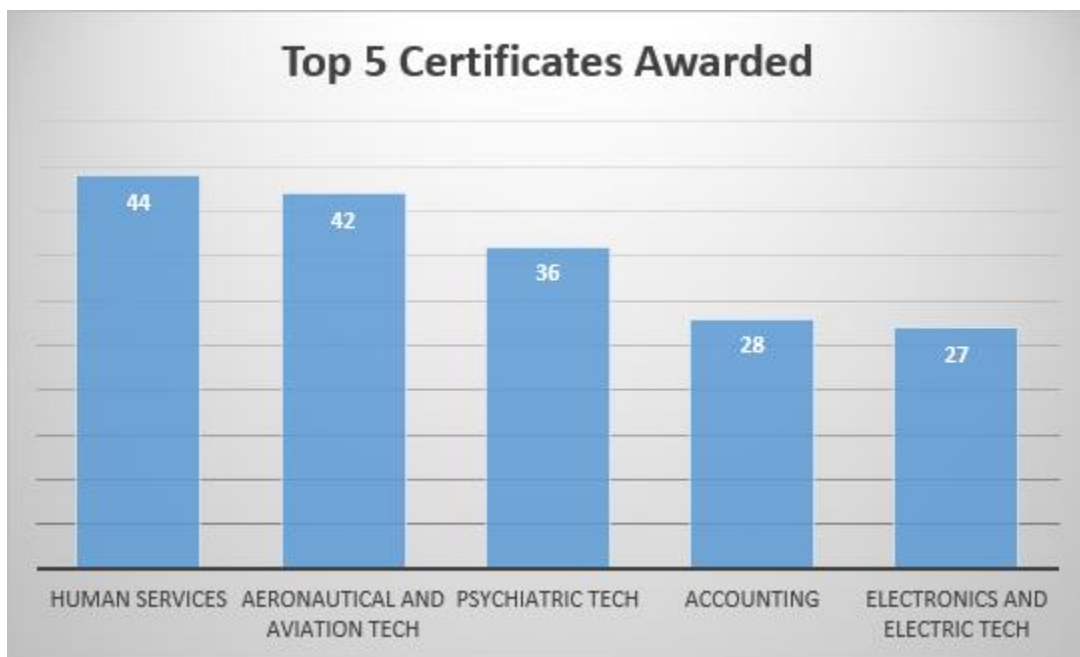


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5 *Figure 14: Certificate Count*
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Figure 15: Top 5 AA/AS Degrees Awarded



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Figure 16: Top 5 Certificates Awarded

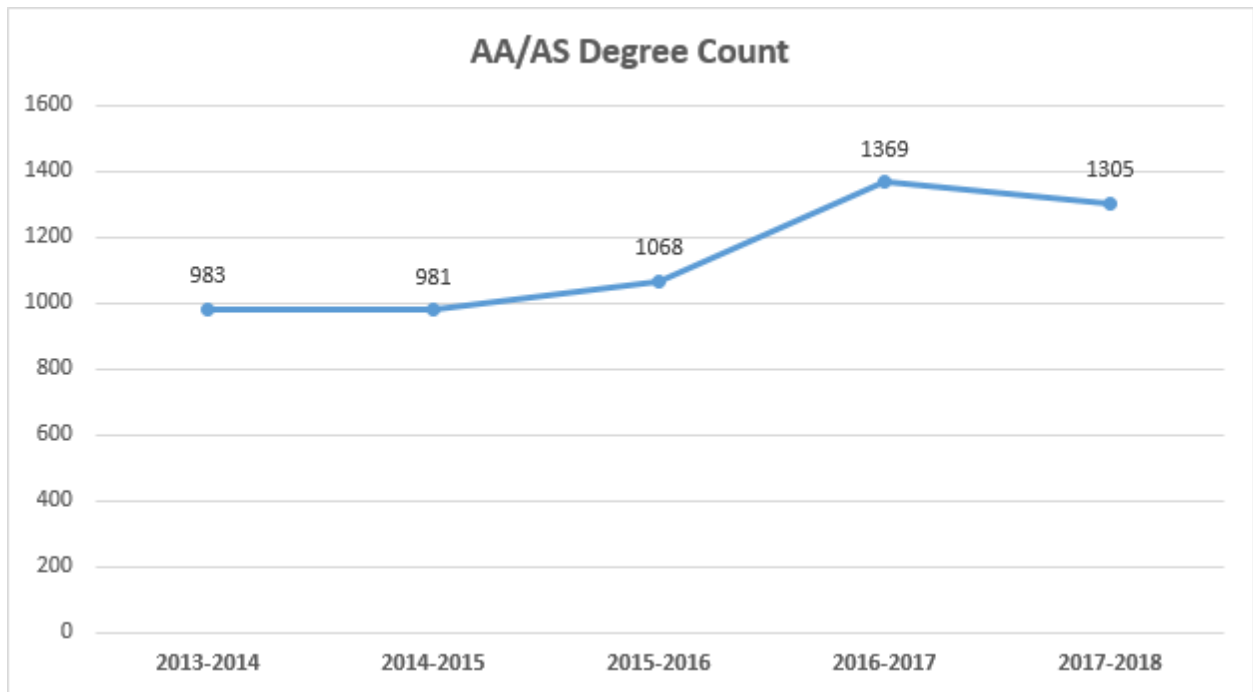
1 Table 5: CTE and Completion Success

Ethnicity	CTE	Program Completion
Overall	50.3%	36.7%
African-American	51.9%	33.0%
Asian	52.2%	65.4%
Filipino	66.7%	46.7%
Hispanic	51.3%	36.0%
Pacific Islander	75.0%	37.5%
White	45.1%	35.9%

2
3
4
5
6

CTE/ Program Completion (2016-17)

<https://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=982#home>



7
8 Figure 17: AA/AS Degree Count

1 **Organization of the Self-Evaluation Process**

2
3 SBVC has actively engaged in the self-evaluation process, working collaboratively with faculty,
4 staff, and administration. Accreditation is overseen by the Accreditation and Outcomes (A&O)
5 Committee under the direction of the ALO and the accreditation faculty lead and composed of at
6 least one faculty member from each division, and other interested faculty, administrators, staff,
7 and students. As part of the charge of the A& O Committee, to prepare the campus accreditation
8 self-study, to follow up on implementation of accreditation recommendations, and to prepare any
9 follow-up reports or documentation, the committee met regularly to discuss, review, and educate
10 the College on accreditation and SLO topics.

11
12 SBVC began preparing for the 2020 self-evaluation during the fall 2018 semester by reviewing
13 the standards and assigning Accreditation Standard chairs. Accreditation Standard chairs and
14 membership, which included representatives from administration, faculty, classified staff, and
15 students, were finalized. Over the course of the 2018-2019 academic year the A&O committee
16 visited collegial consultation committees, such as Curriculum Committee, Program Review
17 Committee and Technology Committee, to review the standards and seek input on how the work
18 of the committee meets the standard. In spring 2019 the A&O committee hosted Accreditation
19 Interviews session for each standard.

20
21 The first full draft of the ISER was composed in summer 2019 and was reviewed by the A&O
22 Committee. The second draft came out in late fall of 2019. This draft was presented to all
23 constituency groups for review and feedback. The A&O Committee hosted forums for each
24 standard and the QFE. The ISER Flex Day workshop, conducted virtually due to the COVID-19
25 crisis, was well attended. The feedback from the second draft was used to develop the final draft.
26 First reading of the final ISER took place in May, 2020 and the second reading and approvals
27 took place in August.

28
29 On March 17, 2020 the Board of Trustees approved resolution #2020-03-17-BOT01 COVID-19,
30 authorizing the District to prepare and respond effectively to the Novel Coronavirus (COVID-19)
31 Declaration of State of Emergency.

32
33 The COVID-19 crisis necessitated changes in practices, instruction, and services. SBVC's
34 response to COVID-19 is addressed in the conclusion section of each standard.

35
36 Evidence:

37 Committee Membership

38 Committee Review Assignments

39 Standard Chairs & Assignments

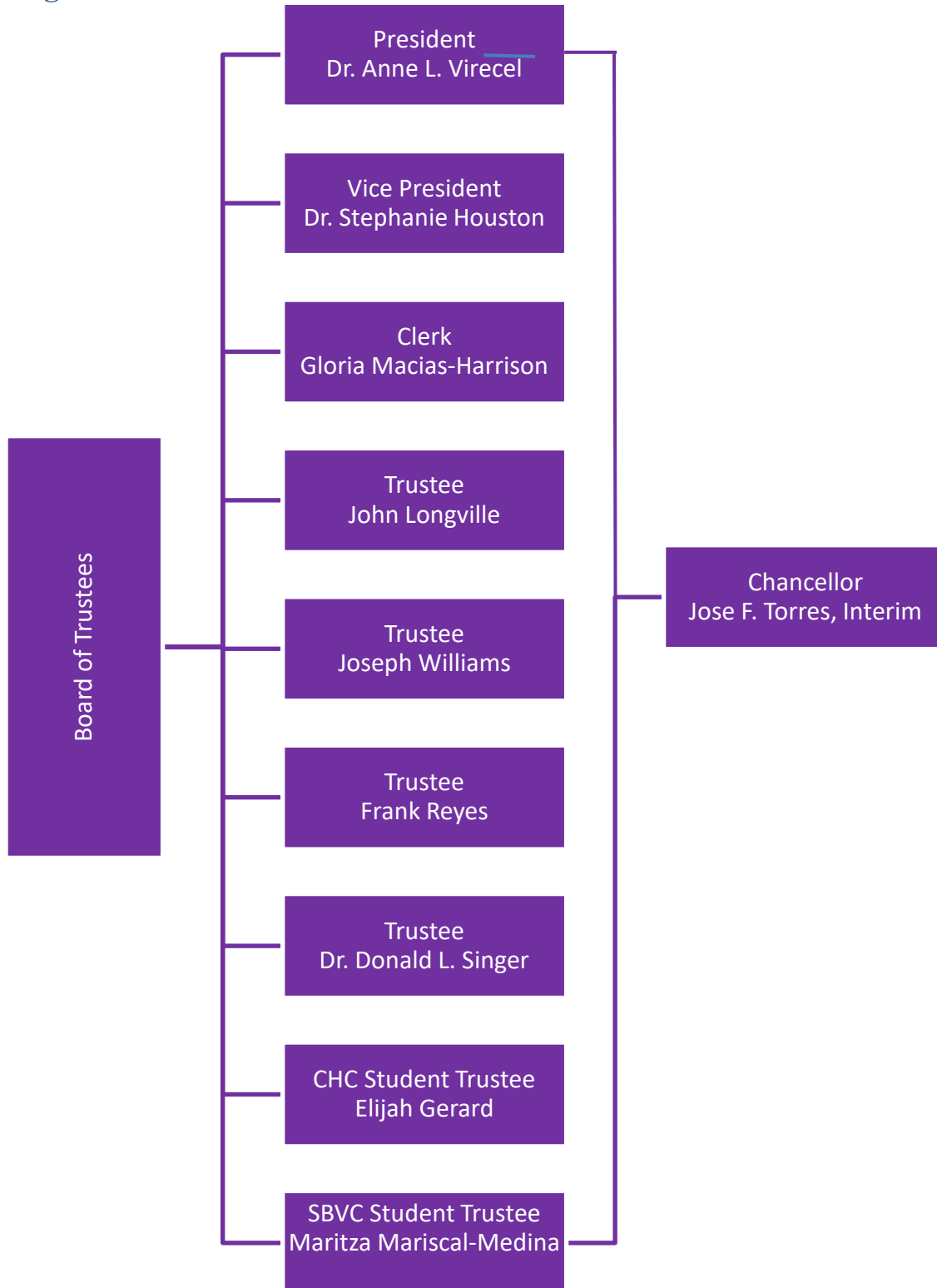
40 Email re: Accreditation Interviews

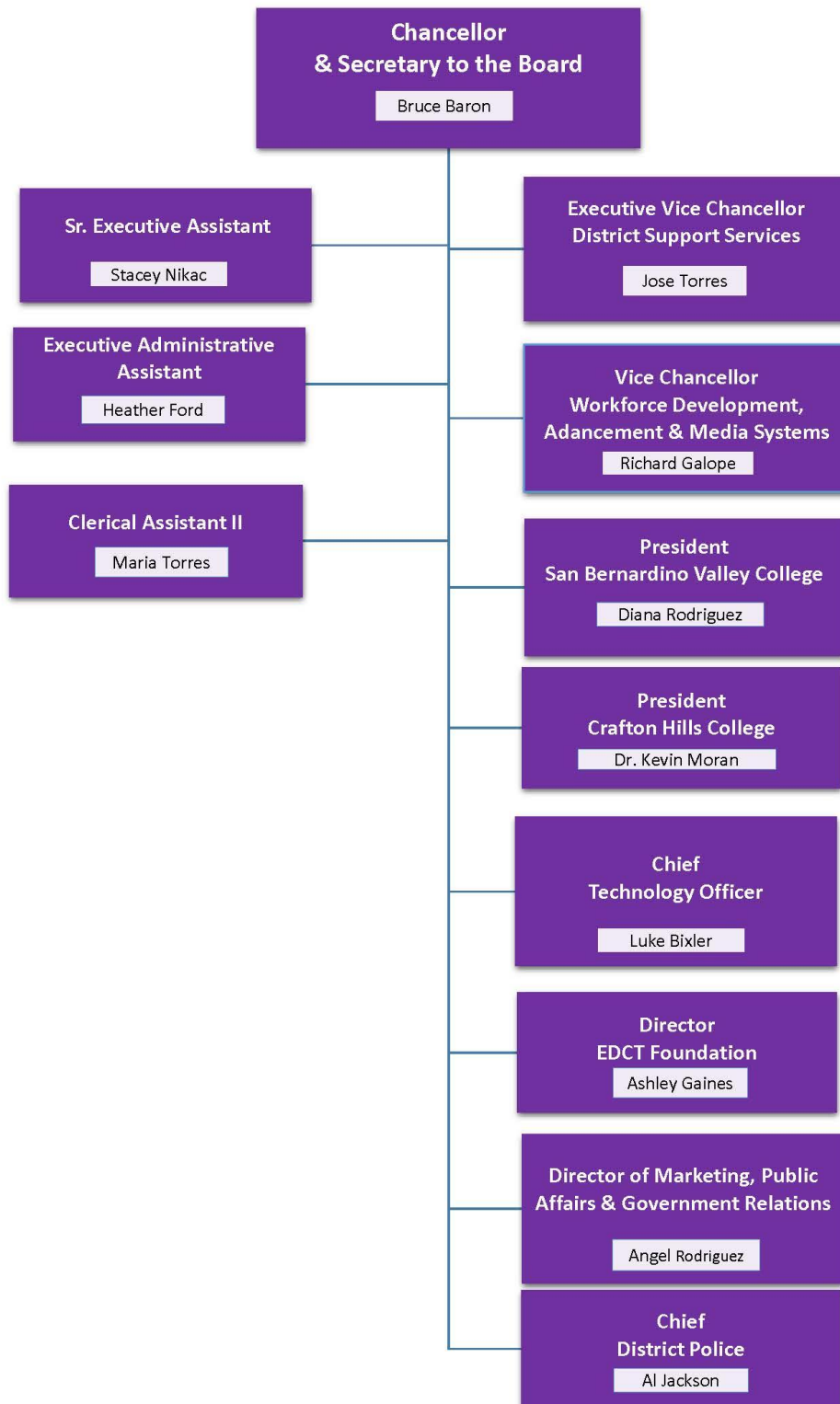
41 Email re: Forums

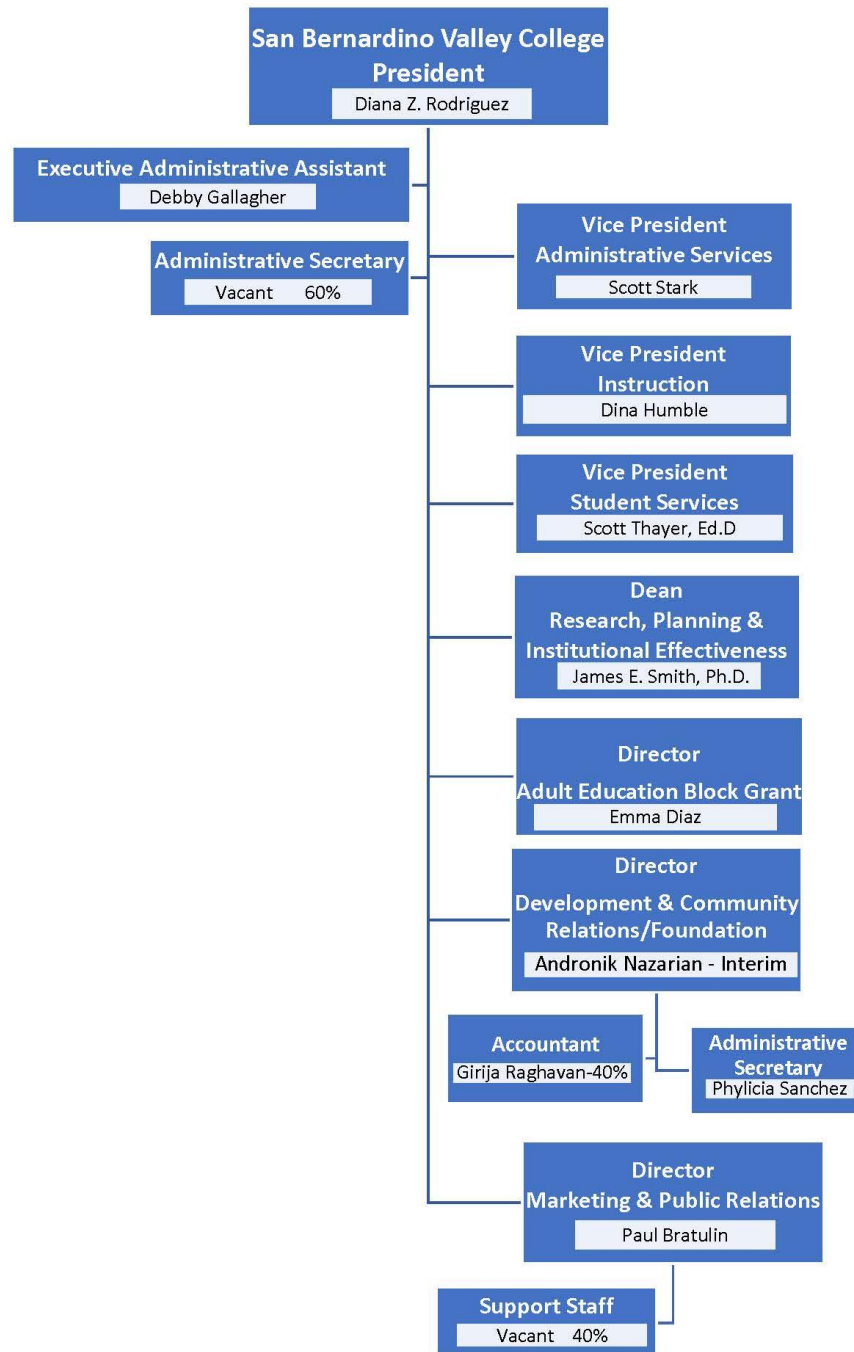
42 Forum PPTs

43 Email re: ISER Workshop

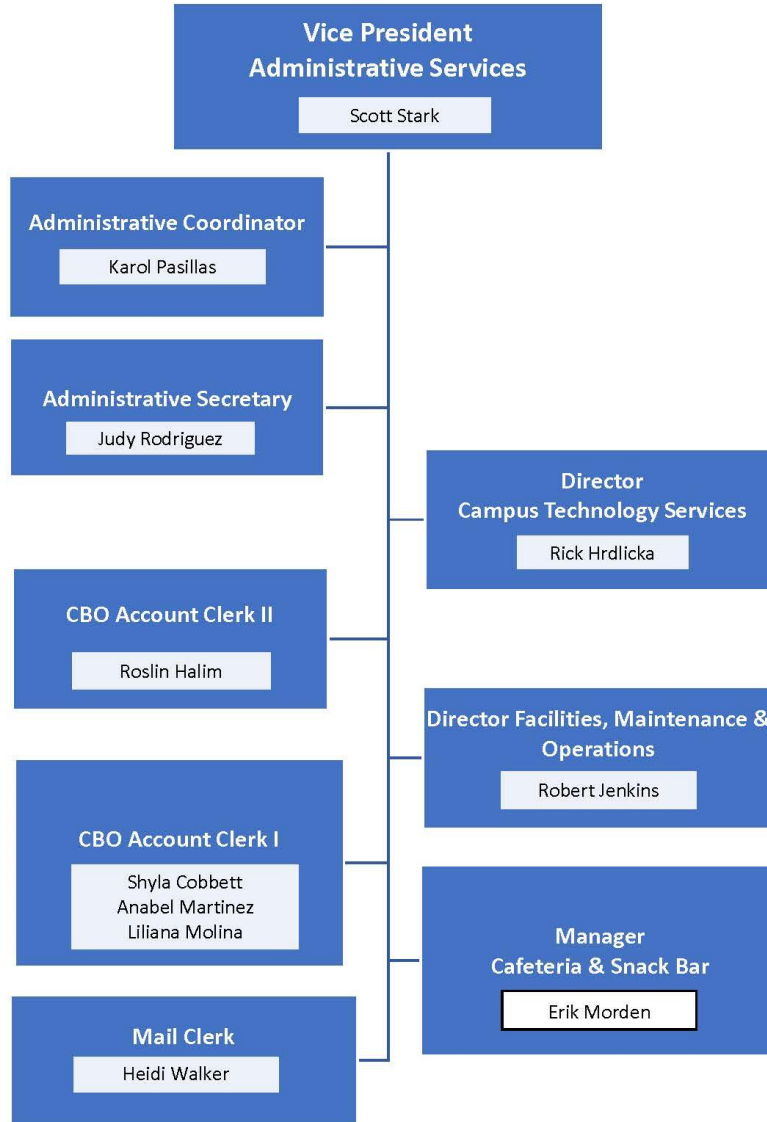
1 **Organizational Information**



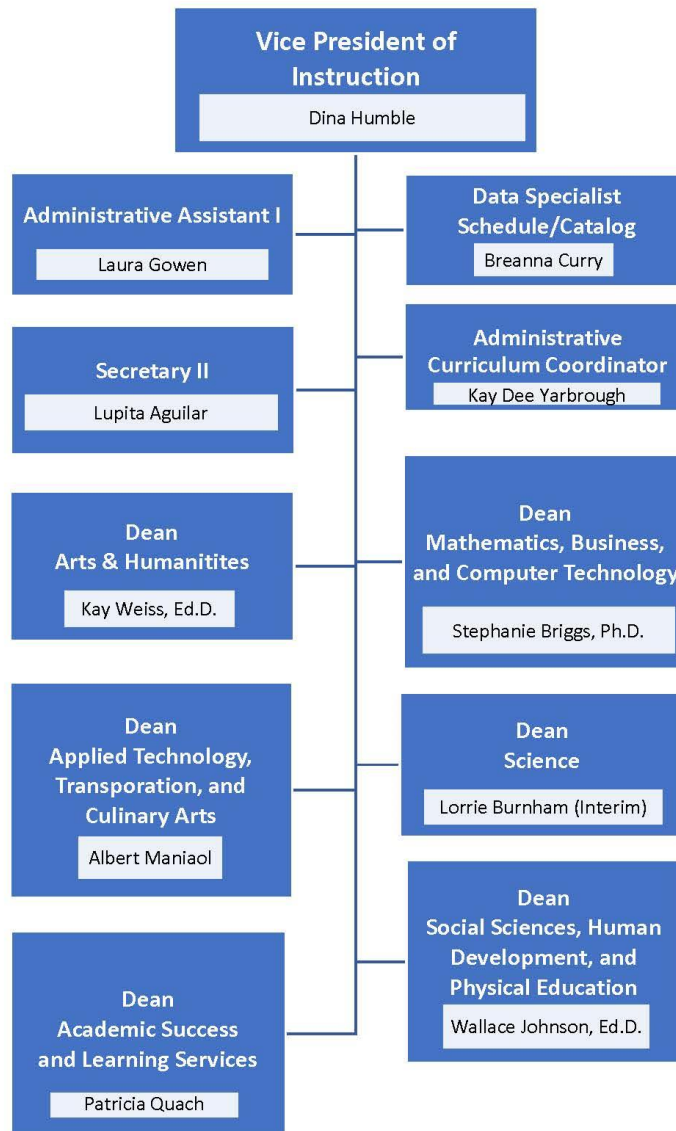




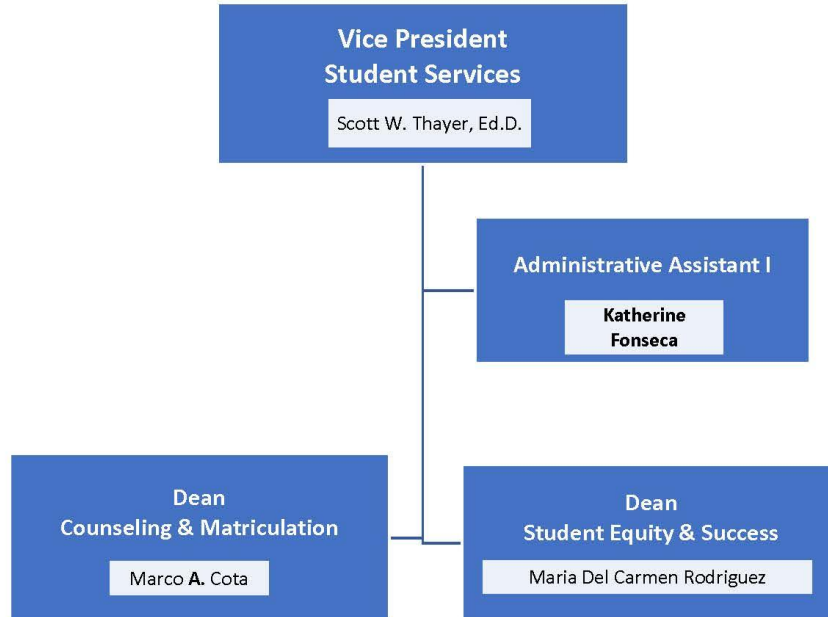
Saturday, March 16, 2019: 1



Saturday, March 16, 2019: 1



Saturday, March 16, 2019: 1



1
2

Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

San Bernardino Valley College (SBVC) is a public two-year community college operating and awarding degrees and certificates under the authority of the State of California, the Board of Governors (BOG) of the California Community Colleges, and the Board of Trustees of the San Bernardino Community College District (SBCCD).

SBVC is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). This organization is recognized by the Council on Postsecondary Accreditation and the U.S. Department of Education (USDE).

SBVC also offers programs accredited by the California State Board of Registered Nursing and the National League for Nursing Accrediting Commission.

Eligibility Requirement 2: Operational Status

SBVC is a comprehensive college that meets the educational needs of its community. It offers a wide range of academic and vocational programs leading to degrees, certificates, transfer to four-year colleges and universities, career advancement, job training, lifelong learning, and personal enrichment in support of both its mission and the mission of the California Community College System (CCCS). SBVC has been in continuous operation since 1926.

Eligibility Requirement 3: Degrees

SBVC offers programs leading to 66 Associate of Arts (AA) and Associate of Science (AS) degrees, including 19 Transfer (AS-T and AA-T) degrees and 88 State approved, locally approved and non-credit certificates (effective fall 2018). Most courses satisfy the requirements for either majors or general education (GE).

Eligibility Requirement 4: Chief Executive Officer

Ms. Diana Z. Rodriguez has served as the president of SBVC since her appointment by the Board of Trustees effective July 1, 2016. She does not serve on the Board of Trustees.

Eligibility Requirement 5: Financial Accountability

- 1 Annual financial audits are conducted by externally contracted certified public
- 2 accountants. These audits are reviewed by the Board of Trustees. SBCCD’s business manager
- 3 provides the financial audit for interested stakeholders.
- 4
- 5

1 **Certification of Continued Institutional Compliance with Commission Policies**

2

3 San Bernardino Valley College certifies that it continues to be in compliance with the federal
4 regulations noted below, and Commission Policies on Rights and Responsibilities of the
5 Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit;
6 Distance Education and on Correspondence Education; Representation of Accredited Status;
7 Student and Public Complaints Against Institutions; Institution Advertising, Student
8 Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-
9 Regionally Accredited Organizations; and Institutional Compliance with Title IV.

10

11 **Public Notification of an Evaluation Team Visit and Third Party Comment**

12 *Regulation citation: 602.23(b).*

13 SBVC identifies all its accreditors in the College Catalog and on the Campus website. Contact
14 information is available. The data of the ACCJC is listed on the Accreditation website along with
15 a direct link for third-party comments

16 **Standards and Performance with Respect to Student Achievement**

17 *Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).*

18 [Coming Soon]

19

20 **Credits, Program Length, and Tuition**

21 *Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2;*

22 *668.9.*

23 Academic credit is given in semester units based on the Carnegie Unit Value (CUV) system and
24 Title 5 of the California Code of Regulations (CCR) minimum standards. One credit hour of
25 work is equivalent to one hour of lecture or three hours of laboratory per week based on a term
26 of 18 weeks. Information regarding academic credit is published in SBVC's catalog.

27 SBVC complies with this policy. The college conforms to the 60-unit semester credit-hour
28 standard. Requirements are on page 33 in the College Catalog. Graduation requirements for the
29 AA degree have the following criteria:

- 30 A. A student must complete 60 units of degree-applicable work with an overall grade point
31 average (GPA) of *C* (2.0) or higher in all courses.
- 32 B. Depending on the major, a student must achieve a grade of *C* or higher in each course to
33 be counted for the major. Courses completed for a Certificate of Achievement that also
34 fulfill requirements for an AA degree must be completed with a grade of *C* or higher.

1 C. For associate degrees for transfer, a student must complete a minimum of 18 semester
2 units in the major or area of emphasis.

3
4 SBVC ensures that a credit hour meets accepted academic expectations through BP/AP4020
5 Program and Curriculum Development. The definition of a credit hour is on page 10 of SBVC’s
6 catalog. SBVC has established procedures to ensure that curriculum complies with the definition
7 of “credit hour” or “clock hour,” where applicable. SBVC’s Curriculum Committee ensures that
8 a credit hour meets accepted academic expectations. SBVC complies with the ACCJC’s
9 assessment of clock-to-credit-hour conversion formula.

10 **Transfer Policies**

11 *Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).*

12
13 BP/AP4050 (Articulation) and BP/AP4235 (Credit by Examination) are publicly available on the
14 District’s website.

15
16 The SBVC College Catalog (p. 13) Transfer of Credit and the College website about the
17 acceptance of transfer credit that meets associate degree requirements and policies on transfer to
18 upper-division curricula.

19
20 Part II Certificate, Degree, and Transfer of the SBVC College Catalog (pp. 39-47) the College’s
21 website, about the acceptance of coursework that meets associate degree requirements and
22 policies on transfer to upper-division curricula, such as Intersegmental General Education
23 Transfer Curriculum (IGETC) or California State University General Education (CSUGE).

24
25 Students are also provided with a variety of transfer services and resources through the Transfer
26 and Career to guide them in the transfer process.

27
28 The Transfer Guidebook is a comprehensive guide to transfer services, events, and planning for
29 transfer to four-year institutions.

30
31 Incoming students planning to transfer are provided clear guidance about the Transfer- of-credit
32 policies during student orientations, counseling appointments, and the development of student
33 education plans specific to their majors and chosen transfer institution.

34 35 36 37 **Distance Education and Correspondence Education**

38 *Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.*

39 Distance education (DE) offerings at SBVC do not alter or supplant the mission of the College;
40 those offerings are a way of advancing SBVC’s mission by using technology to increase student

1 access to quality education and services that support a diverse community of learners. One of
2 SBVC’s strategic direction and goals—initiatives that grow out of the mission—is
3 “access”. Thus, there is a clear correspondence between the mission of SBVC, its strategic
4 goals, and the existence of courses approved for DE delivery (0.2).

5
6 All courses are the same in content, rigor, and quality, no matter what the mode of delivery as
7 the course outline of record. SBVC requires that all courses proposed for DE delivery be
8 separately reviewed and approved by the Curriculum Committee, a standing committee of the
9 Academic Senate, before being forwarded to the Board of Trustees for final approval.

11 **Student Complaints**

12 *Regulation citations: 602.16(a)(1)(ix); 668.43.*

13 The College Catalog provides information on major policies affecting students on pages 30-31 of
14 the 2018-2019 college catalog. This information can also be found on the SBVC website. SBVC
15 affirms its policy to provide fair and equitable treatment to students and employees in an effort to
16 prohibit retaliation or discrimination on the basis of ethnic group identification, national origin,
17 religion, age, gender, race, color, ancestry, sexual orientation, physical or mental disability.

18
19 SBVC is committed to nondiscrimination. The nondiscrimination policy can be found on page 17
20 of the College Catalog. SBVC’s goal is to provide equal opportunities for all community
21 members in all areas of the College, including admission, student financing, student support
22 facilities and activities, and employment. Federal laws and SBCCD policies strictly prohibit all
23 types of discrimination, including sexual harassment and inequities based on race, color, religion,
24 gender, age, marital status, physical disabilities, mental impairments, or sexual orientation.
25 SBVC is further committed to overcoming gender discrimination and gender stereotyping in
26 vocational education programs. In addition, the lack of English language skills are not a barrier
27 to admission and participation in vocational education programs. Information regarding
28 SBCCD’s Unlawful Discrimination and Sexual Harassment policies and forms are located on
29 SBCCD’s website, as are SBCCD’s Informal and Formal Complaint Forms that SBVC uses to
30 intake and track student complaints. The complaint forms and related policies are in the human
31 resources area of SBCCD’s website (4.30).

32
33 Students are encouraged to resolve complaints at the appropriate level of the dispute. Any
34 student complaint about a grade, instructor, or course should be first made to the instructor
35 involved. However, should this approach fail or be inappropriate, students may submit a written
36 complaint through the faculty chair or the division dean, or students may use SBCCD’s Informal
37 and Formal Complaint Forms. Once received, the complaint is forwarded to the appropriate
38 College official for review, and the complaint receives a response as soon as possible. For
39 matters regarding grade appeals, student grievances, discrimination, or sexual harassment, please
40 refer to SBVC’s policies relating to those matters. The student complaint process is currently
41 being updated. For more information on the student complaint process, please refer to the

1 SBCCD BP5530 Student Rights and Grievances.

2
3 Sexual harassment of students or employees in the academic and work environments violates both
4 federal and state law and District policy, and it is not tolerated. It also violates the law and policy
5 to retaliate against any individuals for filing a complaint of sexual harassment or for participation
6 in the investigation or resolution of a formal or informal written or oral complaint of sexual
7 harassment. Unlawful harassment on the basis of sex includes, but is not limited to, classroom
8 conditions, grades, academic standing, scholarships, recommendations, employment
9 opportunities, disciplinary action, or any other aspects of college life within the control of
10 SBCCD.

11
12 The policy on sexual harassment can be found on the SBVC website

13 14 **Institutional Disclosure and Advertising and Recruitment Materials**

15 *Regulation citations: 602.16(a)(1)(vii); 668.6.*

16 **Evaluation Items:**

17 SBVC complies with this policy through the College Catalog, class schedules, College’s website,
18 and other forms of social media. SBVC uses several forms of institutional advertising to ensure
19 integrity and responsibility in marketing, student recruitment, and representation of the College’s
20 accredited status to prospective and current students. The following list is an overview of how
21 SBVC promotes its educational programs on and off campus:

22 **Advertising, Publications, and Promotional Literature**

23 SBVC utilizes the College Catalog and class schedules, which are available in print and electronic
24 formats, to inform the public of its educational programs and services. These publications are
25 clear and updated electronically to ensure that they are factually accurate. The College Catalog
26 and class schedules offer information on SBVC’s education program and display the regulatory
27 and enrollment information.

28 The catalog is revised and reissued every year. The catalog is available in print and online.

29 Catalog Addendums are published online as necessary.

30 31 **Student Recruitment for Admissions**

32 SBVC relies on qualified faculty and classified professionals who are knowledgeable about the
33 College’s admissions policies and procedures for financial aid. The Outreach and Recruitment
34 Office is the primary recruitment unit on campus. The Outreach and Recruitment Office’s
35 objective is to provide prospective and current students with access to SBVC through recruitment
36 and outreach efforts in the local community. The Outreach and Recruitment Office disseminates
37 admissions information, major sheets, and other SBVC information at feeder high schools and
38 community events. Under the direction of the outreach coordinator, trained student ambassadors
39 serve as representatives at college fairs, community events, and high school visits. Together, the

1 outreach coordinator and student ambassadors work to assist current and prospective students
 2 with admissions and successfully transitioning into college.

3 The campus website includes information on gainful employment for degrees and certificates.
 4 Gainful employment information includes program costs, licensure rates, and links to the
 5 occupational summary on O*.net.
 6
 7

8 **Representation of ACCJC Accredited Status**

9 SBVC maintains its accreditation status and informs the public of accreditation activities via the
 10 SBVC website. The current accreditation status with the ACCJC is also published in the College
 11 Catalog. Additionally, the College Catalog includes statements that “SBVC’s Nursing Program is
 12 approved by the California Board of Registered Nursing and accredited by the Accreditation
 13 Commission for Education in Nursing”.

14
 15 **Title IV Compliance**

16 *Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71*
 17 *et seq.*

18
 19 SBVC complies with this policy. SBVC participates in the Federal Perkins Loan Program.
 20 SBVC has a small amount of money to award in Perkins Loans each academic year. First
 21 consideration of these loan awards is typically given to students with exceptional financial needs
 22 as well as students enrolled in the nursing, psychiatric technician, and sheriff’s academy
 23 programs. Other students are considered on an individual basis. For the past three years, the
 24 percentage of students receiving loans has been approximately 0.003 percent.
 25



School Default Rates
 FY 2016, 2015, and 2014

[RETURN TO RESULTS](#)

Record 1 of 1

OPE ID	School	Type	Control	PRGMS	FY2016	FY2015	FY2014	
001272	SAN BERNARDINO VALLEY COLLEGE 701 SOUTH MOUNT VERNON AVENUE SAN BERNARDINO CA 92410-2798	Associate's Degree	Public	Both FFEL/FDL	Default Rate	10.7	11.5	6.6
					No. in Default	10	19	4
					No. in Repay	93	165	60
					Enrollment figures	17,478	16,452	15,739
Percentage Calculation					0.5	1	0.3	

ENROLLMENT: To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2016 CDR Year will use 2014-2015 enrollment).

Current Date : 04/29/2020

26
 27
 28
 29
 30

1 **Standard I: Mission, Academic Quality and Institutional Effectiveness, and** 2 **Integrity**

3
4 The institution demonstrates strong commitment to a mission that emphasizes student learning
5 and student achievement. Using analysis of quantitative and qualitative data, the institution
6 continuously and systematically evaluates, plans, implements, and improves the quality of its
7 educational programs and services. The institution demonstrates integrity in all policies, actions,
8 and communication. The administration, faculty, classified staff, and governing board members
9 act honestly, ethically, and fairly in the performance of their duties.
10

11 **I.A Mission**

12
13 I.A.1 The mission describes the institution’s broad educational purposes, its intended student
14 population, the types of degrees and other credentials it offers, and its commitment to student
15 learning and student achievement. (ER 6)
16

17 **Evidence of Meeting the Standard**

18
19 The mission of SBVC
20

21 *“San Bernardino Valley College maintains a culture of continuous improvement and a*
22 *commitment to provide high-quality education, innovative instruction, and services to a*
23 *diverse community of learners. Its mission is to prepare students for transfer to four-year*
24 *universities, to enter the workforce by earning applied degrees and certificates, to foster*
25 *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 meets the standard by describing;

- 29 • the campus’s broad educational purpose which includes providing students the
30 opportunity to earn certificates and degrees, transfer to four-year institutions, job
31 readiness, workforce development, and improve quality of life;
- 32 • the student population as diverse learners in the Inland Empire, as evidenced by the
33 student demographics in the introduction;
- 34 • the types of Degrees and Credentials available at the college, certificate, degree, transfer
35 degrees; and
- 36 • SBVC’s commitment to student learning and achievement as providing a high-quality
37 education and services, using innovative instruction and services.
38
39
40
41

1 Analysis and Evaluation

2

3 The campus mission statement includes all elements described in Standard I.A.1. The mission is
4 reaffirmed and supplemented by SBVC’s vision and values which reiterate the campus’s
5 commitment to educational quality, student population, and community.

6

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

9

10 Evidence of Meeting the Standard

11

12 The campus uses data provided by the Office of Research Planning and Institutional
13 Effectiveness (ORPIE) to determine how the campus is meeting the mission. ORPIE collects
14 and analyzes data on success, persistence, graduation, transfer, outcomes, institution self-
15 standards, certification pass rates, job placement, earnings and the socio-economic/demographic
16 data for our student and community populations. Data is reported out and discussed at collegial
17 consultation committees, community meetings, and Board of Trustee meetings.

18

19 Data is used to inform and evaluate college processes, for example the Educational Master Plan
20 (EMP), EMP One-Sheets, Program Review, SSSP, and Strategic Goals and Initiatives.

21 Data is used to inform the District Key Performance Indicators, Vision for Success, and the
22 Student-Centered Funding Model.

23

24 Mission related data sets are used to set and measure institutional priorities, such as offering dual
25 and concurrent enrollment, adult education, and growing an equity minded culture. Data from
26 ORPIE, Strong Workforce, and environmental scan, support program growth and workforce
27 development. Baking, Cyber Security, Sterile Process, Pharmacy Technician and Workforce
28 Readiness (Generations Go!) are among the new or developing programs that have been
29 established to meet industry needs (25, 26).

30

31 The campus mission is at the heart Program Review processes which include program efficacy,
32 EMP Sheets, and needs assessment. Campus departments complete EMP Sheets annually and
33 program efficacy very 4 years. These data rich processes examine student success, retention, and
34 completion, enrollment and students served, student demographics, and services to students as
35 appropriate. Program efficacy and EMP Sheets lead to improvement in instruction and services,
36 increase access for students, and prioritization of program growth and needs.

37

38 ORPIE receives research requests for individuals, departments, and committees and preforms
39 customized datasets and surveys to meet their research needs.

40

41

42

43

1 **Analysis and Evaluation**

2
3 ORPIEs habitual data collection, reports and presentations, contain the depth and breadth needed
4 to fully evaluate how effectively the campus is achieving its mission. ORPIE maintains a website
5 containing comprehensive local, state, and national data that is relevant to the institution and its
6 mission. The Office’s mission, like the campus mission focuses on continuous improvement and
7 achievement.

8
9 *“The mission of Research, Planning and Institutional Effectiveness is to provide*
10 *leadership for continuous improvement of academic achievement and institutional*
11 *excellence by coordinating the college's planning and accreditation processes, offering*
12 *opportunity and support for the professional development of employees, assisting*
13 *members of the college community with program evaluation, and providing data to*
14 *support decision-making (27).”*

15
16
17 SBVC effectively uses data to evaluate the campus mission, set mission driven priorities, and
18 meet the educations needs of students.

19
20 I.A.3 The institution’s programs and services are aligned with its mission. The mission guides
21 institutional decision-making, planning, and resource allocation and informs institutional goals for
22 Student learning and achievement.

23 24 25 26 **Evidence of Meeting the Standard**

27
28 The SBVC Planning Model (35) demonstrates the importance of the mission as its base.

29
30
31 The SBVC Strategic Goals and Objectives (9) and the SBVC Educational Master Plan (EMP)
32 (36) were formulated using the mission statement as the foundation. The Strategic Goals and
33 Objectives identify six themes that link the mission to planning. These Strategic Goals and
34 Objectives drive and inform the campus program review process. The SBVC Facilities Master Plan
35 (FMP) (37) and the SBVC Technology Strategic Plan (38) also stem from the mission.

36
37 Programs, divisions and departments demonstrate their alignment with the mission of SBVC
38 through the Program Review efficacy and needs assessment processes. In program efficacy,
39 programs are asked to respond to the statement, “The program has a mission, and it links clearly
40 with the institutional mission.” P r o g r a m r e s p o n s e s are evaluated to see if they meet or do not
41 meet the rubric for alignment with the campus mission. Programs must successfully complete
42 program efficacy and submit EMP Sheets to participate in needs assessment. Both needs
43 assessment and program efficacy are linked to SBVC’s strategic planning in that programs must

1 identify which strategic initiatives they are working to achieve. Institutional planning uses the
2 documents from program review (See I.B.5) to guide decision making. Program review needs
3 assessment recommends and prioritizes growth positions for faculty and classified professionals
4 as well as equipment, technology, facilities and budget needs.
5

6 The SBVC Budget Committee uses data to make recommendations that align resource allocations
7 with resource planning, utilizing the college mission, institutional planning documents, and
8 program review recommendations. Annually, the SBVC Budget committee identifies one-time
9 funding to support campus growth in technology, facilities, equipment and budget increases.
10 College Council allocates these funds based on the needs assessment prioritization lists from the
11 Program Review Committee. Based on annual reoccurrence or projected future need, College
12 Council will recommend that one-time budget requests be integrated into the annual budget (40).
13

14 **Analysis and Evaluation**

15
16 The mission of San Bernardino Valley College is the focal point for all planning activities on
17 campus. SBVC Strategic Goals and Objectives support the campus mission. The campus embeds
18 the mission, goals, and initiatives in its planning model, program review process, and major
19 campus documents.
20

21
22 I.A.4 The institution articulates its mission in a widely published statement approved by the
23 governing board. The mission statement is periodically reviewed and updated as necessary. (ER
24 6)
25

26 **Evidence of Meeting the Standard**

27
28 SBVC’s mission statement appears on all major publications including but not limited to the
29 College Catalog, Schedule of Classes, Educational Master Plan, and Campus Website. The
30 mission appears on recruiting materials, campus flyers, and division/department publications
31 (41). The campus mission is embedded into the campus Program Review and Needs assessment
32 processes. An email signature generator that includes the mission statement is available to all
33 campus employees.
34

35 The campus mission statement was collegially developed and approved by the Board of Trustees
36 on 3/10/16 and is periodically reviewed by major campus committees (42).
37

38 **Analysis and Evaluation**

39
40 The SBVC mission statement is approved by the Board of Trustees and is widely distributed to
41 the campus community. The mission statement is periodically reviewed by campus
42 constituencies.
43

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

2
 3 SBVC’s mission statement is broadly disseminated and shows the campus’s commitment to
 4 student learning and achievement. Campus decision-making processes are tied to the mission of
 5 the college. The campus collects and analyzes, data that reflects the values stated in the campus
 6 mission. The campus applies knowledge gained from data analysis to improve instruction and
 7 support services and create a culture of continuous improvement.
 8

9 **Improvement Plan(s)**

10
 11
 12 **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

13
 14
 15
 16
 17
 18

I.B Assuring Academic Quality and Institutional Effectiveness

Academic Quality

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

Evidence of Meeting the Standard

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

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

Dialog on student equity is prevalent throughout the campus. In 2016/2017 SBVC hosted a 3-part workshop series off campus to focus on strategic planning through a cultural competency lens. The first workshop focused on understanding equity, access, success facilitated by Rondine Macadaeg from Elevate Tomorrow. The following two workshops facilitated by Denice Inciong and Bri Hays from the RP Group, incorporated the equity and cultural competency framework into the strategic plan.

In August 2019 a team of 9 faculty and one administrator attended the workshop Equity in the Classroom presented by USC Rossiter School of Education, Center for Education. The ‘CUE Team’ as they call themselves, presented information at the Academic Senate Retreat and at the all faculty meeting on opening day.

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

The Arts, Lecture, and Diversity committee is sponsoring equity minded events that are representative of the campus’ diversity student population including: Art, Allies & Activism: Supporting Migrant Communities With Favianna Rodriguez; Nahuatl Language Workshop, Dennis Biddle, former Negro league baseball player, themed film festivals and Illusion of ASL Theater, performance, visual storytelling and language collide in this exciting event.

Dialog around academic quality, institutional effectiveness, and continuous improvement of student learning and achievement takes place at all levels of the campus and the district. These include:

- 1 • Through developing major planning documents such as the Educational Master Plan,
2 Strategic Goals and Objectives, and Facilities Master Plan;
- 3 • When developing grant applications;
- 4 • Through the use of EMP Sheets;
- 5 • Through targeted research and analysis such as development an analysis of assessment
6 cut scores, and the success and achievement of cohort groups; and
- 7 • In governance and planning meetings.

8
9 Dialog regarding student outcomes, student equity, academic quality, institutional effectiveness,
10 and continuous improvement of student learning and achievement culminates in our Program
11 Review process which is discussed in detail later in this standard.

12
13 Further evidence of dialog on student equity, academic quality, institutional effectiveness, and
14 continuous improvement of student learning and achievement includes; trainings from ASCCC
15 on AB705 and Guided Pathways; Gregory Stoup’s presentation addressing ways to re-think
16 student success and equity for fall 2015 opening day and a follow-up visit to continue dialog on
17 spring 2016 opening day. Dr. Vincent Tinto’s speech on student persistence and completion on
18 opening day Fall 2016, Rondine Macadaeg’s speech on cultural competency in Fall 2017; Dr.
19 Wood ‘s presentation Teaching Men of Color at the all faculty meeting on opening day Fall
20 2018,; and Dr. Harris’s follow-up training on use of Teaching Men of Color modules in Spring
21 2019. (46).

22 23 **Analysis and Evaluation**

24
25 SBVC has a robust governance and committee structure as detailed in AP2510 Collegial
26 Consultation which is inclusive of all constituency groups with representatives from
27 administration, classified professionals, and faculty included in the committee membership.
28 Student representatives are included on major committees such as College Council, Curriculum,
29 Program Review and ALSO Committee. Community input is sought through Advisory Groups,
30 Focus Groups, and Bi-Annual Community meetings. District and campus leaders have initiated
31 discussion regarding providing students with small stipends to attend campus meetings and
32 search committees to inspire greater participation. All campus governance and planning meetings
33 are open to the public. The campus communication model shows how dialog and dissemination
34 of information takes place. The SBVC Planning Model further supports that planning and dialog
35 is centered on the campus mission and strategic goals and objectives.

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

3
4 **Evidence of Meeting the Standard**

5
6 Outcomes (SLOs/PLOs/ILOs/SAOs) are under the purview of the faculty and processes for the
7 establishment, assessment, and evaluation of outcomes are included in the charge of the A&O
8 Committee whose membership is comprised of all campus constituencies.

9
10 Outcomes for non-administrative areas are written by discipline faculty. In 2018 the
11 establishment of instructional outcomes was moved from an independent process and aligned
12 with the curriculum process. Instructional outcomes are created when a new course or program is
13 established through the campus curriculum process. SLOs are a part of the course outline of
14 record and appear on class syllabi. PLOs are listed in the catalog. Changes to SLOs or PLOs are
15 made through the Content Review Process (47).

16
17 In 2018 the A&O Committee developed the SLO Rubric to provide guidance for discipline
18 faculty who are writing SLOs. The SLO Rubric ensures that SLO contain four components;
19 SLOs are student centered, SLOs are measurable, SLOs contain action verbs, and that SLOs are
20 related to course objectives and content. The SLO Rubric was adopted by the Academic Senate.
21 As part of the curriculum process SLOs and PLOs are review by faculty serving on the A&O
22 Committee. SLOs and PLOs are evaluated for adherence to the SLO Rubric (48).

23
24 It is the current philosophy of SBVC to practice “3E” assessment; every course, every section,
25 every semester. SLO data is reported in the SLO Cloud. Along with the data, the SLO Cloud can
26 collect assessment methodologies and faculty reflections on instruction and assessment. The
27 SLO Cloud maps course data to PLOs based on mapping sheets completed by discipline experts.
28 The SLO Cloud can create longitudinal reports for courses and programs that display outcome
29 success rates, assessment methodologies, and faculty reflections. SLO Cloud reports can be
30 generated by semester, by academic year, and for a three-year period. SLO data can also be
31 exported by campus, division or department and disaggregated by course section number. The
32 SLO Cloud contains data going back to Fall 2013.

33
34 SLO assessment data and reports are used for evaluation of SLOs and PLOs. Once an
35 independent paper process that occurred at least once during a three-year period, SLO evaluation
36 was aligned with Program Review’s program efficacy process which occurs every four years.
37 Program efficacy’s focus on SLOs has progressed as the campus culture on outcomes has moved
38 forward, for example:

39
40
41
42

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 all Service Area Outcomes (SAOs)
2018-2019	Program has demonstrated that it has fully evaluated within a four-year cycle and is continuously assessing all Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).
2019-2020	Program has demonstrated that it has fully evaluated within a four-year cycle and is continuously assessing all Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs). And Program has demonstrated that it has analyzed disaggregated data for at least two highly relevant Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).

1
2 SAOs assessment and evaluation for student and administrative services are currently take place
3 within the department or division. SAOs and SAO assessment methodologies were established
4 for all student and administrative services departments in fall 2015. Staffing changes,
5 departmental reorganizations, and the addition and deletion of programs has created gaps in SAO
6 assessment and reporting. These gaps are identified and remedied through the Program Review
7 process. Student and administrative services areas who do meet the Program efficacy Rubric for
8 SAOs are placed on conditional or probationary status until the rubric is met.

9
10 The process for outcomes development, assessment, evaluation, and continuous quality
11 improvement is documented in the Outcomes Handbook. The most recent version of the
12 Outcomes Handbook was developed by the A&O Committee in 2018/2019 and adopted by the
13 Academic Senate.

14
15

16 **Analysis and Evaluation**

17

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

21

22 Using the SLO Rubric faculty defines learning outcomes for all instructional programs and
23 courses during the curriculum process. Content Review for CTE programs takes place every 2
24 years and takes place every 6 years for non-CTE courses. The SLO Rubric was implemented in
25 Spring 2019 thus, not all SLOs have been evaluated using SLO Rubric.

26

27 Course SLOs are intended to be assessed every semester and the data reported in the SLO Cloud.
28 However, while the campus has data for XX% courses, [tbd] it has not yet achieved 100%
29 assessment of all sections taught in a semester. This is in part due contract negotiations to

1 compensate full-time and adjunct faculty for outcomes assessment. In 2019 full-time faculty
2 salaries were augmented to include outcomes work, and adjunct faculty who chose to work on
3 SLOs could be compensated on an hourly basis. In spring 19, adjunct salaries were negotiated to
4 include assessment and reporting of outcomes. Another gap in “3E” assessment that the campus
5 did not have an established culture of assessment or clear assessment expectations for the
6 summer months. Some courses, offered only in summer and taught by adjuncts, have limited
7 assessment data. The A&O Committee is working towards closing these gaps by messaging the
8 contractual and philosophical expectations of SLO assessment, and offering professional
9 development opportunities on writing SLO’s, reporting SLO data, retrieving reports from the
10 SLO Cloud, and data disaggregation workshops.

11
12 Data collected at the course level is mapped to Certificates and Degree Program Level Outcomes
13 (PLOs). The SLO Cloud houses longitudinal data and faculty reflections from Fall 2013 forward.
14 The SLO Cloud has the capacity to generate reports for courses and programs by semester,
15 academic year, three-year period or all available data. The report consists of composite data for
16 SLOs/PLOS for the reporting period, assessment methodologies as available, and faculty
17 reflections.

18
19 All programs are to do a thorough analysis and evaluation of SLOs/PLOs/SAOs as a part of their
20 Program efficacy cycle. Program efficacy occurs every four-years, with a mini-review for career
21 technical programs to be completed two-year after their full efficacy.

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

27 28 **Evidence of Meeting the Standard**

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

38
39 In 2019 the A&O Committee revised Institution-set standards and set the goal at one standard
40 deviation below the three-year mean. The revised Institution-Set Standards include a floor, which
41 we will not go below, and a stretch goal to encourage campus growth. [Evidence – PPT and
42 BOT Report]. The revised Institution-set standards were adopted by the Academic Senate on
43 April 17, 2019, and by College Council on April 24,2019 [verify date] (49).

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

6
7 There is one instance where the college fell below the institution-set standard for certificates
8 awarded. This triggered analysis by the ORPIE, A&O Committee and Academic Senate. It was
9 determined and reported to College Council and Academic Senate that the dip below the
10 institution-set standard was an aberration, caused by more students being awarded degrees than
11 certificates that year. The campus met the institution-standard the following year and continues
12 to do so (49.1).

13 14 15 **Analysis and Evaluation**

16
17 The development and establishment of institution-set standards have been collegially developed
18 and approved by the Academic Senate, College Council, and A&O committee.

19
20 Institution-set standards are embedded in SBVC’s assessment culture. The campus used 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; and

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

27
28 Institution-set standards, along with stretch goals and timelines are published in the Strategic
29 Plan 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, EMP Sheets, Facilities Master Plan (FMP), Institution-set standards,
38 Outcomes, Campus Technology Strategic Plan, Professional Development Plan (51) as well as
39 SBCCD’s imperatives, and California’s Vision for Success to improve institutional effectiveness.
40 Each of these plans uses data to measure how the plan is supporting student learning and
41 achievement. For instance, EMP Data Sheets have five-year data sets on student success,
42 retention data, and number of degrees and certificates awarded. This data is used by instructional
43 programs to establish and evaluate departmental goals, reflect on opportunities and challenges,

1 and create action plans. Student and administrative services areas utilize programmatic data sets
2 in EMP Sheets for the same purpose.

3
4 Additionally, the dean of ORPIE habitually hosts campus and community forums (52) via flex-
5 day meetings to discuss student success and presents at Academic Senate and College Council to
6 capture emerging themes and concerns on campus.

7
8 Strategic planning on the SBVC campus has a long history starting in 1999. The first
9 comprehensive plan was a five-year plan spanning the years between 2008 and 2013. This
10 Strategic Plan was constructed primarily around goals and activities. The Strategic Plan 2014-
11 2019 was built on the previous plan and contains six strategic initiatives to support a revised
12 mission and vision and includes more contextual narrative than previous plans. Development of
13 the plan included broad-based input from every campus constituency, on-campus and off-campus
14 stakeholders. To accommodate all voices there were over 200 measurable goals tied to the 6
15 strategic initiatives. College Council reviewed the 2014-2019 Strategic plan during the 2018-19
16 school year establishing which goals have been met, which goals were unmet, and which goals
17 were obsolete. The 200 measurable goals were reviewed by College Council and in community
18 forms and reduced to 42 measurable goals. The six-strategic initiatives and their goals were
19 aligned with campus processes, Vision for Success goals, the Student-Centered Funding
20 Formula, and SBCCD Strategic Goals and KPIs.

21 22 23 **Analysis and Evaluation**

24
25 The College Mission Statement forms the foundation for setting goals, objectives, and planning
26 priorities through its planning documents, grant applications, program review, needs assessments
27 and an abundance of subject-specific reports that support student success and achievement driven
28 by qualitative and quantitative data.

29
30 Through analysis of the 2014-2019 Strategic Plan, its many goals, and the alignment exercise,
31 ORPIE drafted the SBVC Planning Handbook. The handbook details the strategic planning
32 process, and demonstrates how campus plans and processes align with, and support each other.

1 **Institutional Effectiveness**

2
3 I.B.5 The institution assesses accomplishment of its mission through program review and evaluation of
4 goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative
5 data are disaggregated for analysis by program type and mode of delivery.

6 7 8 **Evidence of Meeting the Standard**

9
10 The institution assesses the accomplishment of its mission through program review. Program
11 Review requires that programs complete EMP Sheets annually, provide an in-depth program
12 efficacy report every four years, and conducts an annual needs assessment process.

13
14 The EMP Sheets (28) include planning statements that evaluate goals and objectives in light of
15 the student access and performance data. Access and performance data include, student
16 demographics, course retention, course success, and an assessment of student learning outcomes
17 (SLOs). ORPIE engages in conversations with the Program Review and A&O Committees
18 about how best to include SLO/SAO assessment data in the EMP data/planning sheets. Over the
19 years the EMPs have undergone a number of changes. In 2010 student services programs were
20 included. In 2017 SLOs and SAOs were included in the datasheets. Each program receives an
21 updated data sheet annually. The EMP is used as an evaluation tool by the Program Review
22 Committee with regard to program efficacy and needs assessment.

23
24 Program efficacy evaluation is framed by the college’s strategic initiatives and incorporates the
25 programs’ EMP data and dialogue that is updated and submitted to the PRPIC each fall. Full-
26 efficacy reviews require areas to address the following through both data analysis and anecdotal
27 evidence:

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

1
2
3 Program efficacy requires departments/programs to submit their EMPs as part of the review
4 process. Departments/programs evaluate their effectiveness through analysis of FTES,
5 duplicated enrollment, FETF, WSCH, student success and retention, percent of online
6 enrollment, degrees awarded, and certificates awarded. Department/program planning is linked
7 to data analysis, anticipated challenges and opportunities, SAO/SLO/PLO assessment, and
8 previous progress on department/program goals (55).
9

10 During the 2017-18 academic year, the Academic Senate voted to align SLO/PLO/SAO
11 reporting processes with Program efficacy in order to eliminate duplication of reporting. At that
12 time departments reported on their SLO/PLO/SAO progress, assessments, and findings on a
13 three-year cycle. Beginning in fall 2017, this cycle was aligned with the four-year Program
14 Review cycle, and departments now submit evidence to the Program Review Committee, via the
15 Efficacy process that each course and program has completed a summary evaluation at least once
16 during the four-year review cycle (56).
17

18 The Program Review Committee conducts an annual campus-wide needs assessment each fall.
19 Programs' requests for budget, equipment, faculty or classified professionals are evaluated and
20 ranked to inform college decision-making. Request for technology or facilities are forwarded to
21 committees charged with evaluating those requests (57). The results of the Needs assessment
22 Program Review Rankings are sent via email to the entire campus. Results are also posted on the
23 Program Review website (58). Needs assessment is tied to department/program efficacy;
24 departments/programs are required to address how the content of their latest Program efficacy
25 Report and current EMP data support their requests.
26
27

28 **Analysis and Evaluation**

29

30 The Program Review Process is transparent, and all documents (efficacy reports, needs
31 assessment requests, committee minutes, etc.) are posted on the college's Program Review
32 website (59).
33

34 The Faculty and Administrative Co-Chairs of the Program Review Committee are members of
35 College Council where they take part in planning, issue management, and communication for
36 college governance issues. The Faculty Co-Chair is a member of the Academic Senate and
37 regularly informs that constituency of Program Review processes and outcomes (60, 61).
38

39 The Program Review Committee is charged with evaluating the effectiveness of programs and
40 services. The current efficacy cycle for full review is every four years. However, in order to
41 comply with Title 5 regulations, CTE programs are required to review their programs every two
42 years. Committee membership requires area representation and is comprised of at least three
43 Vice Presidents or their designees, as appointed by the President, 10% faculty representation by

1 Division, at least three classified professionals as appointed by Classified Senate/CSEA, and one
2 student (60).

3
4

5 **I.B.6** The institution disaggregates and analyzes learning outcomes and achievement for
6 subpopulations of students. When the institution identifies performance gaps, it implements
7 strategies, which may include allocation or reallocation of human, fiscal and other resources, to
8 mitigate those gaps and evaluates the efficacy of those strategies.

9

10 **Evidence of Meeting the Standard**

11

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

22

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

25

26 ORPIE utilizes disaggregated achievement data that is integrated into planning processes
27 throughout the institution. For instance, student achievement data can be found in EMPs,
28 Program efficacy, STEM data, SSSP reporting, and strategic goals and initiatives (24).

29

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

34

35 **Analysis and Evaluation**

36

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

1
2 ORPIE makes regular reports that analyze student-success scorecard, now Vision for Success
3 data. Reports are made to the Academic Senate, College Council, and the Board of Trustees.
4 Strengths and weaknesses are discussed with respect to the disaggregated data. Student Equity
5 Reports are prepared every three years, and ORPIE makes presentations at community meetings
6 addressing enrollment and success rates. The ORPIE website contains campus planning
7 documents, survey results, and data reports on such key indicators as demographics, enrollment,
8 graduation, and student success. Each year the campus holds a campus and community meeting
9 where score-card and student equity data are presented along with plans for partnerships,
10 instructional programs, and student success programs. ORPIE has standing items on the College
11 Council agenda for strategic planning and Educational Master planning where data is discussed
12 in terms of planning priorities (52, 67).

13
14 With the implementation of AB 705, analysis of math and English achievement was used to
15 estimate the increases in resources for tutoring and supplemental instruction that would be
16 needed (68).

17
18
19 I.B.7 The institution regularly evaluates its policies and practices across all areas of the institution,
20 including instructional programs, student and learning support services, resource management, and
21 governance processes to assure their effectiveness in supporting academic quality and accomplishment of
22 mission.

23 24 **Evidence of Meeting the Standard**

25
26 SBVC evaluates its policies and practices based on the timelines established within a plan and/or
27 by the responsible committee.

28
29 Board Policies and Administrative Policies are overseen by District Assembly and are reviewed
30 in accordance with AP2410 Board Policies & Administrative Procedure. This review process
31 also ensures that governance processes, outlined in AP2510 Collegial Consultation, are regularly
32 reviewed (60,69).

33
34 Instructional programs, and student and learning support services complete EMP Sheets
35 annually. All areas on campus that do not have a program efficacy rating of ‘probation’ and have
36 current EMP Sheets are able to participate in needs assessment to identify and prioritize needed
37 resources. With the mission at its center program efficacy evaluates all administrative,
38 instructional, and student and learning support services areas.

39
40 The Program Review committee seeks feedback from participants annually and uses the
41 information refine and perfect committee processes. All campus committees are given a
42 committee self-evaluation at the end of the academic year. Committee surveys are compiled and
43 reported out to College Council (70).

1
2 Campus Climate Surveys provide insight from management, faculty, classified professionals,
3 and student regarding the scope and quality of campus programs and services. Campus Climate
4 surveys are conducted every year. They are distributed in two phases: (1) students and faculty
5 during spring semester and (2) classified professionals and managers during summer months
6 (29).
7
8

9 **Analysis and Evaluation**

10
11 SBVC engages in evaluation of policies, procedures, instructional and student support services.
12 On the first day of every semester, the president and executive team visit each division meeting
13 to hear feedback about campus policies and practices.
14
15

16 I.B.8 The institution broadly communicates the results of all of its assessment and evaluation activities so
17 that the institution has a shared understanding of its strengths and weaknesses and sets appropriate
18 priorities.

19 **Evidence of Meeting the Standard**

20
21
22 Campus collegial consultation processes are designed to disseminate information, including
23 assessment and evaluation activities, across campus. When representatives report out to their
24 membership and constituencies, the information flows to all constituent groups, divisions, and
25 departments. Additionally, committee agendas and minutes are posted online and available for
26 review by all interested parties (69; 71).
27

28 The Program Review Committee posts online all program efficacy materials, including outcome
29 evaluation and achievement data, and needs assessment results (59). CORs are available through
30 CurricUnet (72). The ORPIE provides access to student achievement data and assessment reports
31 (24). Board of Trustee meetings, Campus and Community meetings, and SBVC Foundation
32 meetings are opportunities to convey information to the public. The President’s Report to the
33 Board of Trustees, and the Chancellor’s Chat are emailed to the entire campus (73).
34
35

36 **Analysis and Evaluation**

37
38 SBVC has processes in place to facilitate communication and create a shared understanding of
39 the institution's strengths and weaknesses. Although the channels to distribute information are
40 present, Campus Climate Surveys indicate that not all SBVC employees feel they are well
41 informed (29). To address this committee members are being reminded that reporting out to their
42 constituencies is part of their committee responsibilities (74).
43

1
2 I.B.9 The institution engages in continuous, broad based, systematic evaluation and planning.
3 The institution integrates program review, planning, and resource allocation into a
4 comprehensive process that leads to accomplishment of its mission and improvement of
5 institutional effectiveness and academic quality. Institutional planning addresses short- and long-
6 range needs for educational programs and services and for human, physical, technology, and
7 financial resources. (ER 19)

8 9 **Evidence of Meeting the Standard**

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

16
17 Curriculum – Content review for courses and programs take place every 7 years, except for CTE
18 programs which undergo content review every 2 years (76).

19
20 Program Review Needs assessment is conducted annually, and program efficacy is conducted
21 every 4 years except for CTE programs which alternate between a full program efficacy and a
22 mini efficacy report every second year (54).

23
24 SLOs are aligned with both Content Review and Program Review processes.

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

32 33 **Analysis and Evaluation**

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

1 goals is a factor in the Needs assessment process which is directly tied to allocation of campus
2 resources.

3
4 All committees on campus complete a Committee Self-Evaluation Survey every year and uses
5 the data to improve internal processes and communication (70.1). The Program Review
6 committee evaluates and improves its processes annually.

8 9 **Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness**

10
11 The Program Review Committee evaluates the student achievement data and planning statements
12 for all instructional, student services, and administrative services programs. The planning
13 sections of the EMP sheets are expected to highlight what to expand that lead to activities that
14 lead to successful outcomes and to make changes to activities that lead to declines in success.
15 The committee evaluates the data and planning statements and makes recommendations.
16 Quantitative and qualitative data are disaggregated and discussed by the committee (E2.5.3
17 Program Review meeting minutes). The committee also organizes training sessions for program
18 representatives to make them aware of ‘best practices’ for using data for planning that leads to a
19 cycle of continuous improvement. Training sessions focus on the unique approaches used by
20 particular divisions—instructional, student services, and administrative services.
21 Evaluations/recommendations are tailored to the division and program type and instructional
22 mode of delivery.

23
24 Although the COVID-19 pandemic resulted in the majority of employees working from home it
25 did not interrupt the campus collegial consultation process or the essential work of the campus.
26 For instance, Program Review processes or other campus processes. The PR Committee already
27 utilized Canvas to organize and share documents. The PR Committee continued its normal
28 meeting pattern using Zoom and Sp20 program efficacy was completed on schedule. The
29 Curriculum Committee continued the content review processes and course and program
30 additions and deletions.

31
32 Communication improved during the pandemic. Informational emails were sent out with regular
33 frequency, and the emergency alert system was utilized for communicating important news
34 flashes to employees and students. The college president established bi-weekly campus updates.
35 Meetings saw greater attendance. It’s unknown at this time exactly why there was an upswing in
36 communication and attendance; perhaps uncertainty and isolation brought on by the pandemic
37 and work at home encouraged employees to seek out information and interaction.

38 39 40 41 **Improvement Plan(s)**

42
43 The college will evaluate the new Guided Self-Placement instrument

1

2 SBVC second Quality Focus Essay project will focus on the Program Review processes

3 *Goal 1. Conduct an in-depth evaluation of the current Program Review process.*4 *Goal 4. Ensure college-wide participation and linkage to student learning, strategic planning,*
5 *and resource allocation through an effective and vetted process.*

6

7

8 **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

I.C.1 The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

SBVC ensures that information related to its mission, outcomes, educational programs, and student support services is accurate and readily available to the public. The College Catalog, schedule of classes, and website are the main sources of information regarding SBVC's educational programs and institutional policies. SBVC's accreditation status is published in the catalog.

Processes are in place to ensure the accuracy of the information published including, but not limited to, catalog development processes conducted by the Office of Instruction, verification of information by Dean's Cabinet, and email to Department Chairs. Program Review serves as another check point. Program efficacy includes a section on Relevance and Currency, Articulation of Curriculum which includes the question "Review all mentions of your area in the catalog. Is the information given accurate? If not, briefly identify the areas that will be revised."

SBVC completes and submits all required reports to the Accreditation Commission, California Community Colleges Chancellor's Office (CCCCO), state and federal governments, and any other body requiring information about the College. SBVC maintains its accreditation status and informs the public of accreditation activities via the SBVC website. The current accreditation status with the ACCJC is also published in the 2019-2020 College Catalog (page 5). Additionally, the College Catalog includes statements that "SBVC's Nursing Program is approved by the California Board of Registered Nursing and accredited by the Accreditation Commission for Education in Nursing" (79).

Analysis and Evaluation

Information on SBVC's mission, outcomes, educational programs, student services and accreditation status is accurate. The campus has processes and checks and balances in place to ensure integrity of information (60,69). SBVC welcomes accreditation site visit teams and will aid and support to peer evaluators so that they may perform their duties.

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 SBVC publishes a print and online catalog annually. Catalog information is reviewed by
 8 administration, faculty, and staff to ensure that information published in the catalog is accurate.
 9 The Program efficacy process also ensure catalog accuracy by requiring departments to review
 10 the catalog information for their area and submitting updates to the Office of Instruction. As
 11 changes occur, addendums are published with curriculum updates as needed throughout the year.
 12 Archived college catalogs can be found in the SBVC Library and are also posted on the college’s
 13 webpage.
 14

Requirement	SBVC College Catalog 2019-2020 page number
Name, address of institution	Title Page
Mission statement	Title Page
Accreditation status	Page 3
Course, program, and degree offerings	Page 49 - 306
PLOs for programs and degrees	Page 49 - 306
Academic calendar and program length	Back Cover
Academic freedom statement	Page 20
Available financial aid	Page 31 - 32
Available learning resources	Page 22 - 30
Names and degrees of administrators and faculty	Page 308 - 313
Names of board members	Page 1
Admissions	Page 5 - 7
Student fees and financial obligations	Page 9
Degree, certificate, graduation, and transfer	Page 39 - 47
Academic Regulations, academic honesty	Page 33 - 34
Non-discrimination	Page 20
Acceptance of credits and transfer	Page 15 -18
Transcripts	Page 12
Grievance and complaint procedures	Page 36 - 38
Sexual harassment	Page 20
Refund of fees	Page 10

15
 16 Courses are included in GE requirements based on the philosophy of GE as articulated in a
 17 statement on page 39 of the 2019-2020 College Catalog (78). These courses are in alignment with
 18 the CSU system and IGETC requirements for GE. The statement also delineates ILOs derived

1 from this rationale for GE.
2
3

4 **Analysis and Evaluation** 5

6 The SBVC catalog is updated annually and is available in print and on SBVC’s website for easy
7 access. Deans and faculty chairs are required to ensure consistency between the information
8 appearing in print and online (80). Students are encouraged to meet with their counselors on a
9 regular basis to facilitate understanding of requirements and to be updated on recent information
10 not yet reflected in print media. Program Review process verifies accuracy of catalog information
11 during the program efficacy phase (81).
12
13

14 **I.C.3** The institution uses documented assessment of student learning and evaluation of student
15 achievement to communicate matters of academic quality to appropriate constituencies,
16 including current and prospective students and the public. (ER 19)
17

18 **Evidence of Meeting the Standard** 19

20 SBVC reports student achievement data to current and perspective students, campus, district and
21 community in a variety of ways. ORPIE prepares student achievement reports and presents the
22 information to campus constituencies, at community meetings, and reports to the Board of
23 Trustee (73). Additionally, the ORPIE website posts these reports for public viewing. ORPIE
24 website also includes data on student success and graduation rates by department (24).
25

26 The District Office of Research, Planning, and Institutional Effectiveness (DORPIE) publish Key
27 Performance Indicators on Student Success, Enrollment and Access.
28

29 The SLO Cloud generates success reports on outcomes by class, certificate, or degree (82). This
30 outcomes data is utilized for EMP-Sheets and program efficacy which are available for public
31 viewing.
32
33

34 **Analysis and Evaluation** 35

36 SBVC documents, evaluates and disseminates information on student learning and achievement
37 to campus and district constituencies, current and prospective students, and the public. Student
38 learning and achievement reports and data are available for viewing on the ORPIE website and
39 presented and discussed at campus, district and community meetings.
40
41
42

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

3 4 5 **Evidence of Meeting the Standard**

6
7 Part II of the SBVC Catalog provides comprehensive information on general requirements for
8 certificates degree, transfer and transfer (83). The catalog further details discipline specific
9 requirements for certificates and degrees, including a description of the discipline, discipline
10 degree or certificate requirements, and Program Learning Outcomes.

11
12 Comprehensive and discipline specific information on general requirements for certificates
13 degree, transfer and transfer is distributed by the Counseling office and published in department
14 brochures (84).

15
16 This information is also available on the campus website (85). SBVC implemented an interactive
17 online catalog developed using Courseleaf in spring 2020.

18
19 SBVC is currently working toward Guided Pathways implementation whereby each path is
20 clearly articulated for students. When completed, Guided Pathways will be available in the
21 College Catalog and campus website (86).

22 23 **Analysis and Evaluation**

24
25 SBVC provides descriptions of certificates and degrees in terms of their purpose, content, course
26 requirements, and expected learning outcomes is a variety of publications and modalities.

27
28 I.C.5 The institution regularly reviews institutional policies, procedures, and publications to
29 assure integrity in all representations of its mission, programs, and services.

30 31 **Evidence of Meeting the Standard**

32
33 The review cycle for Board Policies (BPs) and Administrative Procedures (APs) is governed by
34 AP2410 Board Policies & Administrative Procedures and administered through District
35 Assembly, an advisory committee with representation across constituencies from SBVC, CHC,
36 and the District. AP2410 Board Policies & Administrative Procedures ensures that BPs and APs
37 are reviewed by the appropriate departments and constituency groups at both campuses and the
38 district before being forwarded to the Board of Trustees for approval.

39
40 Internal policies and procedures such as Program Review, Curriculum, Outcomes processes and
41 Student Equity practices are reviewed and updated by campus governance groups and through
42 the campus committee structure. For instance, the Curriculum and Program Review committees
43 operate under the authority of the Academic Senate. Both committees perform a self-evaluation

1 of both their committee and their processes and report to the Academic Senate on an ongoing
2 basis (70). Changes to processes, committee charge, or membership are brought to the Academic
3 Senate for consideration and approval (87).

4
5 Publication of the College Catalog includes multiple checkpoints to verify accuracy prior to
6 publications including the Office of Instruction, Office of Student Services, Deans, and
7 Department Chairs (80). Verification of catalog information is also included as part of the
8 Program Review process (81).

9
10 Campus publications are fact-checked by departments, Marketing, and Print Shop prior to
11 publication (88)

12
13 The Strategic Planning Handbook and Accreditation Review Cycle, both currently in draft
14 format, will document review cycles local plans and processes.

15 16 **Analysis and Evaluation**

17
18 SBVC regularly reviews institutional policies, plans, procedures, and publications to assure
19 integrity in all representations of its mission, programs, and services. The campus has checks and
20 balances through AP2410 Board Policies & Administrative Procedures and local practices to
21 ensure that policies, plans, procedures, and publications are accurate and up to date.

22
23
24 I.C.6 The institution accurately informs current and prospective students regarding the total cost
25 of education, including tuition, fees, and other required expenses, including textbooks, and other
26 instructional materials.

27 28 **Evidence of Meeting the Standard**

29
30 SBVC informs all students, current, prospective and international, of campus tuition and fees via
31 the printed and online College Catalog, and the Admissions and Records and Financial Aid
32 websites. Information on tuition and fees is also available in the Counseling office (90). Tools
33 available include a Net Costs Calculator, Gainful Employment information by discipline that
34 include the estimated cost of tuition, fees, and instructional materials (18). The exact cost of
35 textbooks by course and section are available on the SBVC Bookstore website (91).

36
37 SBVC submits comprehensive data to the IPEDS National Center for Education that is used to
38 inform estimates on the costs of rent and transportation in the City of San Bernardino. The
39 IPEDS summary paper informs students of these costs of living as well as costs for tuition, fees,
40 and an estimated annual cost for textbooks (92).

41 42 43 **Analysis and Evaluation**

1
2 San Bernardino Valley College accurately informs current and prospective students the total cost
3 of education, including tuition, fees, and other required expenses, including textbooks, and other
4 instructional materials using a variety of resources and modalities.

5
6 I.C.7 In order to assure institutional and academic integrity, the institution uses and publishes
7 governing board policies on academic freedom and responsibility. These policies make clear the
8 institution’s commitment to the free pursuit and dissemination of knowledge, and its support for
9 an atmosphere in which intellectual freedom exists for all constituencies, including faculty and
10 students. (ER 13)

11 12 **Evidence of Meeting the Standard**

13
14 Academic Freedom is ensured by BP/AP4030 Academic Freedom. BP/AP4030 is regularly
15 reviewed as per AP2410 Board Policies & Administrative Procedures and can be brought
16 forward for review at any time (92).

17
18 SBVC reiterates its commitment to Academic Freedom in the SBVC print and online catalogs.
19 Additionally, the California Teachers’ Association (CTA) contract with the SBCCD addresses
20 academic freedom (Article 6) (03). SBVC provides faculty and students with the freedom to
21 explore all knowledge appropriate to their discipline.

22 23 24 **Analysis and Evaluation**

25
26 SBVC policies, procedures and ethics statements make clear the institution’s commitment to the
27 free pursuit and dissemination of knowledge. SBVC supports an environment of intellectual
28 freedom for all constituencies.

29
30
31 I.C.8 The institution establishes and publishes clear policies and procedures that promote
32 honesty, responsibility and academic integrity. These policies apply to all constituencies and
33 include specifics relative to each, including student behavior, academic honesty and the
34 consequences for dishonesty.

35 36 **Evidence of Meeting the Standard**

37
38 Student behavior and conduct on campus and in the classroom, plagiarism, cheating, fabrication,
39 and disciplinary action are listed under the SBVC Catalog heading of Student Rights and
40 Responsibilities (95). Student Rights and Responsibilities are also available on the SBVC
41 Website (96), the Student Handbook (97), and the Online Student Handbook (99).

1 Student Conduct is governed by BP/AP5500 Standards of Student Conduct (99) and AP5520
2 Student Discipline (100). AP3430 Prohibition of Harassment (101), and AP3435 Discrimination
3 and Harassment Procedures (102) may also be applied to student conduct should a student's
4 action meet the criteria for discrimination or harassment.

5 6 7 **Analysis and Evaluation**

8
9 SBVC maintains and publishes their policies on academic honesty, intellectual integrity, and
10 student conduct for all students regardless of the modality in which a course is delivered. Ninety-
11 three percent of students who responded to the 2017-2018 Student Campus Climate Survey
12 agreed or strongly agreed that faculty are clear about the rules regarding academic honesty (103).

13
14
15 I.C.9 Faculty distinguish between personal conviction and professionally accepted views in a
16 discipline. They present data and information fairly and objectively.

17 18 **Evidence of Meeting the Standard**

19
20
21 The Faculty Ethics Statement encourages faculty to distinguish between personal convictions
22 and professional views, stating that faculty should “show due respect for the opinions and
23 diversity of others through the exchange of constructive criticism and ideas of their colleagues.”

24
25 Faculty have a responsibility to students to

- 26
27
- Encourage intellectual curiosity and the pursuit of learning,
 - Demonstrate respect for students as individuals, and
 - Respect individual perspectives and contexts.
- 28
29
30

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

35 36 **Analysis and Evaluation**

37
38 SBVC supports academic freedom and respects the rights of both faculty and students as regards
39 academic freedom. Based on SBVC's 2012 self-study survey, 81 percent of students were
40 satisfied with and believed the College supports academic freedom, and 86 percent of faculty
41 reported their belief that faculty are fair and objective in their presentation of course material.

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

4
5 I.C.10 Institutions that require conformity to specific codes of conduct of classified staff, faculty,
6 administrators, or students, or that seek to instill specific beliefs or world views, give clear prior
7 notice of such policies, including statements in the catalog and/or appropriate faculty and student
8 handbooks.

9
10 **Evidence of Meeting the Standard**

11
12 N/A

13
14 **Analysis and Evaluation**

15
16 N/A

17
18 I.C.11 Institutions operating in foreign locations operate in conformity with the Standards and
19 applicable Commission policies for all students. Institutions must have authorization from the
20 Commission to operate in a foreign location.

21
22 **Evidence of Meeting the Standard**

23
24 N/A

25
26 **Analysis and Evaluation**

27
28 N/A

29
30 I.C.12 The institution agrees to comply with Eligibility Requirements, Accreditation Standards,
31 Commission policies, guidelines, and requirements for public disclosure, institutional reporting,
32 team visits, and prior approval of substantive changes. When directed to act by the Commission,
33 the institution responds to meet requirements within a time period set by the Commission. It
34 discloses information required by the Commission to carry out its accrediting responsibilities.
35 (ER 21)

36
37 **Evidence of Meeting the Standard**

38
39 A link to San Bernardino Valley College’s accreditation website appears in the footer of every
40 web page, allowing interested parties to immediately access SBVC’s accreditation status (110).
41 The main accreditation page includes contact information for ACCJC, recent accreditation
42 reports, ACCJC action letters, and ACCJC reaffirmation letters. In addition, the college is
43 accredited by the Accreditation Commission for Education in Nursing (ACEN) and is recognized

1 by the California State Board of Registered Nursing and links to those entities are on the main
2 accreditation page. From the main accreditation page, interested parties can link out information
3 on the A&O Committee, past accreditation reports, accreditation evidence, and other resources.
4

5 The institution completes documents for ACCJC in a timely manner including ACCJC Annual
6 Reports, substantive change requests, Midterm reports, and the ISER. If the campus receives a
7 compliance recommendation, as it did in 2014, the recommendation is addressed and included in
8 a Follow-Up report to ACCJC.
9

10 **Analysis and Evaluation**

11

12 SBVC is in full compliance with past Accreditation Commission recommendations as evidenced
13 by the Follow Up Report (2016) and the Midterm Report, (2017) and submission of the ACCJC
14 Annual Reports. SBVC has been responsive to ACCJC’s recommendations and has been
15 proactive in many areas to sustain and improve the quality of its services.
16

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

22 **Evidence of Meeting the Standard**

23

24 SBVC has numerous relationships with outside agencies, including nonprofits, such as the Boys
25 and Girls Club, as well as with school districts. For example, SBVC offers dual enrollment
26 classes at San Bernardino Unified School District (SBUSD), Colton Unified School District, and
27 Rialto Unified School District. In 2019, SBCCD entered into CCAP/dual enrollment agreements
28 with Lifelong Learning Administration Corporation (Learn4Life) □ Provisional Accelerated
29 Learning (PAL) & Charter Academy and Alta Vista Public Charter Schools (113)
30

31 One of the SBUSD partnerships is Middle College High School (MCHS), one of the most
32 successful programs of its kind in the state, providing high school students the opportunity to
33 complete their diplomas and associate degree concurrently ([SBUSD MCHS](#)). MCHS received a
34 designation as a “Distinguished School” in the California School Recognition Program
35 ([CDE_2007](#)) (114). MCHS has also had 100 percent pass rates on the CAHSEE test over the past
36 six years (115).
37

38 Vocational programs have benefited from the many advisory programs with business and
39 industry. Students from the applied technology programs are able to earn a certificate while still
40 in high school; the technology faculty and administrators at SBVC have been very active to
41 recruit and address job opportunities after students are trained (116).
42

1 SBVC has expanded partnerships with area school districts and employers with Generation Go, a
2 non-credit workforce readiness program. Students participating in Generation Go receive 54
3 hours of instruction in soft skills for employment and earn a Job Readiness Skills certificate.
4 Students participate in a paid internships with SBVC’s partner employers in the community
5 which provides them with work experience (117).

6 7 8 **Analysis and Evaluation**

9
10 SBVC demonstrates honesty and integrity in its relationships with external agencies. SBVC is in
11 compliance with regulations and statutes. The growth of partnerships with area schools and
12 employers speaks to SBVC reputation in the community.

13
14 I.C.14 The institution ensures that its commitments to high quality education, student
15 achievement and student learning are paramount to other objectives such as generating financial
16 returns for investors, contributing to a related or parent organization, or supporting external
17 interests.

18 19 **Evidence of Meeting the Standard**

20
21 San Bernardino Valley College is a state-funded, non-profit school, without external interests. As
22 stated in the campus mission SBVC’s goal is to ‘provide quality education’. The campus
23 measures its performance, not by how much revenue it generates, but by how many students
24 attain their educational goals, and the quality of services offered by the campus.

25 26 **Analysis and Evaluation**

27
28 SBVC has a commitment to high quality education. SBVCs goals are based student achievement,
29 student learning, quality of support services, access and equity. SBVC measures and evaluates
30 campus goals through the SBVC Strategic and Goals, Scorecard, and Vision for Success Goals.

31 32 33 **Conclusions on Standard I.C. Institutional Integrity**

34
35 SBVC provides information on its accreditation status, learning outcomes, instructional program
36 and support services in its print catalog, online catalog, and on the College website. The SBVC
37 meets all elements list for catalog requirements, academic freedom, academic dishonesty, and
38 Title IX. Students are informed of the total cost on education. The institution represents its
39 accreditation status accurately and responds to commission requirements.

40
41 The COVID-19 epidemic caused the majority of classes in spring 2020 and summer 2020 to
42 move to a 100% online environment. This information was disseminated to students via e-mail,
43 social media, and the District’s emergency alert system. Every effort is being made to keep

1 students and the community informed on how SBVC is addressing this rapidly changing and
 2 ongoing emergency. Student have been notified of changes to the refund policy, excused
 3 withdrawal requirements, and pass/no pass grading options. Students are informed what services
 4 are available on campus, and how they can check out Chromebooks and hot spots for home use.
 5

6 The summer and fall schedules are released simultaneously and registration for summer and fall
 7 classes is done concurrently. At the time the schedules were published it was unclear if face-to-
 8 face classes could be held in the fall or CTE and science labs could be held on campus for either
 9 semester. The majority classes in the summer were changed to online delivery prior to the release
 10 of the summer schedule and the fall schedule without changes. The schedule of classes website
 11 display a large banner stating that the majority of summer classes are being offered remotely, and
 12 that fall may be offered remotely.
 13

14 The Academic Senate Executive committee met with administration and discussed setting
 15 decision date for the mode of delivery of fall classes. The college president worked with
 16 Chancellor’s Cabinet and chose May 15, 2020 as the decision date. Chancellor’s Cabinet felt that
 17 a decision date prior to the end of spring semester would ensure that faculty and students know
 18 how to prepare for fall semester....to be updated after May 15th!
 19
 20
 21
 22

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/AP5500 Standards of Student Conduct
100	AP5520 Student Discipline

101	AP3430 Prohibition of Harassment
102	AP3435 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

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2

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2

3 **Standard II: Student Learning Programs and Support Services**

4 The institution offers instructional programs, library and learning support services, and student
5 support services aligned with its mission. The institution’s programs are conducted at levels of
6 quality and rigor appropriate for higher education. The institution assesses its educational quality
7 through methods accepted in higher education, makes the results of its assessments available to
8 the public, and uses the results to improve educational quality and institutional effectiveness.
9 The institution defines and incorporates into all of its degree programs a substantial component
10 of general education designed to ensure breadth of knowledge and to promote intellectual
11 inquiry. The provisions of this standard are broadly applicable to all instructional programs and
12 student and learning support services offered in the name of the institution.

13 **II.A Instructional Programs**

14
15
16
17
18
19
20

15 II.A.1 All instructional programs, regardless of location or means of delivery, including distance
16 education and non-credit education, are offered in fields of study consistent with the institution’s
17 mission, are appropriate to higher education, and culminate in student attainment of identified
18 student learning outcomes, and achievement of degrees, certificates, employment, or transfer to
19 other higher education programs. (ER 9 and ER 11)

21 **Evidence of Meeting the Standard**

22
23
24
25
26
27
28
29

23 SBVC offers instructional programs in support of its mission to serve a diverse community of
24 learners and meet the needs of its community. SBVC offers degrees, transfer degrees, and
25 certificates, non-credit certificates, in a variety of fields of study including career technical fields,
26 and basic skills. Courses and programs are available on campus, via hybrid and fully online
27 delivery, and dual/concurrent enrollment. Departments, through the Program Review process, must
28 demonstrate how they align with the mission of SBVC.

30 As evidenced by the Education Master Plan, 2016 Environment Scan, and Strong Workforce
31 alignment, CTE programs address regional workforce needs, employment opportunities, and the
32 College mission. CTE programs have employer advisory boards to ensure program and
33 curriculum alignment with workforce needs. CTE programs participate in curricular and program
34 review on a biennial basis. The Inland Empire Regional Consortium reviews CTE degrees and
35 certificates as required by the CCCCCO (26, 36).

36
37
38

37 Credits for traditional and DE courses as are the SLOs are the same, regardless of mode of
38 delivery. DE courses are content-reviewed on a regular basis, although the DE addendum is

1 initially approved through a separate process. The addendum was updated at the beginning of
2 October 2019 to comply with recent changes in Title 5 (119).

3
4 The Curriculum Committee, as part of the curriculum review and approval process, reviews all
5 degrees, certificates and courses through a transparent and rigorous approval process that ensures
6 appropriateness to the mission, need, curriculum standards, learning outcomes, adequate
7 resources, and state regulations. Each year the Curriculum Chair certifies that all curriculum goes
8 through the processes that meet Ed code. The Articulation Officer, a standing member of the
9 committee, ensures that SBVC courses and programs with the articulation requirements for
10 transfer to four-year universities.

11
12 The Curriculum Committee is working on growing its non-credit courses and certificates. The
13 committee developed a designated non-credit approval mode in CurriUnet: however, all non-
14 credit courses are reviewed using the same standards as credit courses and they ensure local and
15 state compliance. By fall of 2019 comma the committee approved 96 noncredit courses an 10
16 noncredit certificates.

17
18 The Curriculum Committee worked diligently to comply with AB705 legislation by Fall of 2019.
19 During Fall 2018, the committee, in collaboration with the Senate and multiple divisions on
20 campus, began the process of reviewing and approving the revised curricular changes in English
21 and Math, implementing co-requisite courses, reviewing recommendations by the Chancellor's
22 office, and assisting faculty whose courses were impacted by the changes in prerequisites (118).

23 Faculty assess student achievement of SLOs and report achievement data in the SLO Cloud.
24 Program efficacy processes include evaluation and analysis of student learning outcomes and
25 student achievement data (39).

26 27 28 **Analysis and Evaluation**

29
30 All instructional programs at SBVC are consistent with the campus mission, EMP, community
31 data in the environmental scan, and Strong Workforce. SBVC ensures that approved courses and
32 programs are appropriate to higher education by complying with the requirements of the CCCCCO
33 and by meeting Title 5 regulations regardless of location or means of delivery.

34
35 Learning outcomes are established and evaluated through the curriculum and program review
36 processes. Faculty incorporate outcomes into instruction and report on student attainment of
37 outcomes every semester.

38
39 Credit and non-credit programs and /or courses, regardless of means of delivery, are subject to
40 the same rigorous curriculum requirements and program review processes.

41

1 II.A.2 Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring
2 that the content and methods of instruction meet generally accepted academic and professional
3 standards and expectations. In exercising collective ownership over the design and improvement
4 of the learning experience, faculty conduct systematic and inclusive program review, using
5 student achievement data, in order to continuously improve instructional courses and programs,
6 thereby ensuring program currency, improving teaching and learning strategies, and promoting
7 student success.

8 9 **Evidence of Meeting the Standard**

10
11 SBVC employs a multilevel process by which all courses and programs are developed and
12 reviewed. Curriculum development includes a review by the initiating faculty member, members
13 of the department, the department faculty chair, the division dean, and the Curriculum
14 Committee. The Curriculum Committee, whose membership includes 10% of faculty from each
15 campus division, ensures that all SBVC courses and programs are compliant with accepted
16 academic and professional standards. As stated in the Curriculum Handbook, the course outline
17 of record must include methods of instruction, learning objectives, learning outcomes,
18 appropriate assignments, and sample texts. Courses offered through DE must undergo further
19 scrutiny. In response to recent Title V 5 changes, professional development for online
20 instruction has been modified fall 2019 to include level one and level two training modeled after
21 best practices from the CVC-OEI, delivered in a 4-week or 10-week format. The college has
22 moved to evidence-based training to ensure that all instructors meet pedagogical standards
23 appropriate for DE. Approval and review processes for degrees and certificates identify learning
24 outcomes and ensure that programs meet the needs of students and the community (72, 76, 110).

25
26 Educational quality of student learning programs and support services is evaluated on a four-
27 year cycle through the Program Review Efficacy Process. Efficacy evaluation is framed by
28 the college's strategic initiatives and incorporates the programs' EMP data and dialogue that is
29 updated and submitted to the ORPIE each fall. Program Review teams evaluate efficacy
30 documents and provide feedback to the departments/programs for consideration in planning and
31 improving quality.

32
33 Program efficacy reports require that programs/departments; include a mission/purpose
34 statement and address the way that mission/purpose links to the institution's mission;
35 demonstrate currency in professional development activities and ways faculty and classified
36 professionals engage in professional growth (39); and provide evidence of program's
37 relevance/currency—specifically curriculum for instructional programs. SLOs/PLOs/SAOs
38 progress, analysis, departments/programs to provide evidence that the pattern of service or
39 instruction meets student needs (6); and evaluation is reported via the efficacy process on a four-
40 year cycle and requires a summary evaluation at least once during those four years (55).

1 **Analysis and Evaluation**

2
3 The Curriculum Committee is a subcommittee of the academic Senate and is faculty driven
4 process. The committee employs a fully transparent process with voting membership and the
5 committee complies with the Brown Act agendas are posted 48 hours prior to the meeting and
6 minutes are posted on the website for the following meeting. Membership on the committee
7 rotates every two years; The curriculum chair serves a term of three years period the membership
8 consists of 10% a faculty from each division to ensure global representation all faculty receive
9 mandated training at the first meeting of each academic year.

10
11 The approval process is outlined in the Curriculum Handbook. However the faculty member will
12 “launch “a course, either new or modified in curricula comma and then the appropriate faculty
13 are notified to review the proposal, including the Department faculty, Department chairs, Deans
14 comma the articulation officer comma the SLO coordinator comma and the DE coordinator.
15 Following review of all the appropriate constituencies comma the proposal then goes to technical
16 review and then goes to a full committee review and vote.

17
18 The Program Review Process is transparent, and all efficacy reports and committee minutes are
19 posted on the college’s Program Review website.

20
21
22 II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs,
23 certificates and degrees using established institutional procedures. The institution has officially
24 approved and current course outlines that include student learning outcomes. In every class
25 section students receive a course syllabus that includes learning outcomes from the institution’s
26 officially approved course outline.

27 **Evidence of Meeting the Standard**

28
29
30 Learning outcomes are identified for all courses, programs, certificates and degrees using the
31 procedures outlined in the Outcomes Handbook. SLOs are on the Course Outline of Record
32 (CORs). In 2018-2019 the Curriculum and A&O committees added an outcomes approval
33 process through CurricUnet, so members of the SLO committee can review outcomes to be sure
34 they meet the SLO Rubric and make recommendations as needed. Approved CORs can be
35 accessed from the main CurricUnet page (47). Course syllabi include learning outcomes from the
36 COR.

37
38 As per the Outcomes Handbook, faculty assess student achievement on SLOs and record the data
39 in the SLOCloud. SLOCloud uses SLO data to populate PLOs based on SLO to PLO maps
40 created by discipline faculty. The SLOCloud generates reports at the course and program level
41 that are analyzed and evaluated for continuous quality improvement (72). Analysis and
42 evaluation of SLO/PLO assessment data occurs at least once every four years as part of the
43 program review processes (121).

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Analysis and Evaluation

SBVC identifies, assesses, and evaluates learning outcomes through the curriculum and program review processes. All faculty are expected to assess outcomes and report assessment data in the SLOCloud every semester. As noted in standard II.B.2 is working to shift campus culture and fully embrace year-round “3E” assessment of SLOs.

II.A.4 If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

In the curriculum approval process, pre-collegiate curriculum is distinguished from college-level curriculum by the course numbering system. The numbering systems designate 001 - 099 as pre-collegiate courses, 100-299 as collegiate level courses, and 600-699 as non-credit courses (122).

The office of Research, Planning, and Institutional Effectiveness (ORPIE) conducts job analyses and other surveys and engages in data analysis. Students participate in a comprehensive matriculation process, which includes assessment and advisement. These are instrumental in identifying the varied educational needs of students and the community. This information is essential to making informed decisions regarding the need for pre-collegiate course offerings. The Basic Skills committee uses this data to foster instructional support across campus for example projects supported by Basic Skills, including overnight textbooks, Reading lab software, and tutoring support. As detailed in Standards II.B and II.C, appropriate instructional support services are offered across campus, including tutoring, supplemental instruction, computer labs, writing lab, and a reading lab (118).

English, mathematics, and reading departments have revised their curricula to meet the goals established in AB 705. Students wishing to complete college-level English and math within one year may select English and math pathways that offer accelerated basic skills, collegiate level courses with supplemental instruction, and/or non-credit support classes (123).

Analysis and Evaluation

The institution is in the process of implementing AB 705 with the offering of supplementary courses such as English 086 and 087 to facilitate students’ success in English 101. As of fall 2019, the Department of English has offered 92% of composition courses at the transfer-level. We are in compliance with AB 705 and have adopted the co-requisite model, which is widely

1 employed by other colleges in the state. All indications are these courses are making a difference
2 in student retention and success. A community of practice that was convened in spring 2019
3 endeavored to establish strategies and best practices for the implementation of AB 705.
4 However, we are in the early stages of implementation and are in the process of establishing
5 baseline data for evaluation of effectiveness of the model (124).

6
7 The mathematics department, as of fall 2019, is offering 53% transfer-level courses, and for
8 spring 2020, the department will be offering 57% transfer-level courses. The department is
9 employing a multi-pronged approach in an effort to reach the goal of 90% transfer-level course
10 offerings by fall 2020. The efforts include offering co-requisite courses and additional transfer-
11 level courses for non-STEM students. Some courses will provide students with a non-credit
12 laboratory before or after classes to enhance their chances for success. The math department has
13 undertaken professional development activities to ensure instructional effectiveness. These
14 activities include a community of practice for statistics instructors and for Pure Math instructors
15 who teach Applied Math.

16
17
18 II.A.5 The institution’s degrees and programs follow practices common to American higher
19 education, including appropriate length, breadth, depth, rigor, course sequencing, time to
20 completion, and synthesis of learning. The institution ensures that minimum degree
21 requirements are 60 semester credits or equivalent at the associate level, and 120 credits or
22 equivalent at the baccalaureate level. (ER 12)

23 24 **Evidence of Meeting the Standard**

25
26 [AP4100](#) Graduation Requirements for Degrees and Certificates ensures that SBVC conforms to
27 the 60-unit semester credit-hour standard. Requirements for an Associate Degree or Associate
28 Transfer Degree begin on page 39 of the 2019-2020 College Catalog. Graduation requirements
29 for the AA degree have the following criteria:

- 30 • SBVC ensures that a credit hour meets accepted academic expectations through
31 BP/AP4020 Program, Curriculum, and Course Development.
- 32 • The definition of a credit hour is on page 12 of 2019-2020 SBVC catalog. SBVC has
33 established procedures to ensure that curriculum complies with the definition of “credit
34 hour” or “clock hour,” where applicable.
- 35 • Students must take a minimum of 18 units of study with all coursework for the Major or
36 Area of Emphasis
- 37 • SBVC’s Curriculum Committee and Articulation officer ensures that a credit hour meets
38 accepted academic expectations.
- 39 • SBVC complies with the ACCJC’s assessment of clock-to-credit-hour conversion formula
40 (78).

41

1 **Analysis and Evaluation**

2
3 SBVC has practices in place to ensure compliance with ER 12 as determined by the California
4 Community Colleges Chancellor’s Office and are published in the Program and Course Approval
5 Handbook (PCAH (125, 126). As shown on page 48 of the Curriculum Handbook Step 5 in the
6 process for creating new degrees or certificate required units in the area of emphasis are
7 calculated as part of the curriculum process. New degrees and certificates are reviewed at least
8 once by the Curriculum Technical Review and full Curriculum Committee. The Articulation
9 officer reviews new degrees and certificates at all steps in the approval process. Curriculum
10 committee members are trained on credit program criteria at the beginning of the academic
11 years.
12

13
14 II.A.6 The institution schedules courses in a manner that allows students to complete certificate
15 and degree programs within a period of time consistent with established expectations in higher
16 education. (ER 9)
17

18 **Evidence of Meeting the Standard**

19
20 The establishment of course sequences for degrees and certificates is a part of all program
21 proposals and program modifications that go through the Curriculum Committee. Department
22 Chairs, Division Deans, and the VPI ensures that the schedule and sequencing of courses allow
23 students to complete a degree within 2 years, and a certificate within one year. Higher credit
24 degrees, such as Chemistry, or degrees with prerequisites such as Nursing may take longer. The
25 Program Review process includes a section on Access. One aspect of this section requires
26 department faculty to analyze and evaluate their course scheduling to ensure it meets the needs
27 of the student population (76, 127).
28

29 SBVC is implementing Guided Pathways (GP) in order to facilitate student completion of
30 degrees and certificate programs in a timely manner. Compliance with the state-mandated GP
31 deadlines of the year 2023 is well underway with SBVC projected to be in full compliance by
32 2022 (128). SBVC has identified and groups certificates and degrees into six difference career
33 fields. Guided Pathways career wheel on the SBVC homepage allows students to explore
34 certificates and degrees in career fields that are of interest to them.
35

36 SBVC also has a Program Discontinuance Policy that addresses the needs of students whose
37 programs are being eliminated. When program modifications are made, students are guaranteed
38 the right to complete the program under the guidelines of the catalog under which they first
39 register, as long as there were no breaks in attendance. Department chairs and counselors also
40 ensure timely completion of programs through course substitution using the Modification of
41 Major form. SBVC’s membership in the California Virtual Campus-Online Education Initiative
42 (CVC-OEI) Consortium allows students to gain access to courses that are offered through other
43 institutions within the consortium (129, 130, 131).

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Analysis and Evaluation

Department chairs have access to enrollment data and use this data in the scheduling of classes. Fill rates, persistence, retention, wait lists, and trends over time contribute to data-driven decision-making when scheduling courses.

The new scheduling tool that will roll out Fall 2020 will increase access through standardization of class start and end times. This standardization will optimize classroom utilization, and ensure students have adequate passing time between classes. The scheduling tool also takes the local bus schedule into account ensuring that students will have time to make the bus when class end (132).

II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

True to its mission, SBVC promotes the success of its diverse community of learners by offering instructional and support programs using different modalities and methodologies. SBVC provides programs and services for special populations, responds to state-wide initiatives, embraces distance education, and works to reduce textbook costs.

SBVC programs are targeted to enhance the educational experiences of specific student populations. For example, the success rates of African American and Latino students have been enhanced by the Tumaini Program and Puente Project, respectively. College Promise and First Year Experience, two outstanding programs, assist incoming high school students with tuition, textbooks, scheduling, and have built-in instructional support services. In order to facilitate AB 705, faculty are implementing new instructional strategies by embedding SI into courses or linking credit courses with non-credit support courses. Students with identified disabilities have the support of a strong DSP&S office. Both the EOP&S and STAR programs support first-generation students with academic and financial assistance. The Honors Program challenges those students who favor more academic rigor (124, 133, 134, 135, 136, 137).

The educational needs of foster youth are addressed by the Guardian Scholars program. This program provides school supplies and textbooks free, food vouchers, priority A registration, specialized counseling, and computer lab with free printing. In addition, two workshops are provided each semester and a major conference each spring. The program accommodates full-time and part-time students. Currently, there are 85 students in the program for 2019-2020.

1 The First Year Experience (FYE) program provides additional support for lower-achieving first-
2 time college students in a cohort model. The cohorts include course offerings in English, math,
3 student development, and political science. In fall of 2019, there were 70 students in the
4 program, and currently in spring 2020, there are 65 students. Professors affiliated with the FYE
5 program offer sections in these courses for which FYE students have priority registration. FYE
6 provides a specialized counselor, a one-week summer bridge program, and enrichment activities
7 such as field trips to universities and museums. Books and supplies are provided for free of cost
8 to these students. One of the requirements of the program is to attend two workshops per year.
9 FYE retention rate has ranged from 3.9%—5.2% higher than the campus retention rate. Except
10 for a slight 2% decline in the 2017-2018 school year, the overall success rate has been higher
11 than the campus success rate anywhere from 2% to 3.9%. Measures are being taken to further
12 increase the effectiveness of the program by recruitment from local adult education institutions,
13 allow for part-time status, provide FYE-specific tutors, and work towards offering priority
14 registration. Student Development (SD) and Learning Services and Tutoring (LST) courses have
15 been created to facilitate the success of first-year college students.

16 The Promise program, which began in fall 2019, is designed to meet the needs of first-time
17 college students from high schools in the District. Currently, there are 1,304 students in the
18 program. They are provided with a one-week summer bridge program, priority B registration, a
19 parent orientation in the spring, and free Chromebooks, textbooks, supplies, and classes. In
20 return, they have to maintain a 2.0 GPA and a 12-unit course load each semester, are required to
21 attend two workshops or cultural events on campus each semester, and participate in 15-hours of
22 community service activity each semester. In fall 2019, over 12,000 hours of community service
23 was performed at 115 separate locations. Promise students compared to other first-time college
24 students were more successful in English and math courses. For example, in English, Promise
25 students had a pass rate of 15.09% greater than the rate for other first-year college students. In
26 math, Promise students had a pass rate of 20.03% greater than the rate for other first-year college
27 students. To better assist Promise students, the program plans to use a Customer Relations
28 Management System (CRM) in fall 2020 to track students' enrollment and performance in math
29 and English classes. Also in the fall, the program will start to offer granted permission classes
30 dedicated to the Promise students in the future so that faculty and Promise program counselors
31 can be in closer coordination to assist those students.

32 The Umoja-Tumaini program was designed to meet the needs of students seeking to enhance
33 their educational experiences through increased exposure to African-American history, literature,
34 and culture. Since its inception, the program has positively impacted the retention and success
35 rates of program participants. For example, during the 2017-2018 and 2018-2019 school years
36 the program shows a 92% retention rate and success rates of 67% and 72% respectively,
37 indicating a narrowing of the gap between retention and success. To maintain or increase the
38 retention of African-American males, a demographic with fluctuations in rates of retention and
39 success, the program seeks to establish a pipeline to area high schools and partnerships with the
40 Puente and Promise programs. In addition, the Tumaini Club has been instrumental in
41 academically supporting those who are no longer in the community by tracking and holding onto

1 students until they graduate. Serving former and current participants is the Nitasoma/Skills Café,
2 a space for students to gather and to receive tutoring.

3 The Puente program was designed for underrepresented students who intend to transfer to four-
4 year universities. From 1984 to the present, the Puente program has made a positive impact on
5 retention and success rates of students. The program has demonstrated a consistently higher
6 success rate for students than the campus-wide success rate. In 2018—2019, for instance, the
7 campus-wide success rate was 69%--70%. During the same period, the Puente program
8 experienced an 81% success rate. Within the program itself, the success rate has shown a steady
9 increase so that in 2018—2019, the success rate was 91%. Regarding retention, the rate has
10 shown a steady increase as well from 92% in 2016—2017 to 96% in 2018—2019. However, one
11 on-going challenge facing the program is the need to recruit non-Latino students. The program
12 will make a concerted effort to reach out to other ethnic communities.

13
14 The mathematics department, which currently offers 53% transfer-level courses in fall 2019 and
15 57% transfer-level courses in spring 2020, has adopted a multi-pronged approach to reach 90%
16 transfer-level course offerings by fall 2020 in order to comply with AB 705 guidelines. This
17 approach includes offering fewer remedial courses and introducing non-credit co-requisite
18 courses to enhance the success rates of students in transfer-level courses. In addition, the
19 department has established one track for non-STEM students and another for STEM students to
20 meet the needs of these two categories. Also, the co-requisite offerings include embedded tutors
21 as an integral feature to facilitate student success. Another resource opened to students is
22 MyOpenMath, which is an online program to help remediate areas such as intermediate algebra,
23 pre-algebra, and arithmetic. To facilitate instructional effectiveness in the implementation of AB
24 705, the math instructors are engaged in a Community of Practice to establish best practices in
25 college algebra and statistics (138, 139).

26
27 To meet the needs of diverse students, SBVC has employed various delivery modes. Campus
28 classes are scheduled during the day, evenings, and on weekends. Courses are offered in a DE
29 format, including ITV, which involves streaming video and is employed in various courses to
30 assist students in the Big Bear area who may have difficulty attending classes on the SBVC
31 campus. SBVC offers 14 fully online degrees and certificates (140).

32
33 DE courses are offered in support of equity for all students. SBVC's involvement in the CVC-
34 OEI Consortium facilitates cross enrollment of students both on our campus and students on
35 other campuses within the consortium. The automatic cross enrollment will be fully implemented
36 by spring 2020. SBVC's current course completion rate of 64% compares favorably with the
37 state-wide completion rate of 60%.

38
39 SBVC faculty have adopted new teaching methodologies by implementing the use of Open
40 Education Resources and Zero Cost Textbook cost. Students can locate these courses can in the
41 schedule and on the campus website [https://www.valleycollege.edu/open-education-](https://www.valleycollege.edu/open-education-resources/students/zero-cost-textbook-classes.php)
42 [resources/students/zero-cost-textbook-classes.php](https://www.valleycollege.edu/open-education-resources/students/zero-cost-textbook-classes.php). OER and ZTC courses are offered online and on
43 campus (141, 142). Since the cost of textbooks is a significant financial deterrent to student

1 retention and success, the use of the Open Educational Resource (OER) has been a significant
2 advance in meeting the needs of students at SBVC. The college began making this resource
3 available to students in fall 2018, and courses utilizing this service are indicated as ZTC (Zero
4 Textbook Cost) courses in the online class schedule. For 2018, the ZTC designated courses had
5 higher success and retention rates than courses with for-cost textbooks: 9.3% points higher in
6 math courses and 7.7% points higher in English courses.

7
8 Since the cost of textbooks is a significant financial deterrent to student retention and success,
9 the use of the Open Educational Resource and Zero Textbook Cost (OER/ZTC) has made a
10 significant advance in meeting the needs of students at SBVC. The college began making this
11 resource available to students in fall 2016, and courses utilizing this service are indicated as ZTC
12 courses in the online class schedule. For 2018, the ZTC-designated courses had higher success
13 and retention rates than courses with for-cost textbooks: 9.3% points higher in math courses and
14 7.7% points higher in English courses. Furthermore, English and math had a 10% success rate
15 increase in spring 2019. However, this program needs to be further institutionalized by the
16 appointment of a campus-wide OER/ZTC coordinator and a standing committee with broad
17 representation from various academic disciplines. A creation of an OER/ZTC Guided Pathway
18 would further make this an integral part of the college experience for students.

19 20 **Analysis and Evaluation**

21
22 To effectively provide equitable instructional and support services SBVC encourages innovation
23 and effective the use of a variety of student-centered programs, delivery modes, methodologies,
24 and teaching strategies. SBVC collects and evaluates program data to document number of
25 students served and student success.

26
27
28 II.A.8 The institution validates the effectiveness of department-wide course and/or program
29 examinations, where used, including direct assessment of prior learning. The institution ensures
30 that processes are in place to reduce test bias and enhance reliability.

31 32 **Evidence of Meeting the Standard**

33
34 Department-wide examinations are not widely used at the SBVC.

35
36 The nursing program makes extensive use of Elsevier learning materials, including an exit exam
37 for every nursing course. The score on the exam is factored into the student's final grade for the
38 course. These courses and the grades assigned to them adequately reflect the results from the
39 national licensing examination. For the past three years, the success rate of SBVC nursing
40 program has gone from 78.67% in 2016-2017 to 89% in 2018-2019. This significantly exceeds
41 the 75% pass rate mandated by the California Board of Registered Nursing for program
42 accreditation. Similarly, on the national nursing exam (NCLEX-RN), our students' success rate
43 from 2018-2019 was 89.13%, which parallels the students' program success rate for the same

1 academic year. Thus, there has been a steady increase in the success rates of both the program
2 and on the national nursing exam from 2013 until 2019. Test bias and reliability are issues
3 addressed by the use of both internal and external measures of student achievement in nursing.
4 (144.1).

5 A few programs have PLO directly influenced by the pass rate of licensing/national/state exams.
6 Several departments use departmental course and/or program examinations or components of
7 examinations or projects in determining achievement of SLOs and PLOs. For example,
8 Chemistry utilizes the American Chemical Society Annualized Exam in partial assessment of its
9 programmatic outcomes in Chemistry 150 and 151 and Chemistry 212 and 213. The chemistry
10 exam is normed on a national level by the American Chemical Society. Test bias and reliability
11 are issues addressed by the use of both internal and external measures of student achievement in
12 chemistry. The Psychiatric Technology Program simulated Psychiatric Technology State Board
13 Certification as measure of PLOs.

14
15 Direct assessment of prior learning is available for students via credit by examination, as
16 described in BP4235 and AP4235, —Credit by Examination and as designated in the SBVC
17 College Catalog. The SBVC College Catalog lists the criteria used to accept the transfer of
18 external exam credit as well as the courses to which they apply. Prior learning assessments
19 include standardized exams such as the College-Level Examination Program and the Advanced
20 Placement Examinations. An application for [Credit by Examination](#) is available on the College
21 website.

22 23 **Analysis and Evaluation**

24
25 Discipline faculty work to align assessments with SLOs. Departments that utilize departmental
26 exams review the exams and the results on a regular basis, looking for trends in achievement in
27 addition to evidence of any disproportionate impact. The testing instruments and results are
28 reviewed by faculty to ensure providers are committed to reducing test bias. Policies for Credit
29 by Examination exist and information is posted in multiple locations.

30
31
32 II.A.9 The institution awards course credit, degrees and certificates based on student attainment
33 of learning outcomes. Units of credit awarded are consistent with institutional policies that
34 reflect generally accepted norms or equivalencies in higher education. If the institution offers
35 courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.
36 (ER 10)

37 38 **Evidence of Meeting the Standard**

39
40
41 All faculty are required to teach to the COR, which includes stated learning outcomes as
42 approved by the Curriculum Committee. Each unit of credit is based on Title 5 state
43 requirements and accepted practices in higher education.

1
2 The policies for awarding academic credit for DE programs and traditional programs are the
3 same. Academic credit is not a function of delivery mode. Further, the SLOs for a course remain
4 the same, regardless of delivery mode. Any review of curriculum proceeds through the
5 Curriculum Committee. However, a separate approval process for DE courses is required. Each
6 course is reviewed every six years as a part of the content review process. At that time, all parts
7 of the unified COR, including the DE approval, are reviewed and adjusted as necessary (72, 79).

8
9 Clarification of the academic credit for DE classes is in the *Handbook for Online Students*, the
10 College Catalog and the schedule of classes (98)

11
12 SBVC faculty recognizes the distinction between student learning and student achievement.
13 Faculty assess and evaluate outcomes to improve teaching in the classroom and increase student
14 success. For instance in Economics 2017-2018 Program efficacy the department discusses how
15 disaggregation of SLOs by mode of delivery highlighted gap in student attainment of SLO in
16 ECON 201 for hand drawn graphs. The analysis lead to a discussion around accessibility,
17 equitable access to technology, and commitment to explore solutions. A look at the composite
18 percentage for all ECON 201 classes in 2016-2017 show SLO success at 76% and by 2018-2019
19 SLO success rose to 87% present.

20 21 **Self-Evaluation**

22
23 SBVC adheres to Title 5 Section 55002 of the CCR, which specifies the relationship of hours of
24 lecture, laboratory, and study. Credit is awarded based on performance measures, which include
25 course objectives and SLOs. Thoughtful assessment and evaluation of SLOs lead to
26 improvement in teaching and learning.

27
28 II.A.10 The institution makes available to its students clearly stated transfer-of-credit policies in
29 order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill
30 degree requirements, the institution certifies that the expected learning outcomes for transferred
31 courses are comparable to the learning outcomes of its own courses. Where patterns of student
32 enrollment between institutions are identified, the institution develops articulation agreements as
33 appropriate to its mission. (ER 10)

34
35 The official clearinghouse of articulation for the CCCS, the UC system, and the CSU system is
36 the Articulation System Stimulating Inter-institutional Student Transfer (ASSIST). This agency
37 is cited in the College Catalog, class schedule, and other publications related to transfer. The
38 SBVC website includes a page with information for students regarding transfer and articulation
39 (145).

40
41 SBVC has developed articulation agreements with numerous universities, including those
42 showing low transfer rates for SBVC students, to encourage transfer to these institutions. These
43 agreements are updated annually. SBVC's articulation officer oversees all the articulation

1 agreements for all programs, including those that offer classes in the DE delivery mode. The
2 articulation agreements are evaluated when the content review process has an impact on a
3 program and when new courses or programs are offered. For example, new courses were
4 developed for computer science, and these courses were articulated with partner institutions to
5 ensure they aligned with student transfer requirements (146).

6
7 Course equivalency is determined at the departmental level, and the Admissions and Records
8 Office evaluates transcripts from other institutions for equivalence to SBVC courses for
9 eligibility in fulfilling graduation requirements (147).

10 11 12 **Self-Evaluation**

13
14 As of June 2020, all ten of the UC campuses articulate with SBVC, and 17 campuses of the 23 in
15 the CSU system have articulation agreements with SBVC [https://www.valleycollege.edu/student-](https://www.valleycollege.edu/student-services/counseling/transfer-course-list/)
16 [services/counseling/transfer-course-list/](https://www.valleycollege.edu/student-services/counseling/transfer-course-list/). Nineteen private universities also articulate with SBVC
17 [https://www.valleycollege.edu/student-services/counseling/transfer-course-](https://www.valleycollege.edu/student-services/counseling/transfer-course-list/transfer-course-agreements-with-independent-universities.php)
18 [agreements-with-independent-universities.php](https://www.valleycollege.edu/student-services/counseling/transfer-course-list/transfer-course-agreements-with-independent-universities.php). Articulation agreements are constantly renewed and
19 updated, as the articulation officer consults with faculty on course revisions and new course
20 development to meet transfer needs of students. SLOs are submitted through the curriculum
21 process for courses, certificates, and degrees, and are available at the Office of Instruction
22 website where they are promptly updated when departments make adjustments.

23
24 SBVC will maintain its current articulation agreements with UC, CSU, and private universities,
25 and expand when needed to include new partners.

26
27
28 II.A.11 The institution includes in all of its programs, student learning outcomes, appropriate to
29 the program level, in communication competency, information competency, quantitative
30 competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives,
31 and other program-specific learning outcomes.

32 33 **Evidence of Meeting the Standard**

34
35 SBVC programs with certificates and degrees establish PLOs through the curriculum process and
36 include competencies in communication, quantitative reasoning, information and inquiry, ethics
37 and diversity as appropriate to the program. SBVC's ILOs include communication competency,
38 information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and
39 the ability to engage diverse perspectives (47).

ILO 1: COMMUNICATION SKILLS

Literacy: reading, listening, observing, speaking and writing

Interpersonal skills: working with individuals and groups, including conflict resolution and giving/receiving constructive feedback

ILO 2: QUANTITATIVE SKILLS

Mathematical theory: understanding mathematical concepts and structures

Applied mathematics: applying mathematical skills and numerical data to analyze and solve real world problems

Mathematical visualization: using graphs, charts, and tables

ILO 3: CRITICAL THINKING SKILLS

Information literacy: finding, interpreting and evaluating information in print, electronic, and non-electronic media sources

Logical reasoning: constructing, supporting, analyzing, and evaluating arguments

Problem solving: using evidence-based reasoning to articulate a problem and propose hypotheses or solutions

Creativity: using creative reasoning for problem solving and personal and social expression

ILO 4: DISCIPLINE SPECIFIC SKILLS

Discipline theory: understanding and employing discipline vocabulary, ideas, theories, standards and ethics

Discipline technology: using tools, computers, instruments, and equipment relevant to discipline

Discipline performance: working in labs, workshops, clinics, performances, and work experience relevant to discipline

ILO 5: PERSONAL, SOCIAL, PROFESSIONAL RESPONSIBILITY

Self-knowledge: understanding and evaluating personal strengths, weaknesses, biases and values

Goal-setting: setting goals that are realistic and balance educational, professional and personal life

Cultural awareness: understanding and respecting one’s own culture, other cultures, and diversity

Ethics: understanding and practicing ethics, intellectual honesty, fairness, and personal responsibility

1
2 SBVC alignment and assessment of learning outcomes are rooted in SLOs, course level learning
3 outcomes. SLOs are aligned to PLOs, and SLOs are in the processes of being aligned to ILOs.
4 The rationale for rooting alignment and assessment of learning outcomes at the course level
5 stems from our diverse student population. Student goals vary. Students will take courses to
6 improve their reading and writing skills, to improve their math skills, for employment
7 advancement, and for pleasure without choosing to obtain a certificate or degree. CTE students
8 on a certificate or degree pathway ‘job out’, because they are hired in the industry, without
9 obtaining a certificate or degree. Students transfer to other universities without obtaining a
10 certificate or degree, and of course, students do complete certificates and degrees. What do all
11 these students with diverse learning goals have in common? They take classes. Thus, rooting
12 learning outcomes assessment at the course level and aligning SLOs with PLOs and ILOs,
13 provides ample data for assessment and evaluation (29, 34).
14

15 The A&O Committee has aligned ILOs with corresponding questions in campus Student Campus
16 Climate Surveys and Faculty Campus Climate Survey. In spring 2020 the A&O began the
17 process of assembling and analyzing longitudinal ILO data from the Campus Climate Surveys.
18 A&O Committee will present its findings to campus constituencies in fall 2020.
19

20 **Analysis and Evaluation**

21
22 SBVC curriculum processes ensure that all certificates and degrees going through curriculum
23 have PLOs. ILOs for the institution that align with communication competency, information
24 competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to
25 engage diverse perspectives, and other program-specific learning outcomes. SBVC uses course
26 level alignment and assessment to capture the widest range of data on learning outcomes for use
27 in assessment and evaluation of PLOs and ILOs. SBVC incorporates survey data into the ILO
28 assessment and evaluation process.
29

30 II.A.12 The institution requires of all of its degree programs a component of general education
31 based on a carefully considered philosophy for both associate and baccalaureate degrees that is
32 clearly stated in its catalog. The institution, relying on faculty expertise, determines the
33 appropriateness of each course for inclusion in the general education curriculum, based upon
34 student learning outcomes and competencies appropriate to the degree level. The learning
35 outcomes include a student’s preparation for and acceptance of responsible participation in civil
36 society, skills for lifelong learning and application of learning, and a broad comprehension of the

1 development of knowledge, practice, and interpretive approaches in the arts and humanities, the
2 sciences, mathematics, and social sciences. (ER 12)

3 4 5 **Evidence of Meeting the Standard**

6
7 General education requirements for associate degrees are clearly stated in the SBVC College
8 Catalog (pp 39-47).

9
10 SBVC’s curriculum process relies on the expertise of faculty. The articulation officer serves on
11 the Curriculum Committee and pages 34-35 on the Curriculum Handbook shows faculty how to
12 align courses with GE requirement. Annual Curriculum committee training emphasizes
13 compliance with Title 5 and the PACH. Courses undergo review and approval by the Curriculum
14 Committee and articulation officer before being included in the GE pattern in the College
15 Catalog (76,148).

16
17 SBVC’s Institutional Learning Outcomes (ILOs) address student’s preparation for and
18 acceptance of responsible participation in civil society, skills for lifelong learning and
19 application of learning, and a broad comprehension of the development of knowledge, practice,
20 and interpretive approaches in the arts and humanities, the sciences, mathematics, and social
21 sciences.

22 23 **Analysis and Evaluation**

24
25 The general education patterns (SBVC, CSU, and IGETC) are updated annually to reflect new,
26 modified and deleted SBVC curriculum. BP4020 Program, Curriculum, and Course
27 Development further ensure adherence to Title 5 and the appropriate involvement of the faculty
28 and Academic Senate in all curricular processes.

29
30
31 II.A.13 All degree programs include focused study in at least one area of inquiry or in an
32 established interdisciplinary core. The identification of specialized courses in an area of inquiry
33 or interdisciplinary core is based upon student learning outcomes and competencies, and include
34 mastery, at the appropriate degree level, of key theories and practices within the field of study.

35 36 **Evidence of Meeting the Standard**

37
38
39 The Curriculum Committee evaluates all degree programs to ensure adequate depth and breadth
40 in accordance with Title 5 standards. [AP4100](#) Graduation Requirements for Degrees and
41 Certificates states that all degrees have 60 semester units with 18 of those semester units are
42 required in the major or area of emphasis as determined by the SBCCD. Additionally, students
43 may also complete general education requirements and additional graduation requirements or

1 electives, if necessary, to bring the total units to a minimum of 60 semester units (79). Annual
2 Curriculum committee training emphasizes
3

4 The Curriculum process ensures that PLOs are present for all degrees. College Catalog describes
5 the PLOs for each program and SLOs for the degree required core courses are available on the
6 course outline of record (15).
7

8 **Analysis and Evaluation** 9

10 Degrees offered at SBVC meet the minimum requirement of 60 semester units, with a 18 of
11 those semester units from core discipline courses. Learning outcomes for the degree required
12 core courses include mastery, at the appropriate degree level, of key theories and practices within
13 the field of study. Learning outcomes are reviewed by the A&O Committee based on the SLO
14 Rubric to verify that outcomes are student centered, measurable and based on course content and
15 objectives.
16
17

18 II.A.14 Graduates completing career-technical certificates and degrees demonstrate technical and
19 professional competencies that meet employment standards and other applicable standards and
20 preparation for external licensure and certification.
21

22 **Evidence of Meeting the Standard** 23

24 The Curriculum Committee evaluates all CTE certificate and degree programs to ensure
25 adequate depth and breadth in accordance with Title 5 standards. CTE programs use Strong
26 Workforce data, consult with advisory committees, and network with area employers to ensure
27 that graduating students have the skills and competencies for employment in the field. For
28 example in working with their advisory committee the Library Technology program identified
29 and created curriculum to meet industry needs for digital archiving and youth services.
30 Aeronautics noted in the 2018-2019 EMP Sheet that through advisory meetings they learned that
31 needed to update PLOs and SLOs to a higher industry standard while keeping within the
32 requirements of the FAA.
33

34 Core courses within a discipline prepare students for external licensure and certification, as well
35 as any TSAs for Perkins (30, 79, 149). ORPIE seeks external licensure and certification data
36 from CTE industries, but data is not always accessible or reliable. ORPIE maintains a [State
37 Certification Pass Rate](#) webpage. Available data is gathered, evaluated and used in campus
38 documents and processes such as the EMP Sheets and Program Review (Nursing PR 2018-2019)
39
40
41
42
43

1 Analysis and Evaluation

2
3 SBVC CTE programs have active advisory committees that ensure curriculum and outcomes are
4 relative to the field and prepare students for external licensure. CTE programs and courses
5 undergo curriculum content review every two years and program to ensure relevancy and
6 currency (64).

7
8
9 II.A.15 When programs are eliminated or program requirements are significantly changed, the
10 institution makes appropriate arrangements so that enrolled students may complete their
11 education in a timely manner with a minimum of disruption.

12 Evidence of Meeting the Standard

13
14
15 SBVC’s Program Discontinuance Policy was developed in 2007 and approved by the Academic
16 Senate. Under the Program Discontinuance Policy, programs can be discontinued or placed on
17 hiatus while significant curricular changes are being made. The Program Discontinuance Policy
18 requires that existing students in the program have a pathway to completion in alignment with
19 the course catalog of their initial year provided their continuous enrollment in the program (129).

20 Analysis and Evaluation

21
22
23 On the rare occasions when Program Discontinuance Policy has resulted in discontinuance of a
24 program or a program being placed on hiatus, students are provided a pathway to completion.
25 For example, the Paralegal Program was discontinued in 2012 and arrangements were made for
26 students to complete their paralegal degree or certificate at Riverside Community College (150).
27 The Program Discontinuance Policy has not been reviewed by the Program Review Committee
28 or Academic Senate since its inception in 2011 and will be evaluated as part of our QFE.

29
30
31 II.A.16 The institution regularly evaluates and improves the quality and currency of all
32 instructional programs offered in the name of the institution, including collegiate, pre-collegiate,
33 career-technical, and continuing and community education courses and programs, regardless of
34 delivery mode or location. The institution systematically strives to improve programs and
35 courses to enhance learning outcomes and achievement for students.

36 Evidence of Meeting the Standard

37
38
39 As evidenced and discussed in Standard II.A.2 the quality of educational programs is evaluated
40 through the Program Review Efficacy Process. Program efficacy includes assessment and
41 evaluation of SLOs to improve student learning. Program reflect on the impact of mode of
42 deliver student access and student success. All departments are required to complete Program
43 efficacy every 4 years. In fulfillment of Title 5 CTE program complete a mini-review 2 years

1 after their full Program efficacy (39, 55). EMP Sheet data on success, retention, and achievement
2 is provided to departments for review and analysis on an annual basis.

3
4 All courses go through content review in the Curriculum Committee at least once every six
5 years. CTE programs complete content review every two years. Departments must complete a
6 DE addendum through the Curriculum Committee prior to being offered in a DE format.

9 **Analysis and Evaluation**

10
11 Program efficacy is a robust analysis and evaluation of how the program meets the mission of the
12 college and ensures access for all students by demonstrating that the pattern of service or
13 instruction meets student needs. Programs analyze and evaluate learning outcomes, and student
14 success and retention data. Program efficacy speaks to currency of curriculum, and engages in
15 short and long term planning goals that reflect trends in the discipline.

19 **Conclusions on Standard II.A. Instructional Programs**

20
21 SBVC offers exemplary curriculum, certificates, and degrees that meet Title 5 and other
22 eligibility requirements.

23
24 SBVC has comprehensive curriculum, program review and outcomes processes. These processes
25 are interwoven which provides checks and balances that ensure program quality and currency.

26
27 Students taking classes for personal or education growth, students earning a certificate or degree,
28 and students seeking to transfer can be assured of a quality education.

29
30 Outcomes processes have evolved rapidly in the past three years. Assessment has been impacted
31 by contractual and process changes that are not yet entrenched in the campus culture. The A&O
32 Committee is identifying gaps and working to remedy them.

34 **Impact of COVID-19**

35
36 The SBVC Emergency Task March 13, 2020 decisions made by District leadership to extend
37 Spring Break by one week and move the majority of classes into a fully online environment. The
38 Task Force focused conversations around to address continuity of instruction, professional
39 development, and student equity.

40
41 The Professional Development Coordinator developed intensive training sessions and labs on
42 Canvas and Zoom designed to assist faculty with little or no online teaching experience to move
43 their course materials online. Faculty attending or supporting training during Spring Break were

1 compensated for their time. DE professional development and support continued throughout
2 spring and summer.

3
4 SBVC complied with CCCCO and ACCJC requirements to complete the DE Blanket Addendum
5 for spring, summer, and fall semesters 2020. The Curriculum Committee worked with
6 department chairs, DE Faculty Leads, and Professional Development to complete the local DE
7 approval process prior to courses being offered in summer and fall.

8
9 CTE and science labs were suspended mid-semester. The uncertainty of how social distancing
10 and stay-at-home orders may impact summer and fall semester made the completion timeline for
11 these labs difficult to predict. The May 15, 2020 decision date for fall semester mode of delivery
12 will all administration and faculty to begin a completion plan.

13
14 To address equity issues students who did not have online access were able to check out
15 Chromebooks and Wi-Fi hotspots for home use. Additionally the Library and Library Computer
16 Lab remained open two days a week so student could access textbooks, library materials, and
17 meet computing and printing needs. Campus Technology Services (CTS) is using Amazon
18 Workspaces to create virtual computers give students access to lab software, or to access lab
19 software using a Chromebooks. CTS has 200 virtual computers for student access to Campus
20 provided software applications ready for summer session and is making plans to scale up for fall
21 if needed.

22 23 **Improvement Plan(s)**

24
25 SBVC will continue to collect AB 705 success and retention data. Data will be evaluated and
26 used to improve Math and English courses developed to meet the requirements of AB 705 and to
27 inform SBVC Quality Focus Essay Action Project 1: Scale academic student support services in
28 support of Guided Pathways and AB705.

29
30 The A&O Committee will complete work to map SLOs to ILOs and generate ILO data to
31 evaluate and improve student learning. A&O will continue to identify and resolve gaps in
32 Outcomes Processes.

33
34 SBVC Quality Focus Essay Action Project 2: Evaluate Program Review processes to ensure
35 integration in planning and prioritization across the College.

36 37 38 **Evidence List**

- 39
118 Curriculum Committee Minutes re: AB 705
119 Curriculum Committee minutes re: DE
120 DE Training
121 Representative Sample Syllabi with SLOs

122	Evidence for collegiate number system
123	Minutes re: AB 705 Senate, College Council, BOT
124	COR ENGL 086 & 087
125	BP/AP Program, Curriculum, and Course Development
126	p. 12 of 2019-2020 College Catalog
127	Scheduling/Course Rotation
128	Guided Self-Placement
129	Program Discontinuance
130	Modification of Major form
131	California Virtual Campus Online Education Initiative membership
132	Scheduling Tool
133	Student Development and LST courses
134	SBVC Website: Specialized Counseling Services
135	Honors Program
136	College Promise
137	First Year Experience
138	FA18 and FA 19 Schedule offering remedial math
139	MyOpenMath
140	ITV Big Bear
141	SBVC and State Course Completion Rate
142	OER/ZTC Course List
143	Chemistry SLO Cloud
144	BVMPT Pass Rates
144.1	NCLEX Pass Rates
145	Transfer Information
146	Articulation Agreements
147	Course Equivalency Process
148	33-39 of 2018-2019 College Catalog
149	TSA/Licensure CTE
150	Program Discontinuance Paralegal College Council Minutes 4/13/11

1

2

1 **II.B. Library and Learning Support Services**

2
3 II.B.1 The institution supports student learning and achievement by providing library, and other
4 learning support services to students and to personnel responsible for student learning and
5 support. These services are sufficient in quantity, currency, depth, and variety to support
6 educational programs, regardless of location or means of delivery, including distance education
7 and correspondence education. Learning support services include, but are not limited to,
8 library collections, tutoring, learning centers, computer laboratories, learning technology, and
9 ongoing instruction for users of library and other learning support services. (ER 17)

10 **Evidence of Meeting the Standard**

11
12
13 Library and Learning Support Services are available to students regardless of location or means
14 of delivery. SBVC Library has a print collection of more than 70,000 volumes, searchable by
15 author, title and/or subject – along with more than 200,000 eBooks and periodicals that supports
16 the depth and breadth of the campus curriculum. Ebooks and research materials are available on
17 or off campus to all students via the SBVC Library’s online databases. Passwords for the online
18 databases are distributed in the library and are accessible to any student using Canvas, the campus’
19 online learning shell. Faculty librarians provide one-on-one research assistance, orientations,
20 workshops and information literacy instruction. Library participates in the LibAnswers online
21 chat reference service. The Library maintains a textbook collection and faculty are able to place
22 other items on reserve.

23
24 The Library Computer Lab provides currently enrolled students with 120 computers as well as
25 printing and photocopying services. Computer technicians are available in the library to provide
26 technical support. There are over 84 additional computers available for student use throughout
27 the campus in the Tutoring Center, Math and Science Success Center, Associated Student Center
28 Lab, SBVC Athletics Center (The Huddle) and Veterans’ Center.

29
30 The San Bernardino Valley College Student Success Center (SSC) provides academic support
31 services across disciplines available through Supplemental Instruction, Tutoring, STEM/Math
32 Science Success Center, The Writing Center, The Huddle and Veterans’ Center. The centers
33 provide access to anatomy bones and organs, calculators, textbooks and basic office supplies.
34 Online tutoring is available through NetTutor and is accessible through SBVC’s online learning
35 shell Canvas.

36
37 The Writing Center serves students at all levels and from all disciplines to improve their writing
38 and schedules workshops through the year that focus on various aspects of the writing process.
39 The Writing Center has tutors available for face-to-face writing conferences with individual
40 students and the Writing Center offers online tutoring for students in 100 level classes and above.
41 The Center offers ESL conversation groups that meet weekly to explore language issues that
42 challenge non-native speakers of English.

1 The STEM (Science, Technology, Engineering and Mathematics) Program is housed under the
2 Student Success Center. The program is designed to assist low income and other traditionally
3 underrepresented students and prepare them to pursue diverse careers in various STEM fields. It
4 assists students in Math and Science courses and prepares them to transfer to four-year
5 universities. SBVC is part of the California MESA college and career prep engine that propels
6 student diversity and achievement in science, technology, engineering and math (STEM).
7 Students enrolled in the nursing, psychiatric technology or pharmacy technology program can
8 participate in the tutoring services provided by this Health/Science Research Center.

9
10 Zero Textbook Cost Degree Program (Z Degree) is one of the Open Educational Resources
11 (OER) initiatives to improve teaching, learning and accessibility for all learners at California
12 Higher Education institutions. The Z Degree Pathway is earned entirely by completing courses
13 that eliminate conventional textbook costs. ZTC grant provides chrome books for ZTC students
14 to check out.

15 16 17 **Analysis and Evaluation**

18
19 Under the direction of the Division of Academic Support and Learning Services, SBVC supports
20 student learning and achievement by providing comprehensive library instruction and services,
21 general and specialized tutoring, and supplemental instruction. Library and learning support
22 services are appropriate to support campus curriculum and support a diverse community of
23 learners.

24
25 Library and learning support services are available to students regardless of location or means of
26 delivery. SBVC Library has a print and online collection that supports the depth and breadth of
27 the campus curriculum. Ebooks and research materials are available on or off campus to all
28 students via the SBVC Library's online databases. Reference services are available in person, by
29 phone, or online using 'LibAnswers'.

30
31 Computer labs are available in Library Computer Lab, Associated Student Center Lab, Success
32 Center, Veteran's Center, and Business Building. Student's participating in the Z Degree
33 Program can check out Chromebooks in the library.

34
35 Tutoring and Academic Success resources are open for scheduled and drop in tutoring sessions
36 and offer a variety of academic assistance programs including one-on-one tutoring, group
37 tutoring, and workshops. Academic support is also provided through Supplemental Instruction
38 (SI). Usage of SI on campus is increasing with the implementation of AB 705. The ZTC/OER
39 grant is providing access to NetTutor for all of SBVC's online classes and allows online students
40 access to tutoring services. The Tutoring and Academic Support Website provides links to
41 additional online resources available to all students.

1 II.B.2 Relying on appropriate expertise of faculty, including librarians, and other learning
2 support services professionals, the institution selects and maintains educational equipment and
3 materials to support student learning and enhance the achievement of the mission.
4

5 **Evidence of Meeting the Standard** 6

7 The SBVC Library’s Collection development policy outlines the library’s mission to support
8 campus curriculum. Librarians use a wide variety of collection development resources including,
9 Library Journal, Booklist, School Library Journal, Books in Print, to select materials for the
10 campus. There is a library materials faculty request form available online for faculty to
11 recommend specific titles. Students may also request titles.
12

13 The campus relies on the expertise of library faculty to build a well-rounded collection of quality
14 print and online resources. A librarian traditionally serves as a member of the Curriculum
15 Committee and review all new and updated curriculum and verifies that resources and typical
16 text for the course are sufficient in quality and currency. The librarian their knowledge from the
17 curriculum committee to purchase materials to meet curricular needs.
18

19 Academic support services faculty rely on discipline faculty expertise to decide which classes
20 will receive tutoring and SI support. Academic support relies on faculty expertise when hiring
21 tutors. Academic support faculty work together with tutors and students to determine what kinds
22 of software and other hands on materials, such as anatomy models, would be most beneficial to
23 the students who use our services.
24

25 SBVC relies on a team of faculty including the Coordinator, Math & Science, Student Success
26 Center, the MESA Director, and MESA and STEM Counselors to develop and coordinate
27 learning support services.
28

29 The campus Technology Committee uses campus processes and works with other campus
30 committees, district committees, professional development and grant development to select and
31 maintain educational equipment that support student learning The 2018-2021 Technology Plan
32 outlines the mission, vision and goals of the campus. Departments may also request educational
33 equipment and technology to support student learning through the campus Program Review
34 Needs assessment process.
35

36 Discipline faculty main currency through attendance of conferences and workshops in their field.
37 The professional development committee helps fund discipline specific conferences and other
38 activities that contribute to professional growth. Additionally, the committee provides many
39 local opportunities for faculty to increase their skills, gain insight to new theories of teaching and
40 learning, increase student equity, and serve diverse populations. The professional development
41 coordinator sends regular communication to all faculty about online resources, webinars, and
42 other virtual learning opportunities.

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Analysis and Evaluation

SBVC Library maintains a print and online collection with the depth and breadth to support the campus curriculum. The reading level for library materials purchased ranges from 6th grade through college level to accommodate the reading levels of our student population.

Educational Equipment and Technology for learning support services are selected by technology and discipline experts through the Technology Committee, Online Resources Committee, and Program Review processes.

II.B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The Library and all learning support services programs at San Bernardino Valley College participate in the campus Program Review processes. Program efficacy, which occurs every four years, is a comprehensive reflection on how departments meet the mission and strategic goals of the college. Programs report on the depth and breadth of services offered, student population served, access, assessment and evaluation of learning outcomes, and student success. During Program efficacy, departments engage in short and long range planning and improvement. Program may participate in the annual Program Review Needs assessment process to make requests for additional faculty, classified professional, facilities, equipment, or technology to improve campus services to students.

By analyzing SAO assessment quantitative and qualitative data from a student survey the Writing Center identified a need for more drop-in spots. The Writing Center strategically placed drop-in spots throughout the tutors' schedules, thus accommodated for more students who did not have appointments.

The Academic Success discovered a theme Around hours and access that ran through three of their SAOs. As a result, the math and science success center expanded its regular hours from 8:00 a.m.- 6:00 p.m.to 8 a.m. - 8:00 p.m. and will also increase summer hours based on SAO assessment and evaluation.

Analysis and Evaluation

SBVC meets the standard. Library, Student Success Center, Tutoring/SI, and Veterans Center, participate in Program Review processes including Needs assessment, Program efficacy, and

1 updating annual EMP Sheets to assure their adequately meet student needs. All areas have SLOs
2 and/or SAOs as appropriate. The Writing Center under goes efficacy in collaboration with the
3 English Department. SLOs/SAOs, and student success data assessed and evaluated. The Writing
4 Center under goes efficacy in collaboration with the English Department and the Health/Science
5 Research Center reports with Nursing. Grant funded programs such as MESA and ZTC/OER are
6 assessed through the grant reporting process.

7
8 Student Success and Tutoring 2017-2018 efficacy retention and success rates have been used to
9 determine how funds are allocated to provide better supportive services for students utilizing the
10 center and its resources.

11
12
13 II.B.4 When the institution relies on or collaborates with other institutions or other sources for
14 library and other learning support services for its instructional programs, it documents that
15 formal agreements exist and that such resources and services are adequate for the institution's
16 intended purposes, are easily accessible and utilized. The institution takes responsibility for
17 and assures the security, maintenance, and reliability of services provided either directly or
18 through contractual arrangement. The institution regularly evaluates these services to ensure
19 their effectiveness. (ER 17)

20 21 **Evidence of Meeting the Standard**

22
23 SBVC Library collaborates with institutions and consortiums as appropriate to support library
24 services and the library collection. Formal agreements with vendors are maintained in the
25 Library Director's office. SBVC Library participates in Inter-Library Loan with its sister campus
26 Crafton Hills College.

27
28 Security is provided to all learning support services through SBCCD Police. All learning support
29 service areas are equipped with fire alarms, panic buttons, and telephones hook up to the campus
30 emergency alert services. All doors can be locked from the inside. All learning support services
31 participate in semi-annual disaster drills. The Library has 3M security gates and uses tattle tape
32 to secure the print collection. Computers in all campus labs are protected with security cables.
33 Technology that circulates can be tracked through GPS and can be disabled remotely.

34
35 Campus Computer Services and TESS maintain and ensure the reliability of computers and
36 software. Additionally, a 2747 help desk available to assist students, faculty, and staff that
37 experience challenges with computers or programs. Campus custodial and maintenance
38 departments care for campus facilities.

39 40 **Analysis and Evaluation**

41
42 SBVC documents contracts with vendors and ensures that resources and services provided
43 through these contracts are adequate and meet the needs of the institution. SBVC provides

1 maintenance and security for its locations, equipment, as well as the security of personnel and
2 students.

5
6 **Conclusions on Standard II.B Library and Learning Support Services**

7
8 Division of Academic Services and Learning Support, houses the library and majority of learning
9 support services, including the Student Success Center, Tutoring Center, and Supplemental
10 Instruction. The library collection and tutorial services are appropriate to meet the needs of
11 SBVC’s diverse student population and are available in face-to-face and online formats.
12 Computer labs are located in the Library, Student Success Center, Tutoring Center and Student
13 Center. There are additional learning support services available for special populations in The
14 Huddle, Veterans Center, and Health Science Research Center.

15
16 SBVC relies on the expertise of faculty to build the library collection, and on the faculty
17 Coordinator, Math & Science St, Student Success Center, MESA Director, and MESA and STEM
18 Counselors to build programs and services that enhance student equity and increase student
19 achievement. Faculty keep current in their disciplines through participation in conferences and
20 workshops. Faculty participate in professional development opportunities at the campus and the
21 District. All Library and Learning Support Services participate in campus Program Review
22 processes which is aligned with the campus’ Strategic Goals and includes analysis of outcomes
23 and student success data. SBVC keeps library and learning support services equipment well
24 maintained and locations secure.

25
26 The Library is an essential component to maintain student equity during the COVID-19 crisis.
27 The Library remained open two days, with minimal staffing, a week to meet student’s need for
28 access to textbooks, computer use, Internet access, and photocopying. Students were able to check
29 out Chromebooks for the remainder of the semester at the library circulation desk.

30
31 Reference services were offered fully online. Librarians worked virtual reference during their
32 regularly scheduled hours and interacted with students by phone, email, and live Zoom
33 conferencing. Library orientations went virtual. Librarians used Zoom to give class orientation to
34 online library services.

35
36 **Improvement Plan(s)**

37
38 SBVC Quality Focus Essay Action Project 1: Scale academic student support services in support
39 of Guided Pathways and AB705.

40
41 **Evidence List**

- 42
43
- Library agreements for CCL Library Consortium

- 1 • CHC/SBVC Library cooperation
- 2 • Library Security
- 3 • Campus Security
- 4 • Technology Support/Help Desk
- 5 • Custodial & Maintenance
- 6 • Collection Development Plan
- 7 • Collection Statistics
- 8 • Library Orientation Statistics
- 9 • Relevant website screenshots
- 10 • Database statistics
- 11 • Canvas screenshots
- 12 • Remote Access passwords

13
14
15
16

1 **II.C Student Support Services**

2
3 II.C.1 The institution regularly evaluates the quality of student support services and
4 demonstrates that these services, regardless of location or means of delivery, including
5 distance education and correspondence education, support student learning, and enhance
6 accomplishment of the mission of the institution. (ER 15)

7 8 **Evidence of Meeting the Standard**

9
10 Student support services departments fully participate in programs review processes
11 including annual EMP, annual needs assessment, and program efficacy every 4 years. The
12 efficacy process requires student support services to; provide evidence that the pattern of
13 service, in person or online, meets student needs, assessment and evaluation of SAOs, and
14 addresses the how the department meets the institution’s mission. Educational quality of
15 student support services is evaluated on a four-year cycle through the Program Review
16 Efficacy Process. Efficacy evaluation is framed by the college’s strategic initiatives and
17 incorporates the programs’ EMP data. EMP dialogue and data is updated and submitted to
18 the Office of Institutional Research each fall. Program Review member teams evaluate
19 efficacy documents and provide feedback to the departments/programs for consideration in
20 planning and improving quality.

21
22 Student support services receive evaluative feedback from Campus Climate Surveys, post
23 services feedback satisfaction surveys, and service data. Service data is disaggregated by
24 ethnicity, gender, location and time of day,

25
26 Elements of student support services have further been evaluated through the implementation of
27 Guided Pathway, AB705 and College Promise. Guided Pathways cross functional inquiry with
28 students, administrators, faculty, and staff has highlighted the challenges of applying to college,
29 obtaining financial aid, and registering for classes. The Academic Senate hosted a local ASCCC
30 event on Guided Pathways on October 30, 2019. ASCCC presenters enumerated some of the
31 difficulties they had a ‘new’ student applying to campus, navigating the campus website, and
32 finding scheduled classes needed to achieve a student academic goals. As part of Guided
33 Pathways all new students are helped to explore career options and college pathways during the
34 onboarding process. Students are required to meet with a counselor who assists them in the
35 process of creating educational plan which is closely monitored by the college.

36
37 AB 705 prompted evaluation of admission and assessment. The SSSP Committee discussions
38 lead to updating language on the college website, working with discipline faculty to develop a
39 Guided Self Placement instruments, and invalidation timeline for prior assessment scores.

40
41 College Promise – challenges of registration, matriculation & counseling
42
43

1 Analysis and Evaluation

2
3 Procedures are in place at SBVC to evaluate the quality of programs, services and ensure
4 support of the College mission in Student Services regardless of modality.

5
6 In addition to program review and Campus Climate Surveys, the College periodically
7 contract with 25th Hour Communication to assess the ease and accuracy of campus services
8 using ‘secret shopper’. The quality of student services is overseen by the Student Success
9 Support Program (SSSP) Committee, which oversees the development SSSP plan, reviews
10 plan data, and creates the SSSP report, and Enrollment Management and Student Equity
11 committee, who has as part of its charge the “...reviewing [of] internal and external
12 assessment trend data as it applies to enrollment planning, researching and reviewing
13 successful models of recruitment and retention programs..” SBVC uses State wide
14 initiatives as a spring board to evaluate programs and services.

15
16 II.C.2 The institution identifies and assesses learning support outcomes for its student
17 population and provides appropriate student support services and programs to achieve those
18 outcomes. The institution uses assessment data to continuously improve student support
19 programs and services.

20 Evidence of Meeting the Standard

21
22
23 Student Services departments analyze qualitative and quantitative data to evaluate services,
24 evaluate SAOs, and inform planning. Collection of SAO data is ongoing, and a full analysis of
25 evaluation of SAOs must take place at least once during the department’s four year program
26 efficacy cycle. SAOs are used to continuously improve services to students. For example in
27 Admission and Records (A&R) 2018 program efficacy examination of data for the SAO
28 “Students will become more self-sufficient with learning how to use the Admissions and Records
29 online systems such as: Webadvisor, online transcripts and the SBVC email account.” allowed
30 the department identify that only 47% of students surveyed understood how to order online
31 transcripts. In response, A&R, has improved their communication and outreach to current and
32 former students by creating an A&R Facebook page, and Instagram page. In addition, A&R
33 identified that surveyed are not at a point in their education that requires transcripts and is
34 reaching out to students who are concluding their educational journey at SBVC by providing
35 information on requesting online transcripts at graduation fairs. Annual EMP Sheets that must
36 accompany needs assessment requests, afford Student Services the opportunity analyze and
37 evaluate data annually.

38 Analysis and Evaluation

39
40
41 SBVC defines SAOs for its student population. SAO assessment data is collected, analyzed and
42 evaluated. The results of SAO assessment and evaluation is used to improve student support
43 programs and services.

1
2 As noted earlier the creation of new departments and the frequent changes in staffing and
3 management have led to some gaps in SAO establishment, assessment and evaluation. The SLO
4 Coordinator is working to close these gaps. Program efficacy also identifies SAO gaps and
5 departments close those gaps during the efficacy process.
6

7 EMP Sheets are expected to be completed annually required for needs assessment, however it
8 appears that sometimes departments who are not making needs assessment requests do not
9 complete EMP Sheets. EMP Sheets and their role in Program Review will be evaluated as part of
10 the QFE.
11

12
13 II.C.3 The institution assures equitable access to all of its students by providing appropriate,
14 comprehensive, and reliable services to students regardless of service location or delivery
15 method. (ER 15)
16

17 **Evidence of Meeting the Standard**

18

19 The College provides on campus and remote students equitable access to student services.
20 On the SBVC campus, A&R, financial aid, individual counseling sessions and online advising
21 are available during day and evening hours and on Super Saturdays. These services, and the
22 bookstore, extend hours of operation at the beginning of the semester to increase student access.
23

24 Counselors, admissions and financial aid staff go to the mountain communities, Big Bear and
25 Rim of the World, to provide on-site registration before the semester starts and during Super
26 Saturdays. These on-site services are also offered in area high schools,
27

28 All students can access student services information in the College catalog, on the webpages, and
29 can call campus departments for assistance. Online counseling and Telecounseling via Cranium
30 Café is available. Financial Aid has implemented Qless software to improve in person wait
31 times, and Chatbot software to facilitate targeted online help at the student's point of need.
32 Financial Aid TV, which consists of sixty second video help modules, is available on the campus
33 website. Students can also access FAQs or call the published help lines for further assistance
34 with online systems such as CCCApply, and FAFSA application that are not administered by the
35 campus. Campus Logic, a system for virtual documentation, is in the implementation phase and
36 will be live in 2021.
37

38 Online orientation and additional workshops designed to explain the policy of the college
39 regarding academic performance, explore strategies to improve GPA, and modify behaviors for
40 academic success are available in English and Spanish. (Counseling Efficacy 2016).
41

1 There are services for students that are best utilized in person. Comprehensive information on
2 services offered and contact information these departments, for instance DSPPS, Student Health,
3 and the Food & Clothing Panty, are available in the College catalog and the College website.
4

5 **Analysis and Evaluation**

6

7 The efficacy and accuracy of student support services, regardless of modality, is evaluated
8 through the program review process. The Enrollment Management and Student Equity
9 Committee provides another check point for consistent and accurate enrollment and student
10 services information as does the periodic reports on access to accurate information from 25th
11 Hour Communication.
12
13

14 II.C.4 Co-curricular programs and athletics programs are suited to the institution’s mission
15 and contribute to the social and cultural dimensions of the educational experience of its
16 students. If the institution offers co-curricular or athletic programs, they are conducted with
17 sound educational policy and standards of integrity. The institution has responsibility for
18 the control of these programs, including their finances.
19

20 **Evidence of Meeting the Standard**

21

22 The mission of the Office of Student Life is one of equity and inclusiveness for SBVC’s diverse
23 community of learner. Student clubs must identify a faculty advisor, register with the Office of
24 Student Life, and be recognized by Associated Student Government. Clubs identify that their
25 focus such as, achieving success, personal or academic growth, diversity beyond the classroom,
26 and inclusiveness, support the campus mission. Each club develops a constitution that states their
27 intended purpose and how the club will enrich the campus community.
28

29 Student club budgets are developed according to AP6200 Budget Preparation. Clubs submit their
30 budget to the Office of Student Life. The Office of Student Life prepares the overall budget for
31 the department and sends it to the Division, who in turn sends the budget to President’s Cabinet
32 for final review. Once budgets are approved and funds available, student clubs' expenses go
33 through multiple layers of budget approvals before funds a distributed.
34

35 Oversight is provided in a number of ways. The Office of Student Life participates in the Program
36 Review Process. Faculty club advisors are charged with overseeing club programs and funding,
37 ensuring the club effectiveness, and recruitment and retention of club members. AP7400: Travel
38 delineates procedure for student travel to conferences. The Office of Student Life ensures
39 compliance with Title V and Title IX.
40
41
42
43

1 **Analysis and Evaluation**

2
3
4 SBVC has a robust programs and services that contribute to the social and cultural dimensions of
5 the student’s educational experiences. These programs include Student Life, Student
6 Government, Student Health Services, Service Learning, The Pantry, and Athletics.

7
8 The Office of Student Life assumes a leadership role in creating a campus environment that
9 integrates the rich diversity of our campus with learning experiences and those experiences
10 outside of the classroom that complement the academic curriculum. Student participation in the
11 design and implementation of campus-wide programs provides opportunities for the
12 development and enhancement of leadership, interpersonal skills, and personal growth. The
13 office provides structured activities, programs, services, resources, and facilities to accomplish
14 this mission.

15
16 The Inter-Club Council. The Inter-Club Council (ICC) is composed of one club representative
17 from each of the chartered clubs on campus and serves as the forum by which clubs
18 communicate and work collaboratively with one another to strengthen and support campus
19 events and activities. The club rush event is regularly sponsored by the ICC. ICC has a
20 designated time for networking via an established college hour for meetings and events. Clubs
21 are student focused and intended to provide students with a holistic environment on campus, one
22 that encourages academics and addresses the personal development of students and their
23 interests.

24
25 Student government. The AS offers students the opportunity to share in college governance,
26 interact with professionals, participate in social and cultural activities, and create and administer
27 their own programs and support systems that reflect diversity and instill self-reliance, ethical
28 leadership, and responsible action. Student leaders have membership in campus collegial
29 consultation committees per California Education Code 70902(b)(7).

30
31 Programs such as VBC, College Promise, and Alpha Gamma Sigma have service-learning
32 components. College Promise requires fifteen hours of community service for program
33 participation. HACU Club is developing local community partnerships with a focus on aiding the
34 homeless in the community. Alpha Gamma Sigma sponsors activities such as electronic waste
35 recycling, among other events. Although service learning has been slow to develop at SBVC, the
36 Office of Student Life will be using the Presence, a campus wide engagement software, to track
37 student involvement on campus, identify trends in student behavior, and increase student
38 outreach and engagement in service-learning opportunities.

39
40 The Valley 360 Resource Center, affectionately known as The Pantry, provides meals, clothing,
41 and baby items, and hygiene referral services, for hundreds of San Bernardino Valley College
42 students who will need them most, allowing them to focus more time on their studies and on
43 completing their degree or certificate that will lead them to employment in the high-paying

1 career of their dreams. Associated Student Government advocated for space on campus for the
2 Panty, and for a new space in the Library Building when the Pantry. The Panty is open two days
3 a week.
4

5 Student Health Services at SBVC support the campus mission by working to keep our
6 community of diverse learners healthy so they can achieve their academic goals and fully engage
7 in their education. Their priorities are set utilizing data from the National College Health
8 Assessment Survey (NCHA) our public health dashboard trends, and observations of student
9 needs. The department is comprised of nursing professionals, family nurse practitioners, mental
10 health counseling professionals, and support staff. All student health staff are dedicated to
11 assisting students in accomplishing their personal and educational goals. Students are assisted in
12 achieving optimal health by providing mental health, physical health, strengths development, and
13 wellness-oriented health education services. Mental health services include 1:1 psychotherapy
14 session, mental wellness oriented groups, and stigma reduction and wellness oriented events,
15 campus outreach (insert links for a few examples), and referrals to services available after hours
16 and in the community, provided by RNs and nurse physical wellness oriented events and
17 referrals to community partners. Wellness oriented educational services encourage a culture of
18 health and wellness events already mentioned in addition to, campus calls when student health
19 staff go where the student are on campus to interact and provide information and dialogue about
20 health topics guided by data or student curiosity and Strengths based development utilizing the
21 Gallup StrengthsFinder assessment tool and development through small groups, classroom
22 trainings, individual coaching, and faculty training. We have been privileged to receive some
23 supplemental funding, grant money, and event funding to expand and enrich our mental health
24 services in recent year. These funds have helped better meet these significant needs on this
25 campus and supported many of our mental health stigma reduction and wellness events as well
26 as providing expanded therapeutic services.
27

28 Athletics and sporting events. The Athletics Program hosts numerous sporting events that
29 showcase SBVC’s student athletes, thereby promoting home team spirit, sportsmanship, and a
30 sense of belonging beyond physical education courses. A dedicated counselor from the
31 Counseling Department provides counseling services for the athletes’ well-rounded
32 development. Athletic Success Center (The Huddle) provides sports-minded students easy access
33 to extra help in math and English, priority registration, and financial resources.
34
35
36

37 II.C.5 The institution provides counseling and/or academic advising programs to support
38 student development and success and prepares faculty and other personnel responsible for
39 the advising function. Counseling and advising programs orient students to ensure they
40 understand the requirements related to their programs of study and receive timely, useful,
41 and accurate information about relevant academic requirements, including graduation and
42 transfer policies.
43

Evidence of Meeting the Standard

Student services offers face-to-face and online orientations for all students. Student services hosts single and multi-day campus orientation for incoming high school students, and their parents, and cohort groups such as FYE, Valley Bound, and College Promise. The College also uses the campus webpage, social media sites, campus advertising and email to inform students on graduation and commencement requirements.

Student services faculty share information about academic advising resources in a variety of ways, including but not limited to announcements during all faculty meeting, working with the Academic Senate to evaluate and approve the adoption of software, emails, and flex and in-service day workshops.

Analysis and Evaluation

The institution provides counseling and academic advising to all students using different modalities.

II.C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

AP5010 Admission sets forth policies for students are consistent with the College's mission to serve a diverse community of learners. AP5010, the college catalog, College website, and promotional materials, stipulate the criteria for international students, student residency, and for student participation in dual/concurrent enrollment programs. Programs with internal requirements for admission, such as nursing, or external requirements for licensure such as aeronautics, are clearly stated in program requirements and literature.

Counseling, Transfer Center, and Discipline offices, advises students how best to attain their educational goals. The College catalog, and the [campus website](#) includes general education requirements for graduation and transfer, and the discipline courses required. Discipline specific planning sheets and program catalogs are available in print in Counseling and departmental offices. The campus utilizes Starfish software to create educational plans that lays out the course requirement and sequencing for students to achieve their educational goals.

The campus is engaged in developing a Guided Pathways model to guide students using meta-measure pathways that allows students to complete graduation/transfer requirements in and shorter period of time and with minimal accumulation of units. The First Year Experience, Valley

1 Bound, forerunners for pathways on campus, have laid the foundation for two year College
2 Promise program and the ZTC degree pathway.

5 **Analysis and Evaluation**

7 In accordance with the College mission, SBVC has consistent policies that govern student
8 admission. These policies that are widely available to perspective and current students.

10 While SBVC developed student “pathways” such as FYE and Valley Bound before the Guided
11 Pathways initiative formally defined and scripted Guided Pathways as a navigational model for
12 student completion.

14 College adoption of the Guided Pathways framework may appear sluggish to from a campus
15 wide perspective. The Guided Pathways team of four faculty with administrative support,
16 mindful of campus culture, has sought to become well informed prior to implementing Guided
17 Pathways, educate campus through targeted training, and institutionalize the Guided Pathways
18 framework on campus in incremental steps. Guided Pathways is gaining momentum, as
19 illustrated by the Media Academy “meta-major” which spans telecommunications, broadcasting,
20 digital archiving, journalism, information literacy, videography, theater and music productions,
21 and soundtrack production which has been development with the cooperation of diverse
22 disciplines across campus including, RTVF, English, Music, Theater, Communication Arts and
23 Library Technology. The Guided Pathways Team needs to work further with department chairs
24 and within divisions to streamline and standardize GE courses, and identify new curriculum to be
25 developed.

28 I.I.C.7 The institution regularly evaluates admissions and placement instruments and
29 practices to validate their effectiveness while minimizing biases.

31 **Evidence of Meeting the Standard**

33 Prior to the adoptions of AB705, SBVC utilized Accuplacer for assessment in mathematics,
34 reading, ESL and English. Student seeking to enroll in English 101 also completed an essay that
35 was evaluated by the English faculty. Evaluation of Accuplacer and adjustment of cut of scores
36 was conducted by department faculty based on student success data and feedback from faculty
37 and counselors. Counseling also receives a monthly assessment report that informs assessment
38 decisions.

40 With the implementation of AB 705 a new self-guided placement instrument, developed in
41 collaboration with department faculty and the SSSP committee. The self-guided placement is
42 based on a student’s self-report GPA in high school courses. The self-guided assessment

1 recommend appropriate math, ESL, English and reading courses, but students are free to select
2 and enroll in college or remedial level courses based on their educational goals and/or skill sets.
3

4 Guided self-placement was implemented in summer 2019. Validation of the self-assessment
5 instruments will follow the established pattern used for Accuplacer. The Office of Research,
6 Planning, and Instructional Effectiveness will gather success data over several semester, which
7 will be combined with Starfish data, and monthly assessment reports and be evaluated by
8 departmental faculty who will consider adjustments to course recommendations using self-
9 reported GPA as the ‘cut score’. However, and adjustments would only inform students on
10 course recommendations, not require or limit students to registration in the courses
11 recommended.
12
13

14 **Analysis and Evaluation**

15
16 SBVC is compliant with AB705. Guided self-placement was collegially developed by faculty,
17 SSSP Committee, and informed with data gathered from the ORPIE office, and analysis of self-
18 assessment instruments at other California Community Colleges. Development of guided self-
19 placement was transparent, with regular report outs to Academic Senate, College Council and the
20 Board of Trustees. New curriculum has been developed to provide credit or non-credit
21 companion and support courses. SBVC has increase instructional support services including
22 tutoring, supplemental instruction, and self-pace computer instruction to provide additional
23 support for students. Analysis of guided self-placement will take place when sufficient data has
24 been gathered for a thorough evaluation.
25

26 II.C.8 The institution maintains student records permanently, securely, and confidentially,
27 with provision for secure backup of all files, regardless of the form in which those files are
28 maintained. The institution publishes and follows established policies for release of student
29 records.
30

31 **Evidence of Meeting the Standard**

32 The Admissions and Records Office is responsible for maintaining student records. Student
33 records are electronically archived electronically and password protected. The SBCCD has a
34 policy for the release of student records, which is compliant with FERPA (BP/AP5040). The
35 policy is posted for student access on the SBCCD website.
36

37 The Financial Aid Office is governed by both federal and state regulations with regard to the
38 maintenance of student records. Federal regulations governing financial aid require that student
39 financial aid records are kept for three years after the date of the last Fiscal Operations Report
40 and Application to Participate (FISAP), which is filed each September 30th following the end of
41 the academic year. The Financial Aid Office complies with this regulation. State regulations
42 governing state financial aid require that student financial aid records are kept for three years
43 from the last day of the period in which the grants were intended. The SBVC Financial Aid

1 Office complies with this regulation. Financial aid records are now scanned into SBVC’s
2 Imagenow System, and only the Financial Aid staff have access to these records. The SBVC
3 Financial Aid Office follows FERPA regulations with respect to releasing student records. The
4 policy is posted for student access on the SBCCD website (4.66).

5
6 The campus utilizes Maxient System to secure non-academic student records such as Behavioral
7 Intervention Team records, student discipline records, and Title IX records. Medical records
8 storage in Student Health Services are HIPPA compliant.

9 10 **Analysis and Evaluation**

11
12 Student admission records, transcripts, and financial aid records are maintained in accordance
13 with state and federal guidelines. Student records are secured and only released in accordance
14 with board policies and administrative procedures.

17 18 **Conclusions on Standard II.C. Student Support Services**

19
20 Student Support Services at SBVC support the mission of the college. Most services are
21 available to students regardless of location or means of delivery. The college evaluates and
22 revises assessment instruments. Student services are assessed and evaluated annually using the
23 EMP-Sheet and program efficacy four years. Student Services Departments have defined SAOs
24 and are assessing SAOs. Departments evaluate SAOs during the program efficacy process and if
25 departments are behind on their SAOs they must remediate to successfully complete program
26 efficacy. SAO data is used to improve services to students. Student Services are proactive, using
27 state-wide initiatives as catalysts for evaluating services and implementing necessary changes.

28
29 Counseling and academic advisement is available to orient students on certificate, degree, and
30 transfer requirements. Programs such as College Promise, Generation Go!, and Middle College
31 High School embed academic advisement and educational planning within the program.

32
33 SBVC has many resources and programs to support student equity and reach out to underserved
34 populations including, the Dreamers Center, Puente and Tumaini Programs, EOPS/Care,
35 scholarships, Veterans Center, Athletics Counseling and International Student Counseling. The
36 Department of Student Life support Student Government and Clubs.

37
38 SBVC is mindful of and responsive to the struggles and challenges faced by its students. The
39 Valley 360 Resource Center assist students with food insecurities. Student Health Services is an
40 advocate for mental health services to students and works to increase services and raise
41 awareness of the mental health challenges facing students.

1 The COVID-19 crisis moved the majority of Student Services into an online environment.
2 During the extended Spring Break closure faculty and staff transitioned to work-at-home.
3 Cranium Café a meeting and collaboration platform designed specifically for student support was
4 fully implemented and training provided to faculty and staff. Personnel needing access to
5 campus or district systems are able to login with secure VPN connections. The campus reopened
6 on March 30, 2020 with a full array of services.

7
8 DSPS remained open for limited hours two days a week to provide services to students who
9 needs could not be met online. The Bookstore reopened briefly so students starting short term
10 classes could pick up textbooks. The Bookstore is providing free shipping for textbooks and
11 school supplies. The Valley 360 Resources Center operates two days a week. SBVC partnered
12 with Feeding Our Community to host a drive-thru food distribution event. Student Health
13 Services established Zoom meetings that are HIPPA compliant so they can continue mental
14 health support for students.

15 16 **Improvement Plan(s)**

17 18 19 **Evidence List** *(to be organized and numbered later)*

20
21 Relevant pages of the College Catalog

22 Relevant Websites

23 Sample handouts and brochures

24 General Counseling

25 Transfer Center

26 SSSP Plan and Report

27 Enrollment Management Plan

28 Program efficacy for Admission and Records & Counseling

29 Program efficacy instruction and documents for Student Services departments

30 <https://www.valleycollege.edu/current-students/commencement/index.php>

31
32 [https://doclib.sbccd.org/Files/SBVC/Counseling/Graduation_Requirements/Graduation%20Requ](https://doclib.sbccd.org/Files/SBVC/Counseling/Graduation_Requirements/Graduation%20Requirements%202019-2020.pdf)
33 [irements%202019-2020.pdf](https://doclib.sbccd.org/Files/SBVC/Counseling/Graduation_Requirements/Graduation%20Requirements%202019-2020.pdf)

34
35 [https://www.valleycollege.edu/admissions-financial-aid/admissions-](https://www.valleycollege.edu/admissions-financial-aid/admissions-records/records/graduation.php)
36 [records/records/graduation.php](https://www.valleycollege.edu/admissions-financial-aid/admissions-records/records/graduation.php)

37
38 Starfish

39 Educational Planning Documents

40 AP

41 Nursing/Psych Tech admission requirements

42 College Promise

43 Imagenow Login Screen

1
2

3 **Standard III: Resources**

4 The institution effectively uses its human, physical, technology, and financial resources to
5 achieve its mission and to improve academic quality and institutional effectiveness.
6 Accredited colleges in multi-college systems may be organized so that responsibility for
7 resources, allocation of resources, and planning rests with the district/system. In such cases,
8 the district/system is responsible for meeting the Standards, and an evaluation of its
9 performance is reflected in the accredited status of the institution(s).

10

11 **III.A Human Resources**

12

13 III.A.1 The institution assures the integrity and quality of its programs and services by
14 employing administrators, faculty and classified staff who are qualified by appropriate
15 education, training, and experience to provide and support these programs and services.
16 Criteria, qualifications, and procedures for selection of personnel are clearly and publicly
17 stated and address the needs of the institution in serving its student population. Job
18 descriptions are directly related to institutional mission and goals and accurately reflect
19 position duties, responsibilities, and authority.

20

21 **Evidence of Meeting the Standard**

22

23 Administrative Procedures, including AP7120 Recruitment and Hiring, AP7210 Academic
24 Employees, AP7230 Classified Employees, AP7240 Confidential Employees, AP7250
25 Educational Administrators, AP7260 Classified Supervisors and Managers, job descriptions and
26 job postings are publicly available on the SBCCD Website. The AP's, job descriptions and job
27 postings clearly delineate the minimum qualifications for employment and procedures for hiring
28 personnel.

29

30 HR works with an internal Standard Operating Policy (SOP) document to assure the consistency
31 of hiring practices and is creating an external hiring policy manual for end users, this will further
32 assure the consistency and transparency of hiring practices. HR is developing and vetting a
33 Screening Committee Handbook through the Collegial Consultation process.

34

35 Minimum qualifications and desired qualifications for job postings are based on the job
36 description determined by the hiring manager in consultation with department members,
37 administration, the hiring committee, and HR as appropriate.

38

39

1 **Analysis and Evaluation**

2
3 SBVC uses the most recent edition of the Minimum Qualifications for Faculty and
4 Administrator’s in California Community Colleges Handbook to assure that faculty and
5 administrators hold the appropriate credentials.

6
7 CSEA negotiates the job description for classified professionals including discussing education,
8 training and experience required for each position.

9
10 The Online Program Committee leads campus discussions and makes recommendations to the
11 Academic Senate regarding faculty qualifications and training for Distance Education Courses.

12
13 Minimum qualifications and desired qualifications for job postings are based on the job
14 description determined by the hiring manager in consultation with department members,
15 administration, the hiring committee, and HR as appropriate.

16
17 All campus positions have a role in fulfilling the campus mission to provide quality education
18 and services to a diverse community of learners.

19
20 III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for
21 the service to be performed. Factors of qualification include appropriate degrees, professional
22 experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and
23 potential to contribute to the mission of the institution. Faculty job descriptions include
24 development and review of curriculum as well as assessment of learning. (ER 14)

25 **Evidence of Meeting the Standard**

26
27
28 The recent edition of the Minimum Qualifications for Faculty and Administrator’s in California
29 Community Colleges Handbook is used to determine the appropriate degrees required for each
30 discipline.

31
32 AP7210 Academic Employees details the hiring procedures including development of the job
33 posting and desired qualifications and experience. For instructional faculty candidates, a teaching
34 demonstration is required on a topic determined by the hiring committee. Non-instructional
35 faculty candidates may be asked to give a teaching demonstration, participate in role playing, or
36 give a presentation as determined by the hiring committee.

37
38 Interview questions at first level and second level interviews are crafted by the hiring committee
39 and included questions directed towards the candidate’s contributions to the campus mission and
40 service to the campus community outside the classroom.

41

1 Job postings for instructional faculty positions include curriculum development, program review,
2 and participation in campus committees. Candidates may submit copies of transcripts during the
3 application process, but must submit original transcripts before hiring.

4
5 Human Resources maintains internal documentation of all hiring procedures for HR employees.
6 HR is developing an external document of management procedures to guide hiring managers
7 through the process and a Screening Committee Handbook

8
9 The quality of faculty hired by SBVC is ensured through the faculty evaluation process and the
10 tenure review process.

11 12 13 **Analysis and Evaluation**

14
15 SBVC has well-defined processes that are detailed in Administrative Procedure to ensure faculty
16 hired meet minimum qualifications, and for the development of desirable qualifications and
17 experience. Human Resources has internal documentation of hiring processes to ensure
18 consistency in hiring and in developing external documentation for managers and screening
19 committees.

20
21
22 III.A.3 Administrators and other employees responsible for educational programs and
23 services possess qualifications necessary to perform duties required to sustain institutional
24 effectiveness and academic quality.

25 26 **Evidence of Meeting the Standard**

27
28 The recent edition of the Minimum Qualifications for Faculty and Administrator's in California
29 Community Colleges Handbook is used to determine the appropriate degrees and qualifications
30 for administrators. AP7259 Educational Administrators and AP7260 Classified Supervisors and
31 Managers detail the hiring procedure including development of the job posting, desired
32 qualifications, experience, and committee composition. Candidates may submit copies of
33 transcripts during the application process, and must submit original transcripts before hiring.

34 35 **Analysis and Evaluation**

36
37 HR and SBVC hiring manages ensure that candidates hired possess the qualifications necessary
38 for the position will continue to support institutional effectiveness, academic quality, and support
39 student success. It is current practice for HR to check references for all finalists and verify
40 employment information as per AP7126 Applicant Background Investigation and Reference
41 Checks. The successful candidate must have a recent Livescan and submit original transcripts
42 prior to hiring.

1 III.A.4 Required degrees held by faculty, administrators and other employees are from
2 institutions accredited by recognized U.S. accrediting agencies. Degrees from non-
3 U.S. institutions are recognized only if equivalence has been established.

4 5 **Evidence of Meeting the Standard**

6
7 Administrators, and full and part-time faculty must meet minimum qualifications defined by the
8 state in the “Minimum Qualifications for Faculty and Administrators in California Community
9 Colleges,” provided by the CCCCO and in collaboration with the state Academic Senate.

10
11 AP7210 Academic Employees ensures that faculty are involved in the selection of new faculty.
12 The administrative procedure specifically states that the majority of a faculty selection
13 committee shall be composed of faculty. Interviews may include a teaching demonstration, role
14 play, a writing sample, or skills demonstration, as appropriate. The demonstrations are typically
15 10-15 minutes in length. An evaluation form is used by the hiring committee to assess the
16 responses by the candidate.

17
18 All faculty are hired under the same faculty hiring process SBCCD AP7210. Faculty who teach
19 online classes are held to the same standards as faculty who teach traditional face-to-face classes.
20 Prior to teaching a DE section, a faculty member documents the various ways in which he or she
21 is prepared for the delivery mode. Record of such successful preparation for online teaching is a
22 part of the comprehensive quality control process for online classes.

23
24 SBVC’s Academic Senate determines equivalency or eminence according to AP7211 Faculty
25 Service Areas, Minimum Qualifications, and Equivalencies. Applicants who believe that they
26 possess qualifications equivalent to the minimum qualifications for a position and wish to
27 request that a determination of equivalency be made in a specific discipline must complete a
28 District Request for Equivalency form and provide supporting documentation as appropriate.
29 Applicants for both full-time and part-time positions are notified of the opportunity to apply for
30 an equivalency at the time of application. Equivalency is district-wide. For example, faculty
31 granted equivalency at SBVC also receive equivalency at CHC. Previously, the Academic
32 Senates at each campus have operated equivalency process independently. In 2018-2019, the
33 Academic Senates worked together to craft AP7211 Equivalency which established a joint
34 equivalency committee.

35
36 All candidates in the pool for adjunct positions are subject to initial screening by HR staff for
37 sensitivity to diversity and to ensure that they meet the same minimum academic and
38 professional standards established by the statewide Academic Senate and approved by the Board
39 of Governors of the CCCs. Applicants for adjunct positions are subject to the same equivalency
40 processes as candidates for full-time positions. Potential part-time faculty may be interviewed by
41 a single department chair or a departmental committee. Recommendations arising from these
42 interviews are used by managers to make hiring decisions. It is recommended that applicants for

1 adjunct positions be required to demonstrate teaching, counseling, librarianship, or other job-
2 related skills to exhibit their ability to work effectively with SBVC’s student population.

3 4 **Analysis and Evaluation**

5
6 SBVC has processes in place to determine equivalency. Equivalency was conducted under the
7 old policy in AP7210 while the details, forms, and processes implementation of AP7211 were
8 being put in place. SBVC and CHC’s Academic Senates evaluated the process new equivalency
9 process in spring 2020. The Senates agreed on modifications to AP7211 and those changes are
10 moving through the approval process.

11
12
13 III.A.5 The institution assures the effectiveness of its human resources by evaluating all
14 personnel systematically and at stated intervals. The institution establishes written criteria for
15 evaluating all personnel, including performance of assigned duties and participation in
16 institutional responsibilities and other activities appropriate to their expertise. Evaluation
17 processes seek to assess effectiveness of personnel and encourage improvement. Actions taken
18 following evaluations are formal, timely, and documented.

19 20 **Evidence of Meeting the Standard**

21
22 Policies and procedures for performance evaluations of faculty and classified professionals are
23 contractual items negotiated with local CTA and CSEA. Policies and procedures for the
24 evaluation of administrators and classified managers is delineated in AP7259 Educational
25 Administrators and AP7260 Classified Supervisors and Managers. APs and contracts establish
26 timelines, responsible parties, evaluation instruments, and who serves on an evaluation team.
27 APs and contracts further define the steps to be taken if an evaluation indicates deficiencies
28 which include professional development opportunities support from CTA, CSEA, Academic
29 Senate or mentor, as appropriate.

30
31 Although the content of self-evaluation forms vary by employee classification, all personnel
32 have the opportunity to speak to their interpersonal communication skills, their participation the
33 campus community and the campus mission, as well as dedication to student success.

34
35 The cycle and tracking of employee evaluations is performed by HR manually. Employee
36 positions are stored in EPICS. Information in EPICS is used to generate a spreadsheet which
37 incorporates timelines that HR uses to track positions through the evaluation process. HR
38 verified that evaluations for all personnel are up to date.

1 **Analysis and Evaluation**

2
3 Evaluation of personnel is conducted in a timely manner. Evaluations are relevant to the duties
4 performed, and evaluations provide opportunities for personal and professional growth.

5
6 ~~I. The evaluation of faculty, academic administrators, and other personnel directly~~
7 ~~responsible for student learning includes, as a component of that evaluation, consideration~~
8 ~~of how these employees use the results of the assessment of learning outcomes to improve~~
9 ~~teaching and learning. (Effective January 2018, Standard III.A.6 is no longer applicable.~~
10 ~~The Commission acted to delete the Standard during its January 2018 Board of Directors~~
11 ~~meeting.)~~

12
13 [Skip Standard III.A.6. Continue responses with Standard III.A.7)

14
15 III.A.7 The institution maintains a sufficient number of qualified faculty, which includes full
16 time faculty **and** may include part time and adjunct faculty, to assure the fulfillment of
17 faculty responsibilities essential to the quality of educational programs and services to
18 achieve institutional mission and purposes. (ER 14)

19 **Evidence of Meeting the Standard**

20
21
22 SBVC employs high-caliber full and part time faculty to provide instruction, and student and
23 instructional support services. The District meets the full-time faculty obligation number (FON)
24 as required by regulation. The Human Resources department monitors faculty assignments
25 districtwide, to ensure that the FON is met. Meeting the FON is a District KPI that is reviewed
26 by the Board of Trustees. The District submits a report annually to the State Chancellor's Office
27 demonstrating its compliance. The District also complies with requirements of the "Fifty Percent
28 Law" that requires a community college district to spend fifty percent or more of its general fund
29 expenses toward the salaries of classroom instructors.

30
31 Departmental data for FTEF is provided for analysis in the program review process in both the
32 annual EMP and during the four-year program efficacy cycle. FTEF data, along with
33 WSCH/FTEF, student success and retention data, and departmental planning is considered
34 during the annual needs assessment process when departments are able to request growth
35 positions for faculty. All faculty growth positions are ranked by the Program Review committee.
36 These rankings serve as advisory to the College president when growth funding is available, or
37 when faculty resignation or retirement create an opportunity to reallocate funding to another
38 department. The Faculty Replacement Rubric, developed by the Academic Senate, is used to
39 determine if a vacancy should be refilled.

40
41 It is campus practice, particularly with instructional faculty, that categorically or grant funded
42 positions go through the program review process.

1 **Analysis and Evaluation**

2
3 Although the District as a whole is meeting the FON, the 75/25 FT faculty ratio at SBVC has
4 been below 50% since 2012-2013 (Tableau Data). Lack of ongoing funding has limited FT
5 faculty growth over the past decade and qualified adjuncts are hired to provide instructions. The
6 program review process the campus assesses the need for additional faculty and ranks faculty
7 growth requests according to greatest institutional need. The faculty prioritization list is used
8 when funding becomes available. The Faculty Replacement Rubric is used when a vacancy
9 occurs do to a resignation or retirement to ensure the position is still needed on the campus. In
10 2017-2018 there were 31 requests for faculty growth positions. Four positions were funded
11 through Strong Workforce; one position was funded when a department voluntarily release a
12 position; and final position was a growth position.
13

14
15 III.A.8 An institution with part time and adjunct faculty has employment policies and practices
16 which provide for their orientation, oversight, evaluation, and professional development. The
17 institution provides opportunities for integration of part time and adjunct faculty into the life of
18 the institution.
19

20 **Evidence of Meeting the Standard**

21
22 SBCCD has established employment procedures for adjunct faculty are defined in AP7210.
23 Adjunct faculty are SBCCDCTA members and the union contract governs the evaluation and
24 seniority ranking of adjunct faculty. Professional Development is provided for all faculty and
25 adjunct faculty are encouraged to attend in-service and flex day events. Adjunct orientation is
26 done in conjunction with the Professional Development Department every fall and spring and
27 consists of an all adjunct meeting, breakout sessions for professional development, and
28 department meetings. Adjunct faculty are welcome at all division and department meetings as
29 well as professional development activities. The Academic Senate defines a process for the
30 election of adjunct senators. Adjunct Senators are voting members and expected to fully
31 participate in the work of the Academic Senate. Campus committee meetings are open to
32 everyone. Adjunct faculty also have full access to online learning resources such as the Vision
33 Resource Center and CVC-OEI training materials. There is also funding for travel provided
34 through the professional development committee for all adjunct faculty.
35

36 **Analysis and Evaluation**

37
38 AP7210 includes policies and procedures for hiring and evaluation of adjunct faculty. AP7210-A
39 Adjunct Faculty is currently being develop to better facility adjunct hiring and establish best
40 practices. Adjunct faculty have full access to professional development activities, including
41 adjunct orientation which takes place just prior to fall and spring semesters. Adjunct faculty are
42 compensated for professional development in accordance with the CTA agreement. Adjunct

1 faculty can participate in the collegial consultation process through the Academic Senate and
2 there is an adjunct member serving on the CTA board.

3
4
5 III.A.9 The institution has a sufficient number of staff with appropriate qualifications to
6 support the effective educational, technological, physical, and administrative operations of
7 the institution. (ER 8)

8 9 **Evidence of Meeting the Standard**

10
11 SBVC employs qualified full and part time classified professional to provide quality service to
12 students. Departments evaluate the need for staffing through program review and may participate
13 in the annual program review needs assessment process identifying growth positions for the
14 coming fiscal year. All classified growth positions are ranked by the Program Review
15 committee. These rankings serve as advisory to the College president when growth funding is
16 available, or when a resignation or retirement create an opportunity to reallocate funding to
17 another position.

18
19 The District also conducts an annual needs assessment. District needs assessment is conducted
20 in summer after the college needs assessments and prioritizations are complete. District offices
21 tie their needs assessment requests to the needs of the campuses and prioritizes positions based
22 on the needs of the District and the campuses. District prioritization lists are advisory to
23 Chancellor's Cabinet.

24
25 CSEA works with the District to establish the minimum number of personnel needed to perform
26 the work. Common instruments to assess the number of personnel needed are OSHA studies,
27 land surveys and building surveys that recommend the number of grounds or custodial worker
28 per square foot maintained.

29
30 Increases in staffing is also done through reorganization of offices. HR assess staffing levels at
31 districts and campuses that have comparative FTEs, awards, transcript requests, buildings and
32 acreage before making recommendations for reorganization.

33 34 **Analysis and Evaluation**

35
36 Through the program review process, the campus effectively assesses the need for additional
37 classified and ranks classified growth requests according to greatest institutional need. The
38 limited availability of ongoing funding from the general fund has limited growth positions hired
39 as a result of over the past few years. Categorical funding, grant funding and dedicated funds
40 such as College Promise has increased staffing on campus. Efforts to reorganize district
41 department are more focused on reducing expenditure and/or reclassifying and repurposing
42 positions and do not generally result in staffing gains.

1 III.A.10 The institution maintains a sufficient number of administrators with appropriate
2 preparation and expertise to provide continuity and effective administrative leadership and
3 services that support the institution’s mission and purposes. (ER 8)

4
5 **Evidence of Meeting the Standard**

6
7 Administrative positions are not a part of the campus program review process. New
8 administrative positions are generally discussed in President’s cabinet, then moved forward to
9 Chancellor’s cabinet. Administrative growth positions are often affiliated with grants or
10 categorical funding in those instances, such as the SSSP plan, which come to the Academic
11 Senate for support and/or approval. Job descriptions are collegially developed and approved by
12 the Board of Trustees.

13
14
15 **Analysis and Evaluation**

16
17 The process for administrative growth positions needs to be collegially reviewed in light of
18 Prioritized Board Directives for the 2019-20 General Fund. Approved by the Board of Trustees
19 on February 21, 2019 the Prioritized Board Directives for the 2019-20 General Fund Budget
20 states “Funding for any new positions must be approved through the process of program review
21 or any other prioritization process as established at the colleges and district offices.” It would
22 benefit the campus to have an approved prioritization process for administrative positions that
23 are supported by general funds.

24
25
26 III.A.11 The institution establishes, publishes, and adheres to written personnel policies and
27 procedures that are available for information and review. Such policies and procedures are
28 fair and equitably and consistently administered.

29
30 **Evidence of Meeting the Standard**

31
32 The Board Policies and Administrative Procedures are collegially developed and meet legal
33 requirements. The District negotiates contracts in good faith with SBCCDTA and CSEA and
34 abides by the terms of those contracts. Contract are available for information and review on the
35 District website.

36
37 HR, SBCCDTA and CSEA communicate broadly with constituencies through email
38 announcements, workshops and presentations that guide and inform employees on policies,
39 procedures and contracts,, HR shares information on employee benefits, internal employment
40 opportunities, and training opportunities via email. HR includes information about union
41 contracts and HR policy and procedure at new employee trainings. HR provides training on
42 policy interpretation for new HR policies and procedures at new employee trainings. The intern
43 SOP manual ensures consistency of practice.

1
2 The SBCCD establishes, publishes, and adheres to written personnel policies and procedures that
3 are available for information and review. Most of the policies and procedures pertaining to
4 Human Resources are included in the Human Resources section of the District’s Board Policies
5 and Procedure website. Some policies and procedures impacting personnel such as
6 discrimination, harassment, computer use, appear in other sections of the Board Policies and
7 Administrative Procedures website. BPs and APs for HR are developed and revised as per
8 BP/AP2410. Changes to BPs and APs out of cycle may be brought forward to District Assembly,
9 a district collegial consultation committee with representatives from both campuses, the district,
10 and all constituency groups, at any time during the regular academic year. Review of and
11 changes to BPs and APs is a collegial process that goes out to both campuses and receives final
12 approval to the Board of Trustees
13

14

15 **Analysis and Evaluation**

16

17 Although, there is no single external handbook for employees that gathers all policies,
18 procedures, and contracts in a single reference points, all policies, procedures, and contracts are
19 established and available. HR is developing FAQs by topic that will refer employees to the
20 appropriate BP, AP, or contract.
21

22

23 Through analysis of District Climate Surveys, the District administration and the Office of
24 Human Resources is aware that HR would benefit from better alignment of HR resources,
25 standardization of practices and improved communication and transparency and have been
26 working to improve services. The Office of Human Resources has undergone two
27 reorganizations in recent years to remove positions that are obsolete and create positions relevant
28 to current practice and legal compliance. The new internal SOP manual will provide structure,
29 define processes and increase clarity. HR is developing external handbooks to inform employees
30 of hiring practices, Title IX, and evaluation processes.
31

32

33

34 III.A.12 Through its policies and practices, the institution creates and maintains appropriate
35 programs, practices, and services that support its diverse personnel. The institution regularly
36 assesses its record in employment equity and diversity consistent with its mission.
37

38

39 **Evidence of Meeting the Standard**

40

41 [BP7100](#) Commitment to Diversity, Equal Employment Opportunity shows the Districts
42 commitment to “a policy of non-discrimination in recruiting, hiring, assignment, training,
43 promotion, transfer and evaluation”, and that “diversity in the academic environment fosters
44 cultural awareness, promotes mutual understanding and respect, and provides suitable role
45 models for all students.”
46

47

1 The [Chancellor’s Hispanic-Serving Institutions \(HIS\) Advisory Committee](#) has as part of its
2 charge that the committee is to “Work on processes that will enhance our recruitment strategies
3 to reach a broader and more ethnically diverse pool of candidates”
4

5 SBCCD’s committee to diversity in hiring can be seen in the District 2017-2020 EEO plan. The
6 EEO plan addresses equal opportunity in hiring practices to support recruitment and hiring of
7 diverse personnel. Plan Component 14: District Measures to Address Identified
8 Underrepresentation outline the steps being taken to address the underrepresentation of Hispanic
9 faculty and classified profession in comparison to the student population. Plan Component 15:
10 Developing & Maintaining Institutional Commitment to Diversity list seventeen steps to increase
11 diversity.
12

13 As part of the districts HR provides EEO training for hiring committees to ensure committee
14 members understand EEO regulations and to educate committee members on micro-aggressions
15 and implicit bias. The forthcoming Hiring Committee Handbook will contain information to
16 support equal opportunity.
17

18 The Chancellor’s Hispanic-Serving Institutions (HIS advisory committee has as part of its charge
19 that the committee is to “Work on processes that will enhance our recruitment strategies to reach
20 a broader and more ethnically diverse pool of candidates”
21

22 In August 2019 a team of 9 faculty and one administrator 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 on information micro-aggressions at the Academic
25 Senate Retreat and at the all faculty meeting on opening day.
26
27

28 **Analysis and Evaluation**

29

30 The [2020 Faculty Book Employee Characteristics](#) available on this district website highlights
31 employee trends in ethnic and racial distribution, gender distribution, and age distribution. Over
32 a five year period (2014-2018) there has been a 7.4% increase in employees identifying as
33 African-American and a 34.5% increase in employees identifying as Hispanic. Although the
34 numbers are promising there is still work to be done to increase diversity of faculty and
35 administrators. In Fall 2018, the highest proportion of administrators and faculty were White
36 Non-Hispanic, while the highest proportion of classified staff were Hispanic.
37

38 I
39
40
41
42
43
44

1 II.A.13 The institution upholds a written code of professional ethics for all of its
2 personnel, including consequences for violation.

3 4 **Evidence of Meeting the Standard**

5
6 In addition to the SBVC mission statement, the campus has identified values that express its
7 basic beliefs. These tenets are widely published in venues such as the annual College Catalog
8 and apply to all employees at SBVC.

9
10 **Faculty.** The ethics statement for the faculty of SBVC was revised by the Academic Senate in
11 September 2017 and occupies a prominent position on the Academic Senate website. The
12 Academic Senate reviewed and discussed the Faculty Ethics Statement on 2017/2018 It was
13 noted that the ethics statement expresses faculty ideals and SBVC's good intentions but is not
14 designed as an enforcement tool. The preface of the Faculty Ethics Statement was amended to be
15 inclusive of AP3430 (105).

16
17
18 **Classified professionals.** There is no ethics statement applicable to all classified professionals of
19 SBVC; however, participants in the Classified Senate have adopted and adhere to an ethics
20 statement that was incorporated into the constitution of that group in 2004. In conducting the
21 business of the Senate, participants are to adhere to democratic principles, uphold the majority
22 vote of the Senate, and work to develop an inclusive collegial consultation process.

23
24 **Administrative/management employees.** Administrative and managerial employees developed
25 a management ethics statement approved by the management roundtable in 2005. The statement,
26 based in part on the ethics statement published on the website of the Association of California
27 Community College Administrators, emphasizes the attributes of trustworthiness, respect,
28 fairness, concern, and citizenship. The ethics statement for managers was reviewed in 2012.

29
30 **Board of Trustees.** The ethical behavior expected of a member of the Board of Trustees of the
31 SBCCD is specifically addressed by BP2715 Code of Ethics – Standards of Practice. The
32 Orientation and Development for Community College Trustees and the Trustee Handbook used
33 for trustee orientation also include information on Board ethics.

34 35 **Analysis and Evaluation**

36
37 Each employee category has discussed the issue of ethical behavior and established an ethics
38 policy. . Members of the Board of Trustees, managers, and faculty have written ethics
39 statements. The ethics statement for faculty is featured prominently on the website of the SBVC
40 Academic Senate. The ethics statement for classified professionals does not address ethical
41 behavior in general and applies only to participants in their role as representatives in the
42 Classified Senate; the statement is featured prominently on the website for the Classified Senate.
43 The management ethics statement is not published.

1
2 Adherence to ethical principles is reinforced by a variety of policies and procedures intended to
3 discourage unethical behavior. Such policies include BP3410 Nondiscrimination, BP2260
4 Conflict of Interest, BP3430 Prohibition of Harassment, and BP7310 Nepotism. Additionally,
5 SBVC supplies an instrument for anonymous reporting of ethical infractions. The compliance
6 hotline webpage states that SBVC “is committed to providing an ethical place to work and go to
7 school.” Reports of suspected unethical behavior can be made anonymously by web or
8 telephone.

9
10 Complaints regarding employees made directly, or indirectly through the virtual SBCCD
11 Community Suggestion box are addressed by the appropriate manager. SBCCD Compliance
12 Hotline webpage provides students, employees, and community members the opportunity to
13 report complaints in a confidential manner. Compliance Hotline complaints go directly to the
14 Executive Vice-Chancellor of Human Resources for resolutions and confidential records are
15 maintained for each complaint.

16
17
18 III.A.14 The institution plans for and provides all personnel with appropriate opportunities for
19 continued professional development, consistent with the institutional mission and based on
20 evolving pedagogy, technology, and learning needs. The institution systematically evaluates
21 professional development programs and uses the results of these evaluations as the basis for
22 improvement.

23
24

25 **Evidence of Meeting the Standard**

26
27 The Professional Development Committee, chaired by the Professional and Organizational
28 Development Coordinator, oversees professional development opportunities at the College.
29 Professional development is open to all campus constituencies. Professional development
30 workshops take place on Flex Days, In-Services Days, Classified Connection Week, Adjunct
31 Orientation, and throughout the semester. Professional development topics range from computer
32 and software instruction, to instructional pedagogy, training on campus processes, and personal
33 growth workshops such as financial literacy that include planning for retirement, budgeting, etc.
34 health and wellness such as campus walks, yoga and zumba . The Professional Development
35 Coordinator creates, coordinates or assists in the planning of Opening Day, campus retreats and
36 other large-scale events that further campus-wide reflection and organizational growth.

37
38 The Professional Development committee funds conference attendance oversees all flex
39 reporting for full-time faculty and steers the campus sabbatical process. The Coordinator also
40 serves on the district EEO committee in order to work closely with HR and plan workshops that
41 align with the need to provide diversification and equity training for employees serving on any
42 hiring committee.

43

1 Analysis and Evaluation

2
3 SBVC has a diverse and robust professional development program. Under the leadership of the
4 Professional and Organizational Development Coordinator, the Professional Development
5 Committee creates year around programing on a limited budget.

6
7 The Professional Development committee surveys campus employees to evaluate services and
8 develop new topics. Additionally, constituencies directly contact professional development when
9 a need is identified on campus. Professional development is a component of any grant
10 application submitted by the college.

11
12 III.A.15 The institution makes provision for the security and confidentiality of personnel
13 records. Each employee has access to his/her personnel records in accordance with law.

14 Evidence of Meeting the Standard

15
16
17 The safety and confidentiality of personnel records are governed by AP7145 Personnel Files and
18 AP3100 Retention and Destruction of Records. Employees may make an appointment to view
19 their personnel file. The appointment is supervised by HR to ensure that nothing is added or
20 removed from an employee file.

21
22 Active personnel files are kept in a secure location at the district offices, with a limited number
23 of confidential employees having access to the files.

24 Analysis and Evaluation

25
26
27
28 HR maintains the security and confidentiality of personnel files. When personnel files are only
29 disclosed to the employee, steps are taken to ensure that materials are not added or removed from
30 personnel file during viewing.

31 Conclusions on Standard III.A. Human Resources

32
33
34
35 The institution hired high quality full and part time personnel that meeting the minimum
36 qualifications established for their positions. Job descriptions, job postings, and hiring processes
37 are clearly stated and followed. Personnel are evaluated at clearly stated intervals in accordance
38 with bargaining agreements or administrative procedures as appropriate. All constituencies have
39 ethics statements. District is compliant with Title IX.

40 The institution maintains a sufficient number of full-time to meet the FON. Full-time and adjunct
41 faculty hired meet minimum qualifications or have established equivalency to teach in their
42 discipline. Classified professionals and administrators have the appropriate qualifications and

1 experience to perform the work assigned. Categorical fund and grants support many necessary
2 positions across the campus.

3 HR policies and procedures, are reviewed in accordance with AP2410. Union contracts are
4 reviewed and revised as set forth in labor negotiations. HR has developed an internal SOP
5 manual to ensure consistency of policy and practice. HR is developing external manuals for
6 managers and hiring committees.

7 In response to the COVID-19 emergency HR resources worked expeditiously with SBCCDTA
8 and CSEA to establish MOUs that ensured the health and safety of employees, provided
9 necessary equipment and professional development for transition to a work at home
10 environment, ensured continuation of pay and benefits, and ensured liberal interpretation of sick
11 leave policies for employees infected with the virus or caring for an infected family member.
12

13 Spring faculty and classified professionals evaluations were in still in progress when the campus
14 moved to a work-at-home environment. Since there were few faculty being evaluated, and
15 evaluation includes observation of the faculty member in the course of their work by peer
16 evaluators, faculty evaluations were postponed to the following academic year. Classified
17 evaluations resumed and were completed on time. Manger evaluations take place in the fall and
18 were complete.
19

20 HR deferred interviews for all positions and is working to ensure that all candidates and
21 committee members have access to appropriate technology, and all candidate interviews can be
22 conducted equitably. The hiring timeline for the Chancellor revised and approved by the Board
23 of Trustees.
24

25

26 **Improvement Plan(s)**

27

28

29 **Evidence List**

30

31 Sample Job Postings

32 Sample Job Descriptions

33 APs

34 Sample Screening Tools

35 Ethics Statements

36 Screening Committee Handbook

37 Needs assessments Prioritization for Classified/Faculty

38 Status of employee evaluations

39

1 **III.B Physical Resources**

2
3 III.B.1 The institution assures safe and sufficient physical resources at all locations where it
4 offers courses, programs, and learning support services. They are constructed and maintained
5 to assure access, safety, security, and a healthful learning and working environment.
6

7 **Evidence of Meeting the Standard**

8
9 SBVC has a comprehensive Facilities Master Plan (FMP) that includes a thorough facilities
10 analysis, space utilization inventory, campus needs, and recommendations for renovation,
11 replacement, and addition of facilities. The FMP is linked to campus strategic planning
12 objectives.
13

14 Facilities inventory, safety, and security checks are conducted on an ongoing basis. Once
15 facilities are put into operation, safety criteria as assigned by the Occupational Safety and Health
16 Administration (OSHA), National Fire Protection Agency (NFPA), California Environmental
17 Protection Agency (CEPA), Department of Toxic Substance Control (DTSC), Department of
18 Pesticide Regulation (DPR), Certified Unified Program Agency (CUPA), as well as numerous
19 other regulatory agencies are maintained through board policies and administrative procedures.
20 All new buildings were constructed to California Building Code and were reviewed and inspected
21 by the DSA. Further, all administrative services departments, including M&O, Custodial, and
22 Food Services, participate in program review, and undergo a thorough analysis that includes
23 departmental goals and challenges, short- and long-range planning, and needs assessment. The
24 Facilities and Safety Committee (FSC) is actively involved in ensuring that the campus is a safe,
25 clean, and conformable environment conducive to student learning.
26

27 The campus community can report their concerns about security, safety or maintenance needs
28 in a variety of ways. Members of the campus community with security concerns can contact
29 campus police who are available 24/7 [night/weekend calls go through CSUSB and are relayed
30 here for campus police?], or city police. Student Health Services, and local EMT services are
31 available for medical emergencies. Concerns about the safety of campus facilities can be
32 reported directly to the Administrative Services office. Such concerns are also reported to the
33 Facilities and Safety Committee or emerge through the program review process. There is an
34 anonymous SBCCD Community Suggestion Box that can be utilized to report safety and
35 maintenance concerns. Maintenance and safety issues can be reported to a department or
36 division office, and a work order placed in the system to address the concerns.
37

38 Safety locks have been installed on all classroom doors and in most departments and offices.
39 Doors can be immediately locked from the inside without a key. SBVC is increasing use of
40 security cameras in public spaces.
41

42 When work orders are placed the supervisor or assigned technician contacts the customer
43 directly within 48 hours of receiving the work order, clarifies the issue, provides an estimated

1 timeline for accomplishment, provides ongoing status updates if the job is prolonged, and checks
2 with the customer when the job is complete to determine satisfaction and agreement prior to the
3 job being closed out. The supervisor also contacts customers on a random spot check to ensure
4 satisfaction of service.

5
6 Contractual agreements between SBVC and host institutions, such as Big Bear High School,
7 Middle College High School, William McKinley Elementary, Redlands USD, Amazon and
8 Stater Bros., ensure that host facilities are maintained according to state and federal standards.
9 All students have access to campus services, including online counseling, online tutoring,
10 electronic library resources, chat reference, and online writing lab. Counseling and assessment
11 are provided on regular schedule at Big Bear High School.

14 **Analysis and Evaluation**

15
16 The College provides a clean, safe, comfortable, and well-maintained educational environment.
17 The campus community can report security and safety concerns directly to administration,
18 Student Health, local authorities, and local emergency medical services. FSC and program
19 review process complement physical inspections by external agencies. The FMP and program
20 review evaluate the sufficiency of physical resources.

21
22 III.B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical
23 resources, including facilities, equipment, land, and other assets, in a manner that assures
24 effective utilization and the continuing quality necessary to support its programs and services
25 and achieve its mission.

27 **Evidence of Meeting the Standard**

28
29 All administrative services departments participate in the program review process.
30 Administrative services departments update their EMP sheets annually and may take part in the
31 annual needs assessment process. Administrative services departments undergo a thorough
32 program efficacy once every four years.

33
34 The Program Review Committee actively gathers needs assessment requests related to facilities
35 and forwards this list to the FSC annually for prioritization and potential funding and
36 implementation. The criteria used by FSC for prioritization of facilities requests are (1) urgent
37 safety; (2) urgent facilities deterioration, urgent program impact, or lessor safety; (3) lessor
38 facilities deterioration or program impact; and (4) program or facilities improvement. In a similar
39 fashion, program review gathers equipment needs which are prioritized by the program review
40 committee. A new process to fund urgent and emerging needs was started in 2014 and provides a
41 procedure for constituencies to present requests for facilities modifications to the College
42 Council for funding.

1 The Budget Committee and the College Council, using the program review needs assessment
2 prioritization list, often release one-time funds with the president’s approval, for the replacement
3 of equipment and facilities upgrades. The developmental budget process now includes a line item
4 for ongoing and routine replacement of instructional and operational equipment.
5

6 The campus has undergone major reconstruction and renovation over the past 15 years. The
7 current FMP collegially developed in 2016 is aligned with the College’s mission and EM. The
8 FMP drives current and future major facilities growth and renovation projects. SBVC and CHC
9 facilities needs have been prioritized by District Assembly. Accordingly, replacement CTE
10 building and proposed parking structure will be the first construction projects funded by Measure
11 CC, the successful bond measure SBCCD sponsored in 2018
12

13 Utilization of College facilities are scheduled each semester with highest priority given to the
14 instructional programs. This scheduling is accomplished in the office of the VPI. This schedule is
15 then loaded into the facility scheduling software, and Administrative Services schedules all other
16 facilities use via the facilities use application process for both in-house and community use
17 applications. Community applications are processed pursuant to BP6700 Civic Center and Other
18 Facilities Use and the California Civic Center Act. The SBVC campus is relaunching a pilot
19 program with Resource 25 facility scheduling software capable of increasing efficiency of
20 facility use and scheduling.
21
22

23 **Self-Evaluation**

24

25 The campus has processes, and procedures with clear ties to the College mission and planning
26 goals to gather, prioritize, and initiate major and minor facilities enhancement, renovation, or
27 construction.
28

29 More efficient use of campus facilities accomplished with less staff time is a goal that may be
30 facilitated with the redeployment of Resource 25 facilities scheduling software. Many classes,
31 especially on weekends when use of the entire campus is not required, can be consolidated into a
32 single or several buildings, thereby saving significant utility costs and custodial resources.
33

34 III.B.3 To assure the feasibility and effectiveness of physical resources in supporting
35 institutional programs and services, the institution plans and evaluates its facilities and
36 equipment on a regular basis, taking utilization and other relevant data into account.
37

38 The campus underwent an extensive evaluation of current and future space utilization during
39 the development of the FMP which included assessing the condition of facilities and
40 equipment. The majority of building were judged to be in good condition. The FMP uses FTES
41 growth estimates to calculate future needs for instructional and instructional support spaces.
42

43 User groups connected to the new buildings have had considerable voice in making sure the new

1 classrooms and/or labs are conducive to student learning. With wide participation on committees
2 and dialogue, groups generally reach consensus on key issues. Due to the escalation of costs since
3 the reconstruction of the greater part of the campus, needs often outstrip resources, which results
4 in difficult decisions accordingly SBVC has become vigilant regarding recommended materials
5 and products based on performance, life-cycle costs, energy use, and minimizing inventory.

6
7 SBVC developed standards for materials and building systems in 2012. There was a joint effort
8 of the SBCCD Facilities Department, the Measure M program management firm and SBVC's
9 Administrative Services and M&O resulting in standardized installations, less inventory required
10 for multiple types of equipment, and increased consistency of equipment and systems across the
11 campus. This effort resulted in College-approved standards that were published and incorporated
12 into projects that were in design, including the now completed state of the art gymnasium. "Total
13 cost of ownership" is addressed through comprehensive lifecycle cost studies for buildings in
14 design including the forthcoming CTE replacement building and new parking structure. The
15 establishment of standards for materials and building systems allows maintenance staff to be
16 knowledgeable on a limited variety of equipment and systems thus increasing the efficiency of
17 the long-term maintenance and repair of campus facilities.

18
19 Campus facilities and equipment are systematically inspected through internal and external
20 processes [*need list/schedule from Scott*]. Maintenance, custodial, and grounds continuously
21 observe and routinely address maintenance needs within their area of responsibility.

22
23 Efficient use of instructional space is an area of facilities management is a current priority.
24 Resource 25 software is used to evaluate the use of SBVC facilities, providing reports of
25 underutilized spaces, highest use spaces, and recommendations for class consolidation to
26 mitigate utility and operational costs. Use of Resource 25 to create classroom assignments for
27 spring 2018 highlighted the strengths and challenges of using software, instead of people, to
28 assign classroom space. While traditional lecture classrooms were used to great efficiency,
29 specialized classrooms or classes needing specialized space were often inappropriately used or
30 assigned. Uses of Resource 25 has been postponed to in order to achieve for better integration of
31 the schedule with the system and more accurate coding of classrooms and classes. A success
32 relaunch of the Resource 25 facilities scheduling software is anticipated.

33 34 **Analysis and Evaluation**

35
36 The College regularly assesses the use of facilities and has plans in place to both increase space
37 utilization and meet future needs. The FMP which has clear ties to the College mission and
38 planning goals guides major construction and renovation projects. All administrative services
39 areas, including those responsible for maintenance of facilities, undergo program efficacy to
40 evaluate the effectiveness of the department and assess the need for new equipment or personnel.
41 Personnel and equipment prioritization are used by College Council, and the campus president to
42 guide hiring of growth positions and new equipment. Additionally, program review gathers

1 facilities requests which are prioritized by FSC and used to initiates renovations and facilities
2 enhancement.

3
4
5 III.B.4 Long-range capital plans support institutional improvement goals and reflect
6 projections of the total cost of ownership of new facilities and equipment.

7 8 **Evidence of Meeting the Standard**

9
10 SBVC and SBCCD engages in long range facilities and budget planning. The 2017
11 Comprehensive Master Plan is a living document intended to guide educational planning over
12 the next five years, and facilities planning for fifteen years. Multi-year budget forecast are
13 routinely developed by the DBC and disseminated to the campus for planning purposes. The
14 campus uses these projections to develop multi-year forecasts at the department level [verify].
15 The campus budget includes a line item for long-term care and replacement of equipment. The
16 planning process for facilities renovation and construction include total cost of ownership.

17
18 San Bernardino Valley College and SBCCD participate in the California Community Colleges
19 Facility Condition Assessment Program, which assesses existing buildings to help districts plan
20 for maintenance and repair work. The Facilities Condition Index (FCI) is the ratio of the cost of
21 all needed repairs to the replacement cost of the facility, expressed as a percentage. The FCI
22 value is used to anticipate and budget for long-term maintenance of facilities.

23
24 In 2012 SBVC initiated a building and facility systems commissioning process. While DSA field
25 inspectors reviewed the installations for compliance with plans and specifications, the campus
26 sought to view the full cycle operation for new systems. The commissioning process calls for an
27 engineering firm to run the various systems through the full operational spectrum to ensure it is
28 operating as intended, observing such factors as energy use, reliability of correct operation, noise
29 and vibration, automatic operation and control programming, performance of mechanisms,
30 safety, and many other factors. Heating ventilation and air conditioning systems are a prime
31 target for this commissioning. The intended result is proactive and early identification of system
32 problems is brought on by errors in design by the design architect or engineer or contractor
33 fabrication and installation problems. SBVC can then enforce correction of these errors prior to
34 final payment to the professional design team or contractor

35 36 **Analysis and Evaluation**

37
38 SBVC does plan and evaluate the use of its physical resources for effectiveness, and has long-
39 range plans to meet improvement goals that consider total cost of ownership.

40
41
42

1 **Conclusions on Standard III.B. Physical Resources**

2
3 SBVC upholds and utilizes planning and program review processes which are strongly tied to the
4 campus mission, educational goals, and strategic planning initiatives. Long range planning
5 documents such as the CMP, EMP, and FMP, are informed by program review.
6

7 In response to COVID-19 and prior to the campus closure maintenance installed additional hand
8 sanitizing stations throughout the campus. Employees were provided with high grade disinfectant
9 wipes and gloves to wipe down high use surfaces such as computers and lab equipment.
10

11 After the campus closure custodial services thoroughly cleaned and disinfected all buildings.
12 Areas still in use are sanitized daily. Buildings not in use were placed on low power operation to
13 conserve energy. A minimal number of staff are on campus for basic maintenance of grounds
14 and building.
15

16 **Improvement Plan(s)**

17
18

19 **Evidence List**

20
21 _____
22
23

1 **III.C Technology Resources**

2
3 III.C.1 Technology services, professional support, facilities, hardware, and software are
4 appropriate and adequate to support the institution’s management and operational functions,
5 academic programs, teaching and learning, and support services.
6

7 **Evidence of Meeting the Standard**

8
9 Campus Technology Services (CTS), has on-site responsibility for ensuring that available
10 hardware and software are adequate to support the entire campus employee and student
11 population. CTS has nine employees to support the campus
12

13 The Technology Committee, co-chaired by the Director of CTS is responsible for the
14 development of the Campus Technology Plan. CTS maintains a five-year computer rotation plan
15 that also includes an inventory of the over 1,400 computers distributed throughout 67 labs across
16 campus. CTS maintains a separate rotation list for campus personnel. All faculty on campus are
17 issued a Windows or Macintosh personal computer or laptop. The Technology Plan is inclusive of
18 DE/CE needs. Additionally, the Online Program Committee maintains an Online Learning Plan.
19

20 Technology needs are primarily identified through the Program Review process. The annual
21 needs assessment process allows all departments on campus to submit technology requests. Needs
22 assessment requests are tied to the campus mission, campus strategic initiatives, EMP Sheets, and
23 program efficacy. Technology requests are forwarded to the Technology Committee who create a
24 priority ranking based on campus wide need. The prioritization list is forwarded to the president,
25 who, in consultation with College Council and the Budget Committee funds technology requests
26 using one-time monies.
27

28 District Technology and Education Support Services (TESS), is a District office that manages
29 administrative applications, print and graphics, information technology, and distance education.
30 TESS hosts the help-desk for students and employees, provides telecommunications
31 management, and network administration. TESS has twenty employees who oversee district
32 wide support systems and software.
33

34 Network hosting, data security and recovery are provided by Ellucian. The disaster recovery plan
35 is reviewed annually as part of the audit processes. Technology Services maintains a network
36 blue print for internal use.
37

38 **Analysis and Evaluation**

39
40 The College, through Campus Technology Services, TESS, and the Technology Committee has
41 sufficient employees for technology support and resources for the campus.
42
43

1 III.C.2 The institution continuously plans for, updates and replaces technology to ensure its
2 technological infrastructure, quality and capacity are adequate to support its mission,
3 operations, programs, and services.
4

5 **Evidence of Meeting the Standard**

6

7 The Campus Technology Plan 2018-2022 and the District Strategic Technology Plan are the
8 primary planning tools that guide technology planning, updates, and replacement. CTS maintains
9 a 5-year technology replacement list detailing the location, number of computers, and year to be
10 replaced. Additionally, departments may request additional technology using the campus
11 program review process.
12

13 Campus climate surveys are inclusive of technology questions allowing the campus to gather
14 employee and student satisfaction with campus technology resources. Survey results and
15 comments are publicly available on the campus or district website. The District Climate Survey
16 addresses the effectiveness of TESS. Survey results are discussed in College Council, District
17 Assembly, CTS, Technology Committee, Online Learning Committee, and the TESS Executive
18 Committee.
19

20 **Analysis and Evaluation**

21

22 Campus and district planning documents ensure that the campus community is working with
23 reliable up-to-date technology. Program review needs assessment process prioritizes technology
24 requests from departments and divisions. CTS and TESS are evaluated through their
25 participation in program review processes and evaluation of survey results.
26

27 III.C.3 The institution assures that technology resources at all locations where it offers
28 courses, programs, and services are implemented and maintained to assure reliable access,
29 safety, and security.
30

31 **Evidence of Meeting the Standard**

32

33 CTS services at the SBVC campus and assures the reliability, safety, and security of campus
34 technology resources. Goal 1 of the Campus Technology Strategic Plan is to “Provide exemplary
35 technology resources and support while maintaining fiscal and environmental responsibility.”
36 And Goal 6 “Identify and meet accessibility standards set by Section 508 “speaks to the
37 College’s dedication to providing accessible services. The five-year computer rotation designates
38 the locations on campus where computers are housed. In instances where the College is
39 providing instruction at a remote site or location the contractual agreement such as a CCAP
40 agreement assures the site will provide appropriate facilities for instruction and instructional
41 support. Ellucian, who specializes in technology support for higher education, handles backup
42 and recovery services for the district,
43

1 **Analysis and Evaluation**

2

3 SBVC provides dependable, safe, and secure access to technology for the campus community.
4 SBVC implements and maintains technology resources at all campus locations.

5

6 III.C.4 The institution provides appropriate instruction and support for faculty, classified
7 staff, students, and administrators, in the effective use of technology and technology
8 systems related to its programs, services, and institutional operations.

9

10 **Evidence of Meeting the Standard**

11 Professional and Organizational Development offers a wide variety of resources for instructional
12 support to classified professionals, administration and faculty. We are in the process of fully
13 integrating into the Vision Resource Center as part of cohort 3 through the CCC system. Office
14 The Professional and Development Coordinator also serves on the technology committee to
15 share information and keep up to date on the latest technology needs. There are a variety of self-
16 paced online tutorials including

- 17 • Online Teaching Resources (CVC-OEI, Canvas, etc.)
- 18 • OER Professional Development Resources.
- 19 • Vision Resources Center tutorials including LinkedIN Learning, Skill Soft, etc.
- 20 • On-going DE Professional Development Workshops, and one-on-one appointments

21

22

23 Professional and Organizational Development hosts a multitude of training sessions on software
24 in use on campus including, but not limited to, Microsoft Office products, Canvas, Oracle, OU
25 Campus, Adobe software and the SLO Cloud.

26

27 Professional and Organizational Development coordinates weekly small group workshops and
28 one-on-one sessions related to online communication and teaching technology with TESS
29 personnel to answer specific questions from faculty and staff who utilize technology in face-to-
30 face and online instruction.

31

32

33 **Analysis and Evaluation**

34

35 Professional and Organizational Development provides exemplary technology training to the
36 campus community. Training is available in group and individual formats. Professional and
37 Organization Development uses surveys and feedback forms to evaluate and enhance the
38 services offered by the department.

39

40

41

42

43

1 III.C.5 The institution has policies and procedures that guide the appropriate use of
2 technology in the teaching and learning processes.

3 4 **Evidence of Meeting the Standard**

5
6 AP6535 Use of District Equipment, AP7371 Personal Use of Public Resources, and AP3720
7 Computer and Network Use guide the appropriate use of technology in the teaching and learning
8 process. These APs are referenced in the 2019-2020 Faculty Online Handbook and will be
9 included in the 2020-2021 Faculty Handbook. Administrative policies are available on the
10 district website.

11
12 Students using campus computers must sign in using their student ID number, and agree to the
13 acceptable use policy before gaining access the computer programs.

14 15 **Analysis and Evaluation**

16
17 SBVC has policies and procedures that guide the appropriate use of technology in the teaching
18 and learning process the campus. Students logging in at computer labs agree to adhere to the use
19 policy.

21 22 **Conclusions on Standard III.C. Technology Resources**

23
24 Technology resources supports the campus mission to provide quality services in support of
25 student learning CTS engages in long and-short-term planning to ensure that students and
26 employees have access to up-to-date hardware and software.

27
28 Campus Technology Services and response to the COVID-19 crisis has been exemplary. CTS
29 provided faculty and staff with necessary equipment to work from home, including laptops and
30 hotspots. To address equity issues students who did not have online access were able to check
31 out Chromebooks and WiFi hotspots for home use. Campus Technology Services (CTS) is using
32 Amazon Workspaces to create virtual computers give students access to lab software, or to
33 access lab software using a Chromebooks. CTS has 200 virtual computers for student access to
34 Campus provided software applications ready for summer session and is making plans to scale
35 up for fall if needed.

36
37 TESS prepared secure VPN connections for employees who need access two administrative
38 applications. TESS supported the network infrastructure when it was hit with such a huge
39 increase in students and employees being online. Tests was able 2 facilitate the creation of zoom
40 accounts for all faculty and staff.

41
42 The Professional and Organizational Development Coordinator and the DE faculty leads worked
43 tirelessly to provide training and support for faculty who had little or no online teaching

1 experience. Curated resources were quickly made available and intensive training was provided
2 for the two weeks that the campus was closed. The Instructional Technology Specialists at TESS,
3 DE Faculty Leads and Professional and Organizational Coordinator continue hosting daily drop
4 in troubleshooting and instruction for faculty. Continuing training was offered for the rest of the
5 semester and through the summer. The Academic Senate recommended that the graduation in
6 service day be repurposed and used to provide further training on best practices for online
7 instruction and student interaction.

8

9

10 **Improvement Plan(s)**

11

12

13 **Evidence List**

14

15

16

17



1 **III.D. Financial Resources**

2
3
4 I.D.1 Financial resources are sufficient to support and sustain student learning programs and
5 services and improve institutional effectiveness. The distribution of resources supports the
6 development, maintenance, allocation and reallocation, and enhancement of programs and
7 services. The institution plans and manages its financial affairs with integrity and in a manner
8 that ensures financial stability. (ER 18)

9 10 **Evidence of Meeting the Standard**

11
12 The RAM, budget, and multi-year budget forecasts are developed and vetted through the District
13 Budget Committee (DBC) in accordance with AP6200 Budget Development. DBC is a collegial
14 consultation committee comprised of administrators, faculty, and classified professionals
15 representing SBVC, CHC, and SBCCD. DBC vets drafts of the RAM, budget, and multi-year
16 budget forecast through the campuses for feedback prior to being forwarded to the Board of
17 Trustees for approval.

18
19 SBCCD uses a collegially developed Resource Allocation Model (RAM). Under this RAM
20 resources allocated to each college based on the percentage of FTES generated by each college,
21 the number of low-income students, and student success outcomes. These percentages generally
22 hover near 70% for SBVC and 30% for CHC; for instance, RAM allocation for 2017-2018 was
23 69.91 for SBVC and 30.03 for CHC, thus the informal phrase used to reference the RAM is the
24 “70/30 split”. Once the annual budget has been established SBVC create its budget using local
25 campus processes. SBVC actively seeks additional funding thought grants and initiatives to grow
26 programs and services.

27
28 DBC was unsure how the Student Centered Funding Formula (SCFF) funding model would
29 impact district funding. DBC committee members we're hesitant to develop a new RAM until
30 they had some insight into how the SCFF would work. DBC adapted the current RAM using
31 each campus is performance on the SCFF categories to divide funding between campuses. DBC
32 is planning to begin discussions on a new RAM in fall 20.

33
34 The RAM is used to allocate up revenue that comes to the District, both general and categorical
35 funds. For example, the RAM was used to allocate Strong Workforce funds between the two
36 campuses.

37
38 SBVC has fiscal policies and procedures to ensure sound financial practices and financial
39 stability: BP/AP6200 Budget Preparation; BP/AP6250 Budget Management; BP/AP6300,
40 Fiscal Management; BP/AP6320, Investments; BP/AP6330 Purchasing; BP/AP6340, Contracts;
41 and BP/AP6400. Audits, are maintained and employed by SBCCD Fiscal Services and tested for
42 compliance annually by the outside auditor.

1 SBVC has a fund balance and relies on the fund balance minimize the negative impact of the
2 state budget cuts to the College. SBVC Budget Committee and College Council in accordance
3 with SBVC procedure have released some of the fund balance for the one-time purchase of
4 emerging and urgent needs as well as program review priorities.
5

6 7 **Analysis and Evaluation**

8
9 SBVC is conservative and works within its budget to provide instruction, services to students,
10 and maintain the campus. In order to stay within the campus operating budget SBVC isn't
11 always able to institutionalize and sustain categorial, initiative, or grant funded programs. Still,
12 SBVC is growing and has developed new ongoing programs and services such as the College
13 Promise, SI, Generations GO!, and the Veterans Center. SBVC uses it fund balance to support
14 one-time funding needs
15

16 SBVC and SBCCD budgets are developed in accordance with Title 5, California Community
17 Colleges Budget and Accounting Manual (BAM), best practices of the Government Finance
18 Office Association (GFOA) and fiscal policies set forth by the board of Trustees
19
20

21 III.D.2 The institution's mission and goals are the foundation for financial planning, and
22 financial planning is integrated with and supports all institutional planning. The institution
23 has policies and procedures to ensure sound financial practices and financial stability.
24 Appropriate financial information is disseminated throughout the institution in a timely
25 manner.
26

27 **Evidence of Meeting the Standard**

28
29 The integration of the campus program review with the College mission and strategic goals
30 forms the foundation for financial and instructional planning
31

32 The SBVC Budget Committee advises on planning, issue management, and communication.
33 Specifically, the Budget Committee develops annual budget assumptions, recommends reserve
34 and contingency funds, identifies discretionary monies, and reviews and develops strategies for
35 funding campus priorities. Throughout the year, the Budget Committee articulates and clarifies
36 the budget development and management process for the campus community, including training,
37 promoting budget awareness, and maintaining the transparency of budget decisions. The Budget
38 Committee chair reports on the fund balance at each College Council meeting. The mission,
39 charge, and membership for the budget committee was collegially developed and adopted by the
40 Academic Senate and College Council. SBVC Budget Committee meets once a month.
41

42 Budget Committee serves in an advisory capacity to College Council. A primary function of the
43 Budget Committee is to recommend an amount from the campus's general fund balance to be

1 released for one- time funding of items on the program review needs assessment prioritization
2 lists.

4 **Analysis and Evaluation**

6 The Budget Committee serves in all three areas of the College Council's primary functions
7 including; planning, issue management, and communication. Specifically, the Budget Committee
8 develops annual budget assumptions, recommends reserve and contingency funds, identifies
9 discretionary monies, and reviews and develops strategies for funding campus priorities. The
10 Budget Committee reviews and makes recommendations for resolution of emerging budget
11 issues and creates processes for better budget development and management. Throughout the
12 year, the Budget Committee articulates and clarifies the budget development and management
13 process for the campus community, including training, promoting budget awareness, and
14 maintaining the transparency for budget decisions.

16 III.D.3 The institution clearly defines and follows its guidelines and processes for financial
17 planning and budget development, with all constituencies having appropriate opportunities to
18 participate in the development of institutional plans and budgets.

20 **Evidence of Meeting the Standard**

22 The SBVC Planning model is uses the mission statement as the foundation for the model
23 followed by the Strategic Plan. The SBVC Planning Model traces decision making from the
24 Strategic Plan to both needs assessment and program efficacy in program review. A flowchart is
25 used for planning purposes to illustrate how requests are funneled from program review to the
26 President for review and potential funding.

28 The Budget Committee reviews the college fund balance, budget and revenue and expenditure
29 forecasts, and makes recommendations for fund source and amounts. College Council reviews
30 prioritized needs assessment requests for one-time money requests for budget augmentation,
31 equipment, technology and facilities and makes recommendations for funding up to the amount
32 established by the Budget Committee. The recommendations are forwarded to the president for
33 approval.

35 Each spring the college follows a prescribed procedure for budget development. The district
36 moved away from paper budgeting in 2016-2017. Responsibility area/program managers now
37 prepare and submit annual budgets electronically within Questica, the budgeting software
38 adopted by SBCCD. Board policies and administrative procedures as well as the San Bernardino
39 County Office of Education provide clear guidelines for processing of contracts, purchase
40 requisitions, vendors, and so forth.

1 The state financial-planning guidelines, processes, and accounting are available on the
2 chancellor’s website. The institution follows the CCCCCO BAM procedures for all transactions
3 and recordings.

4
5 SBVC and SBCCD follow established board policies and administrative procedures on financial
6 planning, budget development, and financial management. These procedures (6000 series) are
7 published and available on the SBCCD website.

8
9 The processes are also made known and published in the annual budget book, including the
10 budget calendar, budget process, budget assumptions, and influencing factors, such as revenue
11 projections and inflation, regulatory and economic conditions. This information is presented in
12 open meetings of the board and is also available on the SBCCD website. Other processes are
13 developed within SBVC committees and published and disseminated through college forums,
14 presentations, and via committee members reporting to their constituencies.

15 16 **Analysis and Evaluation**

17
18 The institution meets the standard. The 2019-2020 budget year began an increased effort by
19 DBC and SBVC Budget Committee to communicate budget information and improve budgetary
20 shared decision making. SBVC Budget Committee is a collegial consultation committee and
21 operating in accordance with its charge.

22
23 Encouragement and new emphasis are being placed on members to report out the information
24 gained in these meetings with their constituencies and to solicit feedback.

25 26 **Fiscal Responsibility and Stability**

27
28 III.D.4 Institutional planning reflects a realistic assessment of financial resource availability,
29 development of financial resources, partnerships, and expenditure requirements.

30 31 **Evidence of Meeting the Standard**

32
33 The SBVC community in general, as well as institutional planners, receive regular updates and
34 information regarding college financial health and planning, and at other opportunities
35 throughout the year, including open college forums. The budget forecast, including budget
36 assumptions, is also presented at open meetings of the board and DBC. The budget is presented
37 by the (VPAS) annually to the Academic Senate, Budget Committee, Classified Senate, College
38 Council, and managers for dissemination to all constituencies across campus. The Vice-
39 Chancellor of

40
41 The DBC reviews timely revenue forecasts and budget information each month and uses this
42 information to make realistic and meaningful budget recommendations to the chancellor. While
43 this occurs throughout the year, there is focused effort during the budget development cycle to

1 establish budget assumptions and goals, including FTES targets for the year. DBC practices
2 multi-year forecasting based on the current RAM.

3
4 The SBVC Budget Committee is updated monthly by the vice-president of administrative
5 services VPAS and other members of the DBC. College Council is provided a monthly update of
6 fund balance prior to hearing requests for funding and making recommendations of funding these
7 requests from the fund balance. These committees have representation from all constituent
8 groups, and the budget/financial information is disseminated further by these individuals.

9
10 The budget and monthly expenditure reports are presented at open meetings of the board and
11 posted on the SBCCD website.

12
13 The budget development software is available to the departments and divisions along with a
14 budget memo that includes instructions and parameters that have been set by the DBC, the
15 Chancellor’s Office, as well as the SBVC Budget Committee and VPAS. These instructions and
16 parameters take into consideration realistic financial resource information combined with
17 SBCCD and SBVC goals for the year.

18 19 **Analysis and Evaluation**

20
21 Institutional planning does reflect a realistic assessment of financial resource availability,
22 development of financial resources, partnerships, and expenditure requirements. The SBCCD
23 and SBVC endeavor to ensure this, as evidenced by the development of a RAM to reflect the
24 new Student-Centered Funding Model in 2019.

25
26
27 III.D.5 To assure the financial integrity of the institution and responsible use of its financial
28 resources, the internal control structure has appropriate control mechanisms and widely
29 disseminates dependable and timely information for sound financial decision making. The
30 institution regularly evaluates its financial management practices and uses the results to
31 improve internal control systems.

32 33 **Evidence of Meeting the Standard**

34
35 SBCCD has several measures in place to maintain the financial integrity of the SBVC. Both
36 county and district software systems are in place to prevent the over expenditure and
37 encumbrance above the approved budget in the account series. Monthly negative balance reports
38 are distributed to departments, programs, and divisions to help correct over expenditures within
39 line-item budgets. Oracle does not allow a purchase requisition to be converted into a purchase
40 order without the proper fund balance available to fund the request.

41
42 All changes to the budget, as in transfers between accounts, and budget adjustments, follow a
43 designated approval process that ultimately includes review and recording by the VPAS, and

1 final approval by Fiscal Services and the Board of Trustees. These changes are open for review
2 and scrutiny at the board meeting and are available on the SBCCD website. The institutional
3 budget is an accurate reflection of institutional spending.

4
5 SBCCD contracts for annual independent audits. SBCCD has an internal auditor who reviews
6 any transactions for irregularities and provides his findings and recommendations for corrective
7 action.

8
9 SBCCD annual independent audits reflect the use of financial resources in compliance with
10 established governmental rules, regulations, policies, and established accounting practices.
11 SBVC has an external auditor contracted by SBCCD Fiscal Services. Audits are conducted
12 annually. Findings are provided to SBVC and appropriate action is taken to correct any findings
13 immediately. Measures are implemented to ensure proper conformance to rules, regulations,
14 policies, and approved governmental practices.

15
16 The audit findings are reported at the public meeting of the board. While these findings are
17 posted on the SBCCD website, beginning in 2013-2014, the audit findings are reported to the
18 Budget Committee and College Council for posting and dissemination to constituencies.

19 20 21 **Analysis and Evaluation**

22
23 Budgeting and monitoring expenditures is a shared process with SBCCD. The College's
24 financial management practices are continually monitored by Fiscal Services and the internal
25 auditor to maintain compliance. Internal processes are reviewed ongoing, and changes are made
26 to resolve issues that arise.

27
28 The internal control processes are highly scrutinized at multiple levels within the control
29 structure of SBVC and SBCCD Fiscal Services, including ongoing oversight by the District
30 internal auditor to ensure regulatory compliance and best practices. Any discrepancy or issues
31 that get through the campus control and CBO, are brought to SBVC's attention and resolved in
32 collaboration with Fiscal Services and the internal auditor. An external auditor reviews internal
33 controls, management practices, and financial documents annually and reports to the Board.
34 SBCCD responds in a timely manner to any audit exceptions or recommendations

35
36 III.D.6 Financial documents, including the budget, have a high degree of credibility and
37 accuracy, and reflect appropriate allocation and use of financial resources to support student
38 learning programs and services.

39 40 **Evidence of Meeting the Standard**

41
42 SBCCD contracts for annual independent audits. SBCCD has an internal auditor who reviews
43 any transactions for irregularities and provides his findings and recommendations for corrective

1 action. SBCCD annual independent audits reflect the appropriate uses of financial resources in
2 compliance with established governmental rules, regulations, policies, and established
3 accounting practices. Audits are conducted annually.

4 The college uses budgeting assumptions during budget development and utilizes third-party
5 resources and advisors such as Community College League of California, School Services of
6 California, California Community College Chancellor’s Office, and Department of Finance.

7 The college is part of the SBCCD RAM which split the funding based on the three components
8 of the new Student-Centered Funding Formula (SCFF), which includes full-time equivalent
9 students (FTES), low-income students, and student success outcomes. Under this RAM funding
10 was allocated to each college based on the percentage of FTES generated by each college, the
11 number of low-income students, and student success outcomes. These percentages generally
12 hover near 70% SBVC and 30% CHC, for instance RAM allocation for 2017-2018 was 69.91
13 SBVC and 30.03 CHC, thus the informal phrase used to reference the RAM is the “70/30 split”.

14 In addition, the RAM is also used to allocate revenues that comes to the District, both general
15 and categorical funds. For example, the RAM was used to allocate Strong Workforce funds
16 between the two campuses.

17 **Analysis and Evaluation**

18 The institution meets the standard. The institution contracts an external auditor and any issues
19 are provided to SBVC and appropriate action is taken to correct the finding immediately.
20 Measures are implemented to ensure proper conformance to rules, regulations, policies, and
21 approved governmental practices

22 The RAM is developed utilizing reliable third-party data and the multi-year budget forecasts are
23 developed and vetted through the DBC in accordance with AP 6200 Budget Development. DBC
24 is a collegial consultation committee comprised of administrators, faculty, and classified
25 professionals representing SBVC, CHC, and SBCCD. DBC vets drafts of the RAM, budget, and
26 multi-year budget forecast through the campuses for feedback prior to being forwarded to the
27 Board of Trustees for approval.

28
29
30 III.D.7 Institutional responses to external audit findings are comprehensive, timely, and
31 communicated appropriately.

33 **Evidence of Meeting the Standard**

34
35 As per AP6400 Financial Audits an external audit is conducted annually and reported to the
36 board at an open meeting. The audit findings are posted on the SBCCD website, communicated
37 at the DBC, and communicated to the SBVC Budget Committee.

1 The external audit is conducted in the fall of each year and submitted to the CCCCCO by
2 December 31. Management responds immediately to the audit findings with corrections and
3 implements the correction plan prior to preparation of the final audit report.
4

5 **Analysis and Evaluation**

6

7 The institution meets the standard. SBCCD contracts for annual independent audits. SBCCD has
8 an internal auditor who reviews any transactions for irregularities and provides his findings and
9 recommendations for corrective action.

10 SBCCD annual independent audits reflect the appropriate use of financial resources in
11 compliance with established governmental rules, regulations, policies, and established
12 accounting practices. SBVC has an external auditor contracted by SBCCD Fiscal Services.
13 Audits are conducted annually. Findings are provided to SBVC and appropriate action is taken
14 to correct the finding immediately. Measures are implemented to ensure proper conformance to
15 rules, regulations, policies, and approved governmental practices.

16 The audit findings are reported at the public meeting of the board. While these findings are
17 posted on the SBCCD website, beginning in 2013-2014, the audit findings are reported to the
18 Budget Committee and College Council for posting and dissemination to constituencies.
19
20

21 III.D.8 The institution’s financial and internal control systems are evaluated and assessed for
22 validity and effectiveness, and the results of this assessment are used for improvement.
23

24 **Evidence of Meeting the Standard**

25

26 SBVC’s internal control systems are audited annually by the SBCCD external auditor. The audit
27 findings are reported to the board each year and posted on the SBCCD website. Any findings are
28 immediately met with an acceptable solution that is implemented and reviewed at the next audit.
29

30 In addition, the institution reviews Board Policies (BP’s) and Administrative Procedures (AP’s)
31 on a ten-year cycle schedule. The 2019-2020 AP and PB Review Schedule is reviewed and
32 approved by the SBCCD District Assembly Committee.

33 The SBCCD implemented Oracle, a financial program that gives managers easier access to
34 financial data in 2018. This was in response to SBVC’s request for a financial management tool
35 that would provide a higher level of fiscal oversight.

36 Financial management processes are reviewed after each audit to identify any areas where
37 improvement can be implemented. The audits include financial statements and discuss the
38 financial management of SBVC in the area being audited. The reports make recommendations
39 about internal controls that could strengthen and improve SBVC’s financial processes and
40 accountability. SBCCD support services also provide direction on improving the effectiveness of
41 fiscal planning, implementation, and operation.
42

1 Additionally, the SBCCD offices and management of SBVC are members of various statewide
2 committees and professional organizations and attend meetings to obtain information about areas
3 of operation that may need to be addressed at the institutional level.

4
5 The SBCCD implemented Oracle, a financial program that gives managers easier access to
6 financial data in 2018. This was in response to SBVC’s request for a financial management tool
7 that would provide a higher level of fiscal oversight.

8 9 **Analysis and Evaluation**

10
11 SBVC’s internal control systems are audited annually by the SBCCD external auditor. Financial
12 management processes are reviewed after each audit to identify any areas where improvement
13 can be implemented. The audits include financial statements and discuss the financial
14 management of SBVC in the area being audited. The reports make recommendations about
15 internal controls that could strengthen and improve SBVC’s financial processes and
16 accountability. SBCCD support services also provide direction on improving the effectiveness of
17 fiscal planning, implementation, and operation.

18 BP’s and AP’s are regularly reviewed and approved by all constituent groups through the
19 SBCCD District Assembly Committee using a process of first-read, second-read, and then
20 presented to the Board of Trustees for final approval.

21 In response to SBVC’s request for a financial management tool that would provide a higher level
22 of fiscal oversight, SBCCD implemented Oracle. After several years of evaluation, preplanning,
23 hard work, and training, the transition to Oracle in 2018-2019 was hard. District Support
24 Services responded by hiring temporary personnel. CSEA, CTA, and Professional Development
25 teamed up to delineate appropriate levels of responsibility and Oracle training. Oracle is not fully
26 implemented and internal control was evaluated and assessed for validity and effectiveness, and
27 the results of this implementation was used for improvement.

28 Additionally, staff of the institution are members of various statewide committees and
29 professional organizations and attend meetings to obtain information about areas of operation
30 that may need to be addressed at the institutional level.

31
32 III.D.9 The institution has sufficient cash flow and reserves to maintain stability, support
33 strategies for appropriate risk management, and, when necessary, implement contingency
34 plans to meet financial emergencies and unforeseen occurrences.

35 36 **Evidence of Meeting the Standard**

37 SBVC has fiscal policies and procedures to ensure sound financial practices and financial
38 stability. BP/AP6200, Budget Preparation; BP/AP6250, Budget Management; BP/AP6300,

1 Fiscal Management; BP/AP6320, Investments; BP/AP6330, Purchasing; BP/AP6340, Contracts;
2 and BP/AP6400, Audits, are maintained and employed by SBCCD Fiscal Services and tested for
3 compliance annually by the outside auditor.

4 SBCCD Board of Trustees receives monthly Budget Reports and monthly General Fund Cash
5 Flow Analysis. In addition, SBCCD prepares a five-year multi-year forecast. Finally, the Board
6 has created a Standing Board Finance Committee to review any financial activity of the district.

7 SBVC has invested \$5 million and SBCCD has invested \$50 million into the Pension Rate
8 Stabilization Trust administered by PARS. The funding from this trust can be used to fund any
9 retirement costs; therefore, alleviating the general fund from these costs.

10 SBCCD and SBVC are covered by the SWACC, which is a joint power authority (JPA). It was
11 formed for the purpose of providing the services and other items necessary and appropriate for
12 the establishment, operation, and maintenance of a joint program for liability and property
13 damage claims against public agencies. In addition, it also provides a forum for discussion,
14 study, development, and implementation of recommendations of mutual interest with other joint
15 programs. The third-party administrator for SWACC is Keenan and Associates. The board of this
16 co-op has determined that the amount of coverage for SBCCD is sufficient to meet the needs of
17 each college.

18 **Analysis and Evaluation**

19 SBCCD and SBVC have sufficient financial reserves and strategies to maintain financial
20 stability. SBVC maintains a fiscal reserve and fund balance that is projected five years out. The
21 Board of Trustees practice conservative and prudent risk management and cost control measures
22 to mitigate SBVC's reliance on the same.

23 SBCCD and SBVC have taken on a very proactive approach to fund the retirement costs;
24 therefore, reducing the stress to the General Fund.

25 The large financial emergencies and unforeseen occurrences are addressed by the SBCCD
26 reserve. SBCCD has various risk-management programs covering property and liability impacts,
27 workers compensation programs, and so forth, that provide coverage for any catastrophic
28 event(s) impacting SBVC. SBCCD has several processes in place to provide appropriate risk-
29 management strategies, including mandated cash reserves, additional reserve balances, and
30 spreading the risk by membership in SWACC. Membership costs for participating districts in the
31 SWACC are determined on actuarial studies. Sufficient funds exist to cover significant incidents.

32 SWACC administers the SAFER program for excess property and liability insurance coverage.
33 SAFER has numerous layers of excess protection for SBCCD. The SBCCD deductible for
34 liability is \$50,000, and \$5,000 for property. The current premium for this coverage is \$646,020
35 annually . Risk management is also improved through the efforts of the newly created office of
36 Environmental Health and Safety, which provides training, safety and emergency plans, and
37 hazard management.

1 SBCCD depends on the state apportionment for funding its budgets. Delays (deferrals) in the
2 distribution of funds may require SBCCD to engage in annual short-term borrowing from the
3 county treasury in the form of an interest-free tax revenue anticipation note (TRANS) or similar
4 instrument. The board may approve inter-fund transfers/ borrowing if cash-flow issues arise.

5

6 III.D.10 The institution practices effective oversight of finances, including management of
7 financial aid, grants, externally funded programs, contractual relationships, auxiliary
8 organizations or foundations, and institutional investments and assets.

9

10 **Evidence of Meeting the Standard**

11 SBVC and SBCCD have fiscal policies and procedures to ensure sound financial practices and
12 financial stability. BP3600, Auxiliary Organizations; BP/AP6200, Budget Preparation;
13 BP/AP6250, Budget Management; BP/AP6300, Fiscal Management; BP/AP6320, Investments;
14 AP6307, Debt Issuance and Management; BP/AP6330, Purchasing; BP/AP6340, Contracts; and
15 BP/AP6400, Audits, are maintained and employed by SBCCD Fiscal Services and tested for
16 compliance annually by the outside auditor.

17 SBCCD manages all institutional investments, real estate, and capital assets. Foundations are
18 organized as nonprofit organizations (separate 501c3), and constitute entities separate from the
19 institution, with Foundation boards. The SBVC Foundation conducts business in alignment with
20 its established bylaws. Changes to these bylaws through the years are in keeping with the
21 mission of SBVC and the organization. The Foundation is staffed by full-time employees.
22 Officers of the SBVC Foundation Board include a president, vice president, secretary, and
23 treasurer. The SBVC president serves as the secretary and the SBCCD director of Fiscal Services
24 serves as the treasurer. The treasurer provides direct financial support to the Foundation working
25 with the staff, auditors, and investment firms on all financial matters.

26 The SBCCD, CBO, and the appropriate department (Financial Aid, EOP&S, and CalWORKS)
27 oversee and process payments on accounts. Because of the need for so many signatures through
28 the approval path, an ongoing review of the request occurs through each level of approval. If
29 spending is out of the category or beyond the budget for the area, the process is interrupted and
30 corrected.

31 External funding agencies (federal, state, county, local) require SBVC to provide backup
32 documentation for all payments. Federal regulations require that a certain number of students go
33 through a verification process. An annual report, FISAP is provided to the federal government
34 each September, and reports all the grants, loans, and work-study awards and payments.
35 Financial Aid must also report, but it does so into a different system—the Common Origination
36 and Disbursement system (COE) of the USDE. An audit is performed by the external auditors
37 each July to ensure compliance. Training is provided by the California Student Aid Commission

1 and the USDE, along with conferences, workshops, and webinars to help staff keep apprised of
2 program requirement.

3 EOP&S provides bus passes, gas cards, parking permits, book vouchers, and book loans. They
4 also provide school supplies to help students. This is funded by categorical funds. Students in the
5 program are required to (a) have a BOG waiver (A/B), (b) be on full-time status, (c) be a first-
6 generation college student, and (d) be in good standing. A program plan is submitted to the state
7 of how funds will be spent. The department submits midyear and year-end reports to the state.
8 These cover all financial transactions in the program. The audits of this department are
9 performed by the external auditor.

10 SBVC supports special programs and reports to their respective external agencies, for example,

- 11 • The STAR program provides supplemental grant aid awards to students who receive Pell
12 grants. Students provide documentation, which is reviewed by staff.
13
- 14 • Datatel records. The federal government requires an annual progress report. Audits are
15 performed at the district level. When payments are made, the information is approved at
16 the department level, and submitted to Financial Aid and to the District for further
17 processing.
18
- 19 • CalWORKS provides funding to people receiving welfare to help them obtain an
20 education leading to self-sufficiency. This categorical funding is provided by the state.
21 The student provides documentation of eligibility, verified by staff against the county
22 welfare system. CalWORKS provides book vouchers, childcare, and transportation (bus
23 pass and parking permits). The CCCCCO performs an annual audit of the budget to ensure
24 conformance to the program plan and state guidelines. The District's internal and external
25 auditors and staff also review this audit. Students are audited for attendance, class load,
26 job verification (and performance) in order to receive continued CalWORKS services.

27 The individual grant managers provide immediate management of the grants, SBVC's director
28 of grant development provides the next level of oversight, followed by SBCCD Fiscal Services.

29 Annual audit reports are provided to the funding agencies. Electronic reports are also entered
30 into the external funding agencies' electronic programs. These reports and data are audited both
31 by the external agency as well as by external and internal auditors. The external agencies provide
32 audit and compliance reports that ensure the institutional compliance with program and
33 accounting regulations. There were no material findings in the last audit report presented to the
34 Board by SBCCD's external auditor [fact check].

35

36

37

1 **Analysis and Evaluation**

2 The institution practices effective oversight of finances, including but not limited to management
3 of financial aid, grants, externally funded programs, contractual relationships, auxiliary
4 organizations or foundations, and institutional investments and assets. All this is reflected in the
5 Board Policies and Administrative Procedures.

6 SBVC practices effective oversight of finances. The annual external audit, and continued
7 procurement and ongoing maintenance of grants and entitlement funding from external agencies,
8 including federal government programs are testament to this.

9

10 **Liabilities**

11

12 III.D.11: The level of financial resources provides a reasonable expectation of both short-term
13 and long-term financial solvency. When making short-range financial plans, the institution
14 considers its long-range financial priorities to assure financial stability. The institution clearly
15 identifies, plans, and allocates resources for payment of liabilities and future obligations.

16 **Evidence of Meeting the Standard**

17 SBCCD Board of Trustees receives monthly Budget Reports and monthly General Fund Cash
18 Flow Analysis. In addition, SBCCD prepares a five-year multi-year forecast. Finally, the Board
19 has created a Standing Board Finance Committee to review any financial activity of the district.

20 SBVC has invested \$5 million and SBCCD has invested \$50 million into the Pension Rate
21 Stabilization Trust administered by PARS. The funding from this trust can be used to fund any
22 retirement costs; therefore, alleviating the general fund from these costs.

23 SBVC and SBCCD have fiscal policies and procedures to ensure short-term and long-term
24 financial solvency. BP/AP6200, Budget Preparation; BP/AP6250, Budget Management;
25 BP/AP6300, Fiscal Management; BP/AP6320, Investments; AP6307, Debt Issuance and
26 Management.

27 SBVC considers long-range plans, including revenue, growth, expenditure, and fund balance
28 forecasts when making short-term financial plans to ensure the fiscal stability of SBVC.

29 The College Council considers the budget forecast when making decisions to fund one-time
30 needs and ongoing commitments. For example, the Budget Committee reviewed the budget
31 forecast and “what-if” scenarios prior to making a recommendation to the College Council to
32 spend \$1 million from the general fund balance for the fiscal year 2014 one-time needs requests
33 of program review and to not recommend any ongoing commitments for the upcoming fiscal
34 year. Likewise, the College Council was apprised of short- and long-term financial information
35 prior to approving and recommending the expenditure to the president (9.31, 9.32).

1 Each year the SBCCD adopts a budget, which includes a list of outstanding obligations. Funds
2 are set aside to cover the SBCCD’s long-term liabilities and obligations, including debt service
3 payments, insurance, and health benefits for both current staff and retirees. All liabilities and
4 future obligations are reviewed by the external auditor for compliance with governmental
5 accounting standards. When purchases or contracts are issued, they create the immediate
6 liability. The purchase order or contract cannot be issued or encumbered unless cash funds are
7 available to cover the liability. The fund is encumbered for the contract amount. When the
8 purchase is complete, the payment is released.

9 The SBCCD maintains a range of 10% - 15% fund balance to help provide a safety net for future
10 obligations.

11 **Analysis and Evaluation**

12 SBVC does consider long-range financial priorities when establishing short-term financial plans
13 to ensure both SBCCD and SBVC financial stability. The SBVC administration, in collaboration
14 with SBCCD Fiscal Services and the chancellor, runs numerous “what if” scenarios by changing
15 key variables that show how current budget decisions will play out in the long term relative to
16 financial stability, fund balance, and ability to achieve institutional goals.

17 Long-range planning for facilities has primarily been accomplished through the FMP as required
18 by the bond Measures P, M, and CC. Most buildings have been online for some time now, and
19 the remaining will begin construction by the last quarter in 2020. Accordingly, cost-loaded long-
20 range maintenance and repair/replacement plans will need more attention, sophistication, and
21 granularity in detail have been incorporated into the SBVC financial plan. Additionally,
22 educational and operational equipment replacement are included in long-range financial
23 planning, even if it must be deferred in the year of replacement.

24

25 II.D.12: The institution plans for and allocates appropriate resources for the payment of liabilities
26 and future obligations, including Other Post-Employment Benefits (OPEB), compensated
27 absences, and other employee related obligations. The actuarial plan to determine Other Post-
28 Employment Benefits (OPEB) is current and prepared as required by appropriate accounting
29 standards.

30 **Evidence of Meeting the Standard**

31 SBCCD has invested approximately \$9 million to pre-fund Other Post-Employment Benefits
32 (OPEB). As of April 28, 2019, last actuarial date, the Net OPEB liability was \$1,652,713.

33 Furthermore, SBVC has invested \$5 million and SBCCD has invested \$50 million into the
34 Pension Rate Stabilization Trust administered by PARS. The funding from this trust can be used
35 to fund any retirement costs; therefore, alleviating the general fund from these costs.

36 **Analysis and Evaluation**

1 SBVC and SBCCD plans for and allocate sufficient resources to cover short-term and long-term
2 liabilities for OPEB and other employee-related obligations.

3 III.D.13: On an annual basis, the institution assesses and allocates resources for the repayment of
4 any locally incurred debt instruments that can affect the financial condition of the institution.

5 **Evidence of Meeting the Standard**

6 SBVC and SBCCD have fiscal policies and procedures to ensure for the repayment of any
7 locally incurred debt instruments. BP/AP6320, Investments; AP6307, Debt Issuance and
8 Management:

9 SBVC and SBCCD do not have any locally incurred debt instruments that could affect the
10 financial condition of the institution.

11 **Analysis and Evaluation**

12 SBVC and SBCCD has fiscal policies and procedures to ensure for the repayment of any locally
13 incurred debt instruments and SBVC and SBCCD do not have any locally incurred debt
14 instruments that could affect the financial condition of the institution.

15

16 II.D.14: All financial resources, including short- and long-term debt instruments (such as bonds
17 and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used
18 with integrity in a manner consistent with the intended purpose of the funding source.

19 **Evidence of Meeting the Standard**

20 SBVC and SBCCD have fiscal policies and procedures to ensure for the repayment of any
21 locally incurred debt instruments. BP/AP6320, Investments; AP6307, Debt Issuance and
22 Management:

23 Series A and Series A-1 of the Measure CC authorization were sold in the amount of \$300
24 million. The Citizen’s Oversight Committee, responsible for oversight of bond expenditures to
25 ensure compliance with bond language and Prop 39 requirements, has reported annually to the
26 board and community that all expenditures are in compliance and funds are used appropriately

27 There is an annual assessment to the SBVC for debt repayment obligations. SBCCD and SBVC
28 employ prudent debt management practices. Resources are allocated as per the SBCCD
29 allocation model, which assesses the SBVC for these liabilities prior to the allocation of
30 resources to ensure financial stability. Processes are established to ensure that the integrity of
31 purchase requests match the intended allocation.

32 Student clubs have their expenses approved by club membership and by student leadership and
33 SBVC staff to ensure that expenditures are consistent with the mission and the goals of the

1 institution. Expenditures support student access to the institution and success in completion of
2 educational requirements.

3 Both internal and external audits of the CBO, which handles the financial transactions of clubs
4 and organizations, are performed annually. Managers or advisors are notified by the supervisor
5 of CBO each year as to the status and funds of each club.

6 Grants, such as MESA, furnish an annual performance review (APR) to the federal government
7 to remain in compliance with the objectives of the grant. All grants received by the institution are
8 managed by an assigned grant manager and reviewed by the SBVC director of grants, for fiscal
9 and performance accountability. Grant and other special fund expenditure requests are also
10 reviewed by SBCCD Fiscal Services prior to approval of the expense.

11 Most fundraising activities are conducted or processed through the SBVC Foundation. The
12 activities are approved by its foundation board working closely with the SBVC administration to
13 ensure that activities are appropriate and in keeping with the missions of both the foundation and
14 SBVC. The executive board includes the president of the college (secretary) and the director of
15 Fiscal Services.

16 **Analysis and Evaluation**

17 External audits conform to governmental accounting standards; the audits demonstrate the
18 financial integrity of the institution.

19

20 III.D.15: The institution monitors and manages student loan default rates, revenue streams, and
21 assets to ensure compliance with federal requirements, including Title IV of the Higher
22 Education Act, and comes into compliance when the federal government identifies deficiencies

23 **Evidence of Meeting the Standard**

24 SBVC participates in state and federal financial aid programs, and monitors student loan default
25 rates. The College participates in the state Cal Grant and BOG waiver, in addition to federal
26 grant programs including the Pell grant, Federal Work-Study program, and the Supplemental
27 Educational Opportunity Grant (SEOG).

28 SBVC participates in private Sallie Mae student loans by providing information to the
29 prospective lenders regarding the student's attendance and course load, and "total cost of
30 attendance," certifying the maximum loan amount for the student. SBVC does not monitor the
31 default rate of these loans, as they are private loans and the applicants must have a credit check
32 and/or co-signor cosigner for the loan. The funds, however, are dispersed to the students through
33 the institutional Financial Aid Office and CBO for security and accountability.

1 SBVC administered the now sunset federal FFEL program. SBCCD had a combined default rate
2 of 24.77 percent in 2010, and 21.3 percent in 2009. SBVC’s default rate for this program was 24
3 percent for the last cohort year 2009-2010, just below the federal guideline of 25 percent.

4 SBVC currently administers the federal Perkins loan program. While the College Financial Aid
5 Office processes the applications, the program is administered by Fiscal Services and managed
6 by Affiliated Computer Services Inc. (ACS), a contracted loan servicing company. ACS services
7 the loans, monitors defaults, and sends defaults to collections and to the CCCCCO’s Tax Offset
8 Program, which garnishes state tax returns, for potential collection.

9 Funds have not been added to the program in recent years, so the fund balance available for loans
10 has been diminishing. Federal guidelines for maximum default in a three-year aggregate is 50
11 percent. The SBVC default rate for this loan program follows: 2017, XX percent; 2016, XX
12 percent; 2015, XX percent.

13 **Analysis and Evaluation**

14 The loan program is being administered pursuant to federal requirements, and the default rates
15 are being monitored and individual cases reported for potential capture of some of the lost funds.
16 The current balance available in this diminishing fund is approximately \$XX,000 [update]. The
17 defaults have no effect on the stability of college finances.

18 **Contractual Agreements**

19

20 III.D.16: Contractual agreements with external entities are consistent with the mission and goals
21 of the institution, governed by institutional policies, and contain appropriate provisions to
22 maintain the integrity of the institution and the quality of its programs, services, and operations.

23

24 **Evidence of Meeting the Standard**

25 SBVC and SBCCD have fiscal policies and procedures to contractual agreements are consistent
26 with the mission and goals of the institution. BP/AP6300, Fiscal Management; BP/AP6330,
27 Purchasing; and BP/AP6340, Contracts.

28 SBVC has agreements that are processed through the SBCCD Fiscal Services Business Office
29 and submitted to the board for approval. These agreements allow SBVC to provide services to
30 students and to help with the institutional mission and goals. BP/AP6340 governs this process.

31 Each manager who initiates a contract is responsible for the oversight and performance of the
32 contract. Termination clauses in the agreements can be invoked when a contract is not meeting
33 the scope and standards of the agreement. The office of the vice chancellor of fiscal services
34 provides oversight in the contracting process with the campus. Guidelines and timelines are
35 established and distributed yearly to SBVC.

1 Architectural, program-management, and construction-management contracts/ services are
2 contracted by SBCCD and managed by SBCCD’s Facilities and Planning Department in
3 coordination with SBVC. These services provide institutional support with ongoing maintenance,
4 new-construction, and reconstruction projects. These projects are outlined in the FMP and the
5 five-year Scheduled Maintenance Plan. Any material changes in the plan, such as projects added
6 to the Measure M bond project list, are in collaboration with SBVC. The Measure CC program
7 management procedures, developed in collaboration with SBVC, and updated in 2019, govern
8 internal controls for contracting, invoicing, payments, contract changes/amendments, and so
9 forth. All internal contracting procedures are governed by and fit within the legal parameters of
10 the California Public Contract Code. Bond-related contract issues are resolved in coordination
11 and consult with SBCCD bond and/or construction attorneys. The bond program controls and
12 processes, including financial, are included in the program implementation plan, reviewed and
13 updated annually.

14 SBVC uses vendors to provide outside services by contract, such as maintenance agreements
15 with companies that help maintain the plant operations of the institution. There are also contracts
16 for services that enhance campus operations and/or classroom environments: security (e.g.,
17 Brinks Security), maintenance of copy machines and mailing machines, and hazardous waste
18 removal.

19 In the Athletics Department, there are numerous annual contracts, which include transportation,
20 game management, and equipment repairs. SBVC also contracts with local K-12 institutions,
21 which provide services to high school students who are dual-enrolled in both their high school
22 and SBVC. There is also an agreement with the SBCS, allowing students in the academy classes
23 to receive credits and certification of program completion.

24 **Analysis and Evaluation**

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

31

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

33 SBCCD and SBVC conduct financial matters with integrity. SBCCD utilizes Oracle software
34 for budget control. SBCCD has a strong reserve, and SBVC currently has a healthy fund
35 balance. SBCCD and SBVC have sufficient funds for other post-employment benefits (OPEB)
36 and debt management. Liability and property damage insurance is covered through the
37 Statewide Association of Community Colleges (SWACC) and administered through a third-party
38 vendor. SBCCD and SBVC undergo annual outside audits, and there have been no audit

1 exceptions in the past two years. SBVC regularly provides oversight documentation to external
2 funding agencies and has oversight of financial aid and the SBVC Foundation.
3 The SBVC Budget Committee advises on planning, issue management, and communication.
4 Specifically, the Budget Committee develops annual budget assumptions, recommends reserve
5 and contingency funds, identifies discretionary monies, and reviews and develops strategies for
6 funding campus priorities. Throughout the year, the Budget Committee articulates and clarifies
7 the budget development and management process for the campus community, including training,
8 promoting budget awareness, and maintaining the transparency of budget decisions. The Budget
9 Committee chair reports on the fund balance at each College Council meeting.
10 SBCCD and SBVC maintain transparency in budget operations. Audit results are posted on the
11 SBCCD website. The chancellor and SBVC president regularly address budget matters on
12 opening day, disclosing the budget allocation model, developmental budget for SBVC, budget
13 deficits and/or fund balance, and funding of prioritized needs assessment items.
14
15

16 **Improvement Plan(s)**

17
18

19 **Evidence List**

20 Budget Timeline – 11/6/19 Board Book
21 DBC Minutes
22 Budget Committee Minutes
23 Audit Reports
24 RAM
25 Five-Year Forecast
26 Oracle Training
27
28
29

1 **Standard IV: Leadership and Governance**

2 The institution recognizes and uses the contributions of leadership throughout the organization
3 for promoting student success, sustaining academic quality, integrity, fiscal stability, and
4 continuous improvement of the institution. Governance roles are defined in policy and are
5 designed to facilitate decisions that support student learning programs and services and
6 improve institutional effectiveness, while acknowledging the designated responsibilities of the
7 governing board and the chief executive officer. Through established governance structures,
8 processes, and practices, the governing board, administrators, faculty, classified professionals,
9 and students work together for the good of the institution. In multi-college districts or systems,
10 the roles within the district/system are clearly delineated. The multi-college district or system
11 has policies for allocation of resources to adequately support and sustain the colleges.
12

13 **IV.A Decision-Making Roles and Processes**

14
15 IV.A.1: Institutional leaders create and encourage innovation leading to institutional excellence.
16 They support administrators, faculty, classified staff, and students, no matter what their official
17 titles, in taking initiative for improving the practices, programs, and services in which they are
18 involved. When ideas for improvement have policy or significant institution-wide implications,
19 systematic participative processes are used to assure effective planning and implementation.

20 **Evidence of Meeting the Standard**

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

27 Additionally, the president informally encourages campus participation by visiting all division
28 meetings with the executive team at the beginning of each semester to provide all faculty
29 members with an opportunity to provide input about campus practices and policies and each
30 month the president and executive team hold open hours for faculty and classified professionals
31 to drop in without appointments to discuss campus issues.

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

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

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

9 **Analysis and Evaluation**

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

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

18

19 IV.A.2: The institution establishes and implements policy and procedures authorizing
20 administrator, faculty, and staff participation in decision-making processes. The policy makes
21 provisions for student participation and consideration of student views in those matters in which
22 students have a direct and reasonable interest. Policy specifies the manner in which individuals
23 bring forward ideas and work together on appropriate policy, planning, and special-purpose
24 committees.

25 **Evidence of Meeting the Standard**

26 AP2510 Collegial Consultation outlines administrative, classified, faculty, and student roles in
27 decision making processes. Committee memberships includes managers, faculty, classified and
28 student representation on major collegial consultation committees including District Assembly,
29 College Council, Accreditation and SLO Committee, Curriculum, Enrollment Management,
30 Facilities and Safety, SSSP, and Program Review. Managers are assigned to committees by the
31 leadership team. Faculty are assigned by the Academic Senate. Classified professionals are
32 assigned to committees by CSEA and Classified Senate. Student representatives are assigned by
33 ASG.

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

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

3 **Analysis and Evaluation**

4 Administrative procedures provide the opportunity for all staff to influence the development of
5 policy and the development of programs. Additionally, all campus meetings are open and
6 attendance of non-committee members is encouraged. When ad-hoc or special planning
7 committees are convened every effort is made to include all constituencies as per SBVC's
8 governance philosophy stated in AP2510 Collegial Consultation. For instance, process of
9 developing the SBVC Strategic Plan was an inclusive process that involved meetings and
10 workshops with all campus constituencies first in separate settings, faculty groups, with staff
11 meetings, and in student meetings.

12 The Governance Philosophy expressed in AP2510 states that

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

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

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

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

27 **Evidence of Meeting the Standard**

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

30 In accordance with BP/AP2410 Board Policies & Administrative the District Assembly (DA)
31 committee is charged with maintaining the BP/AP review cycle, Any changes to BPs/APs come
32 through DA for review and approval and then forwarded to the Board of Trustees for approval.
33 Administrators and faculty are represented on DA and appropriate constituencies have feedback
34 into BPs and APs.

1 BP/AP2510 Collegial Consultation ensure administrators and faculty are included as voting
2 members , College Council, SSSP, and Enrollment Management and District planning
3 committees, DA, and DBC.

4 Campus and District Program Review Committees have administrative and faculty membership
5 that participate in the needs assessment ranking process. Campus Budget Committee and District
6 Budget Committee also have strong administrative and faculty membership.

7 **Analysis and Evaluation**

8 Administrators and faculty participate fully in areas of institutional policies, planning, and
9 budget.

10

11 IV.A.4: Faculty and academic administrators, through policy and procedures, and through well-
12 defined structures, have responsibility for recommendations about curriculum and student
13 learning programs and services.

14 **Evidence of Meeting the Standard**

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

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

- 27 • approval of new courses;
- 28 • deletion of existing course;
- 29 • proposed changes in course;
- 30 • periodic review of course outlines;
- 31 • approval of proposed programs;
- 32 • deletion of programs;
- 33 • review of degree and certificate requirements;
- 34 • approval of prerequisites and co-requisites; and
- 35 • 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
22 initiatives in accordance with internal and external deadlines.

23 Article 3 of the Classified Senate Constitution discusses the role and purpose of classified
24 professionals in collegial consultation.

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

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

33 Management job descriptions include a description a manger’s role in campus/district
34 leadership.

1 Analysis and Evaluation

2 Campus decision making relies on appropriate expertise based on job description, Title 5,
3 constituency prevue, labor bargaining agreements, and committee structure. The campus acts on
4 plans, policies, curricular changes, reports, and initiatives at the local, state, and nation level in a
5 timely manner.

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

8 Evidence of Meeting the Standard

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

15 Analysis and Evaluation

16 Decision making processes are publicly available. Processes are in place to distribute
17 information regarding policy and planning decisions. Campus communications would benefit
18 from distributing information to the entire campus in multiple formats additionally committee
19 members could be more diligent about reporting out to their constituency groups, and with
20 regard to posting minutes.

21

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

26 Evidence of Meeting the Standard

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

30 The Campus Committee Structure is reviewed by Academic Senate biennially for relevancy and
31 effectiveness. Committees can be formally and permanently added to the campus committee
32 structure at any time should the need arise. The Guided Pathways committee began as an ad-hoc
33 of the Academic Senate. Over time the committee recognized a need to be permanent committee
34 and developed a formal change and membership which was presented to and approved by the
35 Academic Senate in spring 19.

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

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

8 **Analysis and Evaluation**

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

11

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

13

14 The college committee structure offers an effective method of two-way communication between
15 campus leadership and campus constituencies. Faculty, classified professionals, and students
16 are appointed by Academic Senate, Classified Senate, and student government. Committee
17 meetings are open to all who want to attend. Committee chairs or their designees also attend
18 College Council meetings.

19 College Council serves as the primary structure for broad-based input from all college
20 constituencies. Co-chaired by the campus president and the academic senate president College
21 Council meets bi-monthly; the membership includes committee chairs from all campus collegial
22 consultation committees and the entire executive team.

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

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

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

29 SBVC's strong committee and governance structure was an asset to the college during the
30 COVID-19 crisis. Committees continued to meet online and make recommendations on how the
31 campus respond to COVID-19. In addition to regular email update the president initiated bi-
32 weekly Campus Updates via Zoom that are well attended. Administration was responsive to
33 concerns identified by campus constituencies.

34

35 **Improvement Plan(s)**

1 **IV.B Chief Executive Officer**

2
3 IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the
4 quality of the institution. The CEO provides effective leadership in planning, organizing,
5 budgeting, selecting and developing personnel, and assessing institutional effectiveness.
6

7 **Evidence of Meeting the Standard**

8
9 The College President serves as the chief administrative officer. BP2430 Delegation of Authority
10 to the Chancellor states that “The Chancellor may delegate any powers and duties entrusted to
11 him/ or her by the Board (including the administration of colleges and centers), but will be
12 specifically responsible to the Board for the execution of such delegated powers and duties.” The
13 college president’s job description further identifies the college president as the chief
14 administrative officer.
15

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

24 **Analysis and Evaluation**

25
26 Under President Rodriguez’s guidance the campus has strengthened ties between campus data,
27 strategic goals, and educational planning to increase student access and success. For instance,
28 during her first semester on campus the president was tasked with taking over the development
29 of the Comprehensive Master Plan (CMP) for the campus. While ensuring collegiality, President
30 Rodriguez successfully realigned the existing draft with the campus mission, and strategic
31 initiatives. The CMP includes realistic goals for student success that were developed using
32 campus and community data. President Rodriguez practices transparency in all that she does,
33 short- and long- range institutional planning is shared with campus constituencies and the
34 surrounding community.
35

36 IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and
37 staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates
38 authority to administrators and others consistent with their responsibilities, as appropriate.
39

40 **Evidence of Meeting the Standard**

41
42 The college president’s job description includes a lengthy list of the qualification, duties, and
43 responsibilities, including the delegation of authority. Accordingly, Ms. Rodriguez delegates

1 authority to the VPs, Deans and others to act within the scope of their position and job
2 description. The SBVC Organization Chart illustrates the formal administration structure on
3 campus. AP2510 Collegial Consultation Collegial speaks to the campus’s governance
4 philosophy and collegial consultation processes.
5

6 President Rodriguez works with President’s Cabinet and Chancellor’s cabinet, and takes input
7 from campus constituencies and collegial consultation committee, to evaluate the administrative
8 structure at SBCCD. During her tenure as college president, Ms. Rodriguez has stabilized upper
9 administration and worked with the SSSP Committee, SSSP Plan, and Academic Senate to grow
10 and stabilize the administrative structure on campus, particularly in the area Student Services.
11 Recently, Ms. Rodriguez has worked with the VPI and appropriate Deans to centralize the
12 tutoring and instructional support services thereby increasing access for all students.
13

14 **Analysis and Evaluation**

15
16 As per BP2430 Delegation of Authority to the Chancellor. BP2510 Collegial Consultation, and
17 the job description for the college president, President Rodriguez delegates’ authority to campus
18 administrators, supervisors, and faculty as is appropriate and consistent with their
19 responsibilities. President Rodriguez is patient and intentional, seeking to hire administrators,
20 faculty and classified professionals who embody the campus mission.
21

22 IV.B.3 Through established policies and procedures, the CEO guides institutional
23 improvement of the teaching and learning environment by:

- 24 • establishing a collegial process that sets values, goals, and priorities;
- 25 • ensuring the college sets institutional performance standards for student
26 achievement;
- 27 • ensuring that evaluation and planning rely on high quality research and analysis
28 of external and internal conditions;
- 29 • ensuring that educational planning is integrated with resource planning and
30 allocation to support student achievement and learning;
- 31 • ensuring that the allocation of resources supports and improves learning and
32 achievement; and
- 33 • establishing procedures to evaluate overall institutional planning and
34 implementation efforts to achieve the mission of the institution.
35

36 **Evidence of Meeting the Standard**

37
38 President Rodriguez has maintained the collegial consultation process described in AP2510
39 Collegial Consultation and the 2014 College Governance Handbook. Collegial consultations
40 committees include Accreditation and Student Learning Outcomes, Facilities and Safety,
41 Technology, Budget, Professional Development, and Enrollment Management. The
42 Matriculation/SSSP, Curriculum, and Program Review Committees are collegial consultation
43 committees that operate under the authority of the Academic Senate. The chairs of collegial

1 consultation committees along with CSEA, CTA, and Student Government have a seat on
2 College Council.

3
4 The College Council has three primary functions: planning, issue management, and
5 communication. The college planning function includes the college Educational Master Plan
6 (EMP), thereby developing the college’s Education Strategic Plan. The EMP includes
7 the Program Review annual needs prioritization, Technology Plan, Five Year Construction and
8 Facilities Plan, Enrollment Management Plan, Basic Skills Plan, and Professional Development
9 Plan. College Council reviews each of the plans and analyzes each for budget impact and
10 provides recommendations to the President. [note: reads awkwardly, but direct quote from 2510[

11
12 The issues management function takes place as campus issues are presented to the College
13 Council and referred to the appropriate committee for review, consideration, and
14 recommendation to the President.

15
16 The communication function is served by the College Council as the central communication
17 venue for college governance issues including budget, in that all constituent groups are
18 represented and are responsible for reporting and disseminating of information to their
19 appointing body

20
21 The Strategic Planning Model illustrates that the mission and strategical goals are the foundation
22 for campus planning, The Strategic Planning Model further illustrates how collegial consultation
23 committees are campus processes are interdependent on each other, and that planning is a shared
24 responsibility.

25
26 A recent illustration of established procedures to evaluate overall institutional planning with the
27 campus mission and goals is the work done in College Council on the campus strategic direction
28 and goals spreadsheet that highlights progress alignment with campus
29 offices/committees/processes, accreditation standards, state initiatives, and student funding
30 model. The spreadsheet illustrates how the campus works to achieve its goals, how campus goals
31 are tied to the boarder goals of state, and how the campus work aligns with accreditation. The
32 spreadsheet is a visual illustration used by the President and College Council to measure
33 progress, distribute resources, and eliminate duplication of effort.

34 35 36 **Analysis and Evaluation**

37
38 Lead by President Rodriguez, College Council is the embodiment of how the collegial processes
39 described in AP2510 Collegial Consultation, and the Strategic Planning Model are inclusive of
40 the campus community and sets the goals and priorities for the campus. Anchored by an
41 exemplary program review process and grounded by an evidence-based culture the president
42 allocates available campus resources to the best benefit of students.

1 The success of the campus mission, and strategic direction and goals is quantitatively and
2 qualitatively evaluated using traditional student success matrices, increased access to student and
3 instructional support services, progress on strategic goals, campus climate surveys, campus event
4 feedback, committee self-evaluations, and anecdotal evidence such as social media posts.
5
6

7 IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution
8 meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies
9 at all times. Faculty, classified staff and administrative leaders of the institution also have
10 responsibility for assuring compliance with accreditation requirements.
11

12 **Evidence of Meeting the Standard**

13
14 President Rodriguez guides the campus accreditation process. She meets weekly with the ALO to
15 ensure that the campus meets Eligibility Requirements, Accreditation Standards and Commission
16 policies and bi-weekly with the faculty lead of the ALSO Committee to ensure that local
17 processes for accreditation are being followed. Ms. Rodriguez is knowledgeable of
18 programmatic accreditations on campus and assures that programs have the necessary support for
19 their accreditation
20

21 President Rodriguez works directly with the ALO in the development and timely of the ACCJC
22 Annual Reports and, maintains currency on accreditation by attending meetings, conferences,
23 and workshops that disseminate information and updates on Eligibility Requirements,
24 Accreditation Standards and Commission policies, including Region 9 meetings, ACCJC Team
25 Training, CCLC Annual Conference, Wheelhouse Fellowship Academic, ACCT meetings, and
26 serving on ACCJC visiting teams. Additionally, Ms. Rodriguez participates in programmatic
27 accreditations visits.
28

29 **Analysis and Evaluation**

30
31 The College President is fully engaged in campus accreditation processes. She consults regularly
32 with the ALO and faculty lead, both of whom have a seat on College Council. President
33 Rodriguez informs the campus community of regional and programmatic accreditation through
34 campus presentations and reports.
35
36
37
38
39
40
41
42
43
44

1 IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board
2 policies and assures that institutional practices are consistent with institutional mission and
3 policies, including effective control of budget and expenditures.
4

5 **Evidence of Meeting the Standard**

6
7 The District Assembly is responsible for reviewing and revising governing board policies. The
8 president, an ex-officio member of District Assembly, routinely evaluates the alignment of
9 institutional practices to board policies through discussions in the College Council and the
10 President’s Cabinet and works in conjunction with the vice presidents of SBVC to monitor the
11 implementation of the statutes. Through the involvement of the different constituency groups,
12 any and all changes in SBVC practices and policies are immediately reflective upon adoption.
13 Additionally, the SBCCD and SBVC governance structures allow for board policies and
14 administrative procedures to be reviewed at all levels to ensure alignment of institutional
15 practices, policies, and the mission.
16

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

24 The president reviews budget summaries on a regular basis and is the ultimate decision maker
25 for SBVC’s expenditures. The president holds the responsibility centers accountable for their
26 budgets, with appropriate expenditures to support their respective areas. While the president is
27 well informed on making these decisions, information is also provided through established
28 processes on the SBVC campus. The Budget Committee identifies unexpended funds and tracks
29 the campus fund balance. The Budget Committee recommends to College Council what portion
30 of the fund balance should be spent to fund one-time needs. College Council makes a
31 recommendation to the president regarding the allocation of funds based on the program review
32 prioritizations lists.
33

34 **Analysis and Evaluation**

35
36 The College President regularly participates in the campus and district meetings that drive the
37 development of policies, procedures, and budget. She actively advocates for enhancement of
38 SBVC funding and actively opposes redistribution of funds away from the campus. The
39 president works to establish a working budget that meets the needs of the campus and allows for
40 one time funding and growth to enhance teaching and learning.
41

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

1 institution.

2

3 **Evidence of Meeting the Standard**

4

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

13

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

21

22 **Analysis and Evaluation**

23

24 President Rodriguez actively engages and communicates with the campus community.

25

26

27 **Conclusions on Standard IV.B. CEO**

28

29 The Campus President acts with integrity and leads the campus to promote and continuously
30 improve student success by ensuring academic quality and stability. The Campus President
31 depends on employee expertise and uses governance roles and structures to establish, revise and
32 implement policies and plans. The president communicates with the campus constituencies and
33 the communities served by campus. The president advocates for students and the campus at the
34 local, regional, state, and national level.

35

36 During the COVID-19 the president worked tirelessly to support ensure the health and safety of
37 the campus community.

38

39

40 **Improvement Plan(s)**

41

42

43

Evidence List

IV.C Governing Board

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

Evidence of Meeting the Standard

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

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

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

BP4000 Instructional Programs states that “the colleges of the district shall offer comprehensive instructional programs in the areas of general education, transfer education, vocational education, learning skills education, community services, and joint programs with business, industry, labor, government, and other accredited educational institutions.” In addition, BP4100 Graduation Requirements for Degrees and Certificates addresses degrees and certificate requirements; BP4220 addresses the standards for scholarship; BP4100 addresses the graduation requirements for degrees and certificates offered, while the Chapter 5: Student Services of board policies covers a variety of student services-related items, such as, admissions, tuition, fees, refunds, student records, enrollment priorities, and course adds and drops.

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

4 5 **Analysis and Evaluation**

6
7 Board policies are in place to inform and guide trustees on their role and responsibilities to
8 ensure academic quality, support student learning, and provide for the financial stability of the
9 district. Additionally, the Board of Trustees use the following documents to ensure that new and
10 returning trustees fully understand their role and responsibilities:

- 11 • Orientation and Development for Community College Trustees;
- 12 • Trustee Handbook (revised 11/06/19);
- 13 • Trusteeship; and
- 14 • Board Chair Handbook.

15
16 Trustees participate in state and national conferences [list] that enhance their knowledge of the
17 role of the Board and stay informed about educational trends, initiatives and laws.

18
19 IV.C.2 The governing board acts as a collective entity. Once the board reaches a decision, all
20 board members act in support of the decision.

21 22 **Evidence of Meeting the Standard**

23
24 The 2019 Trustee Handbook and AP2200 Board Duties and Responsibilities instructs Trustees to
25 act as a whole once a decision is made.

26 27 **Analysis and Evaluation**

28
29 The 2019 Trustee Handbook instructs Trustees to act as a whole once a decision is made.

30
31
32 IV.C.3 The governing board adheres to a clearly defined policy for selecting and
33 evaluating the CEO of the college and/or the district/system.

34 35 **Evidence of Meeting the Standard**

36
37 BP/AP2431 Chancellor Selection and BP/AP7250 Educational Administrators define the process
38 for selecting the chancellor and college presidents. BP/AP2435 Evaluation of the Chancellor
39 states that the chancellor shall be evaluated annually and outlines the process for the evaluation
40 of the chancellor.

1 Analysis and Evaluation

2
3 BP/AP2435 Evaluation of the Chancellor includes a survey that is sent out to the district
4 community via email. These surveys are sent out in a timely manner. Survey responses are
5 provided to the Board of Trustees for use in the evaluation process. The chancellor’s evaluation
6 is a standing closed session item on the Board of Trustees business meeting.
7

8
9 IV.C.4 The governing board is an independent, policy-making body that reflects the public
10 interest in the institution’s educational quality. It advocates for and defends the institution and
11 protects it from undue influence or political pressure. (ER 7)
12

13 Evidence of Meeting the Standard

14
15 The 2019 Trustee Handbook instructs trustees on the roles and responsibilities of a board
16 member and instructs the board to serve as an advocate for district.
17

18 AP2200 Board Duties and Responsibilities further discusses that the role of Board is to support
19 the colleges in the pursuit of their missions and goes on the state that the Board is to represent
20 the general public for whom they hold the colleges in trust. They are responsible for balancing
21 and integrating the wide variety of interests and needs into policies that benefit the common
22 good and the future of our region.
23

24 The 2019 Trustee Handbook, AP2200 Board Duties and Responsibilities, AP2710 Conflict of
25 Interest, and BP2715 Code of Ethics – Standards of Practice prohibit trustees from unethical
26 behavior.
27

28 Board members are elected in seven different regions and represent the diverse community
29 served by SBCCD.
30

31 Analysis and Evaluation

32
33 The BOT is an independent body that makes decisions for the benefit of the district population.
34
35
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1 IV.C.5 The governing board establishes policies consistent with the college/district/system
2 mission to ensure the quality, integrity, and improvement of student learning programs and
3 services and the resources necessary to support them. The governing board has ultimate
4 responsibility for educational quality, legal matters, and financial integrity and stability.
5

6 **Evidence of Meeting the Standard**

7
8 The establishment and revision of Board Policies and Administrative Procedures is governed by
9 BP and AP2410 Board Policies & Administrative Procedures.
10

11 The 2019 Trustee Handbook and AP2200 Board Duties and Responsibilities instructs the Board
12 to act with integrity and work in the best interest of the colleges and student success and gives
13 the board ultimate responsibility for educational quality, legal matters, and integrity. To this end
14 the Board has established institutional values that are reviewed and updated annually.
15

16 The Board holds an annual board meeting AP2300 Annual Organization Meeting for the election
17 of Board officers. Additionally, the Board has a mid-year retreat in January and a two-day retreat
18 in June during which time board members reflect on the years accomplishments and learn about
19 effective trustee practices. The board works on plans to further the goals stated in the SBCCD
20 Strategic Plan and sets the Board Institutional Values, Board Planning Imperatives, and
21 Chancellor’s Goals.
22

23 **Analysis and Evaluation**

24
25 The BOT give final approval for the establishment and revision of BPs/APs and district and
26 campus planning. The BOT engages in long range planning for the benefit of the institution.
27
28

29 IV.C.6 The institution or the governing board publishes the board bylaws and policies
30 specifying the board’s size, duties, responsibilities, structure, and operating procedures.
31

32 **Evidence of Meeting the Standard**

33
34 Chapter 2 of Board Policies and Administrative Procedures that pertain to the Board of Trustees
35 are publicly available on the District website including BP2010 Board Membership, and BP
36 2200 Board Roles and Responsibilities. These policies and procedures outline the number of
37 trustees, and structure of the board. The duties and responsibilities of the Board can be found in
38 policies and procedures, and the Trustee Handbook.
39

40 **Analysis and Evaluation**

41
42 The Board of Trustees publishes the board bylaws and policies
43

1 IV.C.7 The governing board acts in a manner consistent with its policies and bylaws. The
2 board regularly assesses its policies and bylaws for their effectiveness in fulfilling the
3 college/district/system mission and revises them as necessary.
4

5 **Evidence of Meeting the Standard**

6

7 BP/AP2410 Board Policies & Administrative defines the ten-year timeline for BP/AP review and
8 establishes points of accountability for the review process. BP/AP review starts and concludes in
9 District Assembly. PolicyStat is used to track the BP/AP review cycle. PolicyStat tracks changes
10 to BPs/APs, and includes notes and rationale for BP/AP changes. District Assembly members
11 are able to see changes online. District Assembly members are responsible for ensuring input by
12 subject area experts and preventing conflicts with other District BPs/APs. The BP/AP review
13 cycle was reviewed at District Assembly in spring 19.
14

15 In matters relating to board policies in Chapter 2 (not including BP/AP2410 Board Policies &
16 Administrative & BP/AP2510 Collegial Consultation, which go through the full review process),
17 the Board submits board policies and policy changes to the District Assembly (DA) for review
18 and feedback only, prior to placing on board agenda.
19

20 New Trustees receive training on BPs and APs in Chapter 2. Board members attend local, state,
21 and national training to stay current with regard to board policies and discuss policies at their
22 planning retreats. The full text of all BPs and APs being reviewed, revised, or added are
23 published in the Board Book for first and second read.
24

25 **Analysis and Evaluation**

26

27 It is the goal of the Board to act ethically and work within district policies, procedures and
28 bylaws to further the goals of the campuses and district. Although the processes in BP/AP2410
29 Board Policies & Administrative are not swift, the Board respects the process which allows for
30 collegial consultation across both campuses and the district.
31

32 IV.C.8 To ensure the institution is accomplishing its goals for student success, the
33 governing board regularly reviews key indicators of student learning and achievement
34 and institutional plans for improving academic quality.
35
36

37 **Evidence of Meeting the Standard**

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

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

7 8 **Analysis and Evaluation** 9

10 The BOT is regularly informed on student success measures and KPI in monthly Board reports.
11 Additionally, Board Study Sessions address student success through in-depth review of indicators
12 such as KPIs and SSSP planning,
13

14
15 IV.C.9 The governing board has an ongoing training program for board development, including
16 new member orientation. It has a mechanism for providing for continuity of board membership
17 and staggered terms of office.
18

19 **Evidence of Meeting the Standard** 20

21 Trustees receive Community College League of California (CCLC) Trustee Training.
22 The Trustee Handbook is designed to complement, augment, and expand upon the CCLC
23 Trustee Training. The Trustee Handbook contains topics in which all trustee members should be
24 trained to be effective at the local level. The handbook defines the role and responsibilities of the
25 Chancellor and Board President in board member training, and includes a sign-off sheet to verify
26 the training of board members in each topic area. The Trustee Handbook was last reviewed in
27 2019.
28

29 **Analysis and Evaluation** 30

31 Trustees receive ongoing professional development at retreats, conferences, and study sessions.
32 The Board members participated in Trustee Training and CCLC Annual Conference. The
33 7/25/19 study session included training on Robert's Rules of Order, the Brown Act, and conflict
34 of interest. Trustees seeking to improve their ability to work well with each other and SBCCD
35 personnel had a facilitated workshop around the DISC personality assessment.
36

37 **IV.C.10** Board policies and/or bylaws clearly establish a process for board evaluation. The
38 evaluation assesses the board's effectiveness in promoting and sustaining academic quality and
39 institutional effectiveness. The governing board regularly evaluates its practices and
40 performance, including full participation in board training, and makes public the results. The
41 results are used to improve board performance, academic quality, and institutional
42 effectiveness.
43

Evidence of Meeting the Standard

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

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

Analysis and Evaluation

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

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

Evidence of Meeting the Standard

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

As a member of the San Bernardino Community College District Board of Trustees, I will perform my duties in accordance with my oath of office. I am committed to serve the individual needs of the citizens of the District. My primary responsibility is to provide

1 learning opportunities to each student regardless of sex, race, color, religion, ancestry,
2 age, marital status, national origin, or handicap.

3 4 **Analysis and Evaluation**

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

11
12
13 IV.C.12 The governing board delegates full responsibility and authority to the CEO to
14 implement and administer board policies without board interference and holds the CEO
15 accountable for the operation of the district/system or college, respectively.

16 17 **Evidence of Meeting the Standard**

18
19 BP2431 Selection of the Chancellor specifies that the Board of Trustees is responsible for the
20 selection and evaluation of the chancellor. The job description for the chancellor details the
21 responsibility and authority granted to this individual to administer board policies. As stated in
22 BP2435 Evaluation of the Chancellor, the chancellor is evaluated annually under the terms of
23 their contract.

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

34 35 **Analysis and Evaluation**

36
37 The board has selected, evaluated, and clearly delegated authority to the chancellor in
38 accordance with board policies and administrative procedures.

39
40
41 IV.C.13 The governing board is informed about the Eligibility Requirements, the Accreditation
42 Standards, Commission policies, accreditation processes, and the college's accredited status,
43 and supports through policy the college's efforts to improve and excel. The board participates

1 in evaluation of governing board roles and functions in the accreditation process.

3 **Evidence of Meeting the Standard**

4 BP/AP3200 Accreditation sets the requirements for preparation for reaffirmation of
5 accreditation. AP3200 includes the following requirements regarding preparation of the self-
6 evaluation and participation of the Board of Trustees:

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

20
21 Presentations have been given to the BOT on the 2014 ISER, Follow-Up Report, Mid-Term
22 Report, ACCJC Annual Reports and the 2020 ISER.

24 **Analysis and Evaluation**

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

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

1
2 **Conclusions on Standard IV.C. Governing Board**
3

4 The Board of Trustees maintain appropriate Board Policies and Administrative Procedure. The
5 Board of Trustees is guided by the Trustee Handbook and engages in professional development
6 and training. The Board of Trustee have two retreats a year to set district priorities and engage in
7 long range planning.
8

9 On March 17, 2020 the Board of Trustees held a special meeting to adopt resolution #2020-03-
10 17-BOT01 COVID-19, authorizing the District to prepare and respond effectively to the Novel
11 Coronavirus (COVID-19).
12

13 **Improvement Plan(s)**
14
15

16 **Evidence List**
17

18 BOT Handbook Update – Board Agenda 11/13/19
19 Board Policies and Administrative Procedures
20 Board Handbook
21 List of conferences attending
22 Minutes
23
24

25 **IV. D Multi-College Districts or Systems**
26

27 IV.D.1 In multi-college districts or systems, the district/system CEO provides leadership in
28 setting and communicating expectations of educational excellence and integrity throughout the
29 district/system and assures support for the effective operation of the colleges. Working with
30 the colleges, the district/system CEO establishes clearly defined roles, authority and
31 responsibility between the colleges and the district/system.
32

33 **Evidence of Meeting the Standard**
34

35 The Chancellor works with the campuses and district support services to provides direction for
36 the SBCCD. The chancellor works with District Assembly, a multi constituency advisory body,
37 and Chancellor’s Cabinet to ensure educational excellence and integrity through the district.
38 There are clearly defined roles within the district and campuses as expressed in the SBCCD
39 organization charts, and AP2510. The chancellor communicates with the campuses through his
40 e-newsletter Chancellor’s Chat, Board Reports, dissemination of information through committee
41 processes and update to the Academic Senate.

1 BP 2410; 2435 2430

2 **Analysis and Evaluation**

3

4 The chancellor plays an active and collegial role in developing and communicating expectations
5 to district personnel.

6

7

8 IV.D.2 The district/system CEO clearly delineates, documents, and communicates the
9 operational responsibilities and functions of the district/system from those of the colleges and
10 consistently adheres to this delineation in practice. The district/system CEO ensures that the
11 colleges receive effective and adequate district/system provided services to support the
12 colleges in achieving their missions. Where a district/system has responsibility for resources,
13 allocation of resources, and planning, it is evaluated against the Standards, and its performance
14 is reflected in the accredited status of the institution.

15

16 **Evidence of Meeting the Standard**

17

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

22

23 District Assembly was created to provide a venue for communication between SBCCD and the
24 colleges to review District policy and assign appropriate committees to resolve issues. District
25 Assembly members are elected for all constituencies and locations. The DA Constitution can be
26 found on the district website and it outlines the purpose, membership, election procedures, duties
27 of officers, meeting norms and the composition of the executive council.

28

29 DA, TESS, District Marketing and Outreach Committee, DIEC, DPR, and DBC, develop,
30 monitor, and update various activities based on data and solicit campus input with appropriate
31 distribution of college members in each group. Information or potential action items are brought
32 back to the campus community with the intent of improving the services of the colleges.

33

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

39

40 SBVC campus climate surveys include evaluation of employees' satisfaction with District
41 services. SBCCD also surveys the campus to see if SBVC is effectively meeting employee
42 needs.

43

1 The ACCJC functional map further delineates areas of primary, secondary, and joint
2 responsibility between the campuses and district. The functional map was collegially developed
3 and mutually agreed upon.

4
5 SBCCD’s distribution of resources is dependent upon the source of funds. For the most part, the
6 largest source of revenue that comes to SBCCD is in the form of general apportionment from the
7 CCCCO. Previously, the most significant factor in determining the amount of general
8 apportionment is the generation of FTES. SBCCD calculates the FTES generated by each
9 campus and general apportionment is based on FTES. Generally, FTES fall around 70 percent to
10 SBVC and 30 percent to CHC. Currently, general apportionment funding is calculated based on
11 the each campuses success percentage of the Student Centered Funding Formula. SBCCD does
12 receive other sources of revenue from local, state, and federal sources that either is allocated 100
13 percent to one particular campus (e.g., grants), or based on FTES (e.g., safety money and block
14 grants).

15
16 With the adoption of the CCCCO’s Student Centered Funding Formula, the DBC actively sought
17 an equitable alternative to FTES for division of general apportionment.

18 19 **Analysis and Evaluation**

20
21 Operational responsibilities and functions of the District Support Services are well documented.
22 Distribution of district resources follow a collegial developed RAM.

23
24 IV.D.3 The district/system has a policy for allocation and reallocation of resources that are
25 adequate to support the effective operations and sustainability of the colleges and
26 district/system. The district/system CEO ensures effective control of expenditures.

27 28 **Evidence of Meeting the Standard**

29
30 Allocations of resources to the campuses and district are governed by the District RAM, Guiding
31 Principles for FCC Auction Proceeds, Prioritized Board Directives for the General Fund, District
32 and Campus budget processes in accordance with BP/AP6100. BP/AP6200 and BP/AP6250.

33
34 Expenditure approval processes exist at the campus and district for budget oversight. Contracts
35 and budget information are published monthly in the Board Book, accounts are audited on an
36 annual basis or as required by law.

37 38 **Analysis and Evaluation**

39
40 Although incoming funds are not always adequate to support the goals of the respective
41 campuses and the district, distribution of public funding, and the KVCR FCC sales are done in
42 accordance with collegially developed practices. The chancellor recently announced his intent to
43 reduce the district budget in order to direct more funds to the campuses.

1
2 IV.D.4 The CEO of the district or system delegates full responsibility and authority to the
3 CEOs of the colleges to implement and administer delegated district/system policies without
4 interference and holds college CEO’s accountable for the operation of the colleges.
5

6 **Evidence of Meeting the Standard**

7 The SBVC president’s job description clearly delineates the president’s responsibility for the
8 campus to plan, organize, coordinate, direct, and administer all departments, programs, activities,
9 budgets, and personnel of the College. The president works under the general direction of the
10 chancellor who holds the president accountable for his/her performance through the evaluation
11 procedure described in AP7250 Educational Administrators. The SBVC president serves as a
12 member of District Assembly and Chancellor’s Cabinet, which provide a mechanism for
13 communication between SBCCD, the chancellor, and SBVC.
14
15

16 **Analysis and Evaluation**

17
18 The president’s responsibilities to the campus are detailed in the president’s job description.
19 AP7250 Educational Administrators is the mechanism used to hold the president responsible for
20 his/her actions. The president’s evaluation has taken place in a timely manner. The evaluation
21 was inclusive of the required committee membership, and the campus received evaluation
22 surveys.
23
24

25 IV.D.5 District/system planning and evaluation are integrated with college planning and
26 evaluation to improve student learning and achievement and institutional effectiveness.
27

28 **Evidence of Meeting the Standard**

29
30 The District developed a Program Review process that is aligned with campus program review
31 processes. Previously, district program reviews took place during the academic year and operated
32 alongside campus program review processes. The DIEC realized that the district was establishing
33 and prioritizing district needs for supplies and personal prior to being informed of campus needs.
34 The district now conducts program review over the summer, after the campuses have completed
35 their program review processes.
36

37 **Analysis and Evaluation**

38
39 Although district support services areas strive to establish and prioritize needs to best support the
40 campuses to improve student learning, achievement, and institutional effectiveness, the process
41 is not yet perfected. Questions arise at the campus level on how it is determined to fund district
42 growth positions over campus growth positions. Improved communication and documentation of

1 how district growth supports the prioritized needs the campuses established through program
2 review would be beneficial,

3
4 IV.D.6 Communication between colleges and districts/systems ensures effective operations of the
5 colleges and should be timely, accurate, and complete in order for the colleges to make decisions
6 effectively.

7 8 **Evidence of Meeting the Standard**

9
10 The chancellor and SBCCD use several mechanisms for communicating with the colleges.
11 SBCCD provides annual reports pertaining to finance, personnel, and demographics.
12 Districtwide committees such as Chancellor’s Cabinet and District Assembly facilitate the
13 sharing of information, which is brought back to SBVC and shared out to constituency groups.

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

25
26 DBC had discussion on 8/22/19 on improving communication with the campuses. The discussion
27 resulted in two e-mail announcements per academic semester which include links to District
28 committee website, agendas and minutes. Further the email lists meeting dates for each
29 committee and encourages interested parties to attend.

30 31 **Analysis and Evaluation**

32
33 District Assembly membership includes all campus constituencies. District Assembly members
34 are expected to report out on the constituent groups. In the communication model used by
35 SBCCD, effectiveness of the communication relies heavily on the assumption that consistent and
36 timely sharing of information between entities occurs and that information will be shared
37 vertically with SBVC staff who are responsible for the day-to-day operations of the colleges.

38
39 The district is aware, through climate surveys and committee self-evaluation surveys, that
40 although pathways of communication between the district and campus exist, those pathways
41 aren’t always implemented or followed. District committee members are being encouraged to
42 report to their constituencies on a regular basis. The new email announcement of meetings
43 provides another point of communication.

1
2 IV.D.7 The district/system CEO regularly evaluates district/system and college role
3 delineations, governance and decision-making processes to assure their integrity and
4 effectiveness in assisting the colleges in meeting educational goals for student achievement
5 and learning. The district/system widely communicates the results of these evaluations and
6 uses them as the basis for improvement.
7

8 **Evidence of Meeting the Standard** 9

10 The District Office of Research, Planning and Institutional Effectiveness (DORPIE) Office
11 regularly evaluates district services using the District Climate Survey. More than a satisfaction
12 survey of district departments, the District Climate survey includes insightful questions on
13 Inclusiveness and District Shared Governance that elicits honest responses used to formulate
14 theses and initiate improvements. Survey results are publicly posted on the DORPIE website,
15 and distributed and discussed at District Assembly and District collegial consultation
16 committees.
17

18 The District Committee on Institutional Effectiveness is charged with aligning SBVC’s goals and
19 strategic initiatives with the Board’s Imperative while balancing the district-level strategies with
20 measurable outcomes:

- 21 • Support the colleges' Institutional Effectiveness processes;
- 22 • Support the accreditation processes at the colleges and ensure that the related;
23 accreditation district entities (HR, Business Services, TESS, etc.) are meeting
24 accreditation requirements;
- 25 • Draft and finalize District Scorecard with support from colleges;
- 26 • Provide an update on annual Student Success Scorecard;
- 27 • Monitor progress of IEPI objectives;
- 28 • Involve community evaluation and best practices to make data informed decisions;
- 29 • Develop mechanisms to assess progress on major district plans and make
30 recommendations to District Assembly; and
- 31 • Develop mechanisms to assess effectiveness of District Support Services

32 The District initiated a new Program Review process in 2017 that better mirrors the campus
33 processes. District Program Review requires district services to undergo a detailed and
34 evaluative self-analysis of their services every four years.
35

36 District needs assessment and prioritization is now conducted during the summer months in
37 order to better sequence with the campus program review processes. District program review
38 feels that the district needs assessment will be better informed if the process takes place after
39 CHC and SBVC needs have been identified.
40
41

1 **Analysis and Evaluation**

2
3 DORPIE, District Committee on Institutional Effectiveness, and District Program Review are
4 evaluating their roles and charges and evolving into more effective entities to assess how the
5 district is assisting the colleges in meeting educational goals for student achievement and
6 learning.

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

10
11 The chancellor reports directly to the Board of Trustees and works through District Assembly and
12 Chancellor’s Cabinet on strategic planning, issue management, budget expenditures, and
13 communication. The chancellor delegates authority appropriately to administrators and other
14 constituent groups in keeping with their responsibilities and with collegial consultation processes.
15 The chancellor ensures that all statutes, regulations, and board policies are implemented and work
16 in accord with the SBCCD mission and values.

17 The Board of Trustee COVID-19 resolution allows the Chancellor to enter into necessary
18 contracts and respond to emergency conditions at District sites in accordance with Public Contract
19 Code. The chancellor assembled a District Taskforce comprised of student, administrative,
20 classified, and faculty leadership throughout the District. The Taskforce guided planning for the
21 move to online instruction and services in spring 2020.

22 **Improvement Plan(s)**

23 **Evidence List**

- 24
- 25
- 26
- 27
- 28 • flyers announcing Campus & Community events
- 29 • PowerPoint presentations from the events
- 30 • Agendas from the Campus & Community events.
- 31 • All CTE programs have Advisory groups to provide broad-based input for planning from
- 32 campus and community stakeholders
- 33 • Advisory group minutes
- 34 • Communication Flowchart -
- 35 • Classified Senate
- 36 • CSEA Bargaining Agreement
- 37 • CTA Bargaining Agreement
- 38 • Academic Senate Minutes
- 39 • Advisory Committee minutes.
- 40 • [Evidence: President’s webpage

- 1 • ORP webpage
- 2 • President’s Newsletter
- 3 • College Council
- 4 • Curriculum Committee Website
- 5 • Evidence: Communication flowchart
- 6 • Technology plan
- 7 • Enrollment Management Plan
- 8 • Educational Master Plan presentations]
- 9 • Evidence: Curriculum Committee minutes
- 10 • Evidence: SLO refinement process (minutes from A&O committee)
- 11 • Evidence: Committee membership list
- 12 • Evidence: Committee Evaluation Survey
- 13 • Evidence: Strong Workforce planning documents
- 14 • [Program viability procedures
- 15 • Evidence: Curriculum Handbook
- 16 • Evidence: Curriculum Committee website
- 17 • Evidence: Curriculum Committee minutes
- 18 • Evidence: District Assembly Constitution
- 19 • Evidence: Online program learning Plan
- 20 • Evidence: Online committee minutes
- 21 • Evidence: Strong Workforce planning documents
- 22 • Evidence: Committee Evaluation Survey
- 23 • Evidence: Associated Student Government Constitution
- 24 • Evidence: Strategic Plan Presentations (announcement flyers and presentations)
- 25 • Evidence: Educational Master Plan presentations
- 26 • Evidence: Student Equity Plan
- 27 • Evidence: Student Success Committee Minutes (formally known as the Matriculation
- 28 Committee)
- 29 • Evidence: Professional Development Plan
- 30 • Evidence: Budget planning process (minutes for the SBVC Budget Committee) &
- 31 (minutes from District Assembly)

32

33

34

35

36

1

2 **C. Quality Focus Essay**

3

4 **Quality Focus Essay (QFE)**

5 **Introduction and Background**

6

7 Over the past three years, since the accreditation team follow-up visit in 2017, San Bernardino
8 Valley College (SBVC) has, through the Accreditation and SLO (ASLO) Committee, been
9 monitoring, tracking, and updating college documents in preparation for the October 2020 visit.
10 The Accreditation and SLO Committee consists of stakeholder members representing all
11 constituent groups across the college. Under the leadership of President Diana Rodriguez, the
12 executive team, in collaboration with the Academic Senate, the Accreditation and SLO
13 Committee have been conducting the analysis and writing for each Accreditation standard. A
14 timeline, including milestones, was published throughout the college to ensure an efficient
15 process. Timelines and report drafts were shared college-wide through meetings, email
16 communications, and campus forums.

17

18 **Identification of the Action Projects**

19

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

29

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

32

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

34

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

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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, meets every week and helps 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 freshmen from area high schools, offered students fee waivers, free Chromebooks, free textbooks, and \$300 cash to spend on other expenses. The initial estimate of Promise students was about 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.

1 For AB705, the College followed the state recommendations for placement as listed below:
2

3 English

- 4 • Students who have a GPA of 2.6 or higher can enroll directly into ENGL 101 – Freshman
5 Composition.
- 6 • Students who have a GPA of 1.9 to 2.59 must enroll in ENGL 086 and ENGL 101.
7 ENGL 086 is the 1-unit co-requisite course designed to provide support for ENGL 101,
8 including strategies for college level reading, writing, and critical thinking.
- 9 • Students who have a GPA less than 1.9 must enroll in ENGL 087 and ENGL 101. ENGL
10 087 is the 2-unit co-requisite course designed to provide intensive support for ENGL 101,
11 including fundamentals for successful college level reading, writing and critical thinking.
12

13 Math

- 14 • Students who have a GPA of 2.6 or higher can enroll directly into the following college-
15 level math courses:
 - 16 ○ MATH 102 – College Algebra
 - 17 ○ MATH 103 – Plane Trigonometry
 - 18 ○ MATH 108 – Introduction to Probability and Statistics
 - 19 ○ MATH 115 – Ideas of Mathematics
 - 20 ○ MATH 141 – Business Calculus
- 21 • Students who have a GPA between 2.3 and 2.59 can enroll directly into the following
22 college-level math courses:
 - 23 ○ MATH 108 – Introduction to Probability and Statistics
 - 24 ○ MATH 115 – Ideas of Mathematics
 - 25 ○ MATH 141 – Business Calculus
- 26 • Students with a GPA of 2.0 to 2.29 will be required to enroll in MATH 095 –
27 Intermediate Algebra. After the students successfully complete MATH 095 they can
28 enroll in a college-level math class.
- 29 • Students with a GPA less than 2.0 will be required to enroll in MATH 096 – Elementary
30 and Intermediate Algebra. After the students successfully complete MATH 096 they can
31 enroll in a college-level math class.
- 32 • Students in all math classes will have the option to enroll in MATH 601 for supplemental
33 support. MATH 601 is not directly tied to any individual math course but allows students
34 to improve on specific skills. MATH 601 is supplemented by ALEKS PPL. ALEKS
35 PPL (Placement, Preparation, and Learning) includes:
 - 36 ○ Artificial intelligence that efficiently assesses course readiness
 - 37 ○ Open response, adaptive assessment covers 314 topics in 30 questions or less
 - 38 ○ Mastery-based learning motivates students to achieve higher placement results
39

40 **[Insert Additional Promise Data Here as Needed]**

41
42 During fall semester 2019, the College collected an initial set of data.
43

	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%

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	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%

2

3 *Desired Goals and Outcomes*

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

9

- 10 • *Goal 1. Expand and enhance academic support services, including tutoring, embedded*
11 *tutors, and supplemental instruction.*
- 12 ○ With the implementation of AB705, Guided Pathways, and the Free College
13 Promise, it is integral to the success of our students that we strengthen and
14 enhance our academic support services.
- 15
- 16 • *Goal 2. Increase success rates in transfer-level English and Math courses.*
- 17 ○ While our initial data indicates that our students are taking advantage of our
18 current wrap-around services, the College would like to increase success rates in
19 these courses by 6% over the next three years.
- 20
- 21 • *Goal 3. Schedule English, Math, and other Gateway courses to maximize the probability*
22 *of student success and completion of those courses.*
- 23 ○ Recently, the College debuted a new scheduling tool that will assist the faculty
24 chairs and deans in creating a student-centered schedule. Further work needs to
25 be done to coordinate across discipline subject areas and student services.
- 26
- 27 • *Goal 4. Expand and enhance student support services and onboarding to further*
28 *maximize student success in the first year at the College.*
- 29 ○ SBVC Student Services currently recruits through extensive outreach for the
30 College and Promise. Further evaluation and analysis of the year of Promise will
31 help inform adjustments and changes to current practices.
- 32
- 33 • *Goal 5. Complete course and program maps for Guided Pathways and fully implement*
34 *Guided Pathways.*

- 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 to 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 organizes data from Fall 2019 and distributes it campus-wide for analysis.	G1	In progress
	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			
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	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 the Office of Student Services devise a 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

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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.		

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Responsible Parties

1 The work indicated in the goals and action steps above are made possible only by the
2 collaboration amongst all constituent groups across the campus. However, in order to fully
3 implement actions and steps, the work of groups and/or areas on campus are crucial to this work.
4

5 1. Office of Research, Planning, and Institutional Effectiveness

6 Much of the work listed above is based, in part, on the data obtained from the Office of
7 Research, Planning, and Institutional Effectiveness (ORPIE). It is vital to the achievement of the
8 goals that ORPIE gather and report effectively throughout the three years in order for the College
9 to evaluate, analyze and implement changes.
10

11 2. Faculty Chairs and Department Faculty

12 Faculty are discipline experts and ultimately assign work and guide the outcomes for success in
13 courses and programs. Faculty chairs and department faculty receive support for this work from
14 the instructional and student services deans. It is recommended that instructional faculty work
15 with non-instructional faculty, including counselors, on the advising of students, supplemental
16 instruction, and embedded tutors.
17

18 3. Tutoring Center Faculty and Classified Professionals

19 Tutoring center faculty and classified professionals are on the front lines of academic student
20 support. They must work with instructional faculty to ensure that services align with courses and
21 programs, while tracking participation from students.
22

23 4. Student Services Managers and Deans.

24 Student Services manages and operates the Free College Promise onboarding, advising, and
25 counseling. In addition, they are responsible for placement evaluation utilizing the Self-Guided
26 Placement tool. Special programs and learning cohorts with specific criteria for participation
27 must be included and disaggregated as part of these efforts.
28

29 4. Professional Development

30 The role of Professional Development will be to facilitate professional development
31 opportunities in student success initiatives, serve as a resource for faculty and classified
32 professionals, and provide training where needed in order to accomplish these goals.
33

34 5. Guided Pathways Faculty Leads

35 With support from the Office of Instruction and Office of Student Services, the Guided Pathways
36 faculty leads will continue their leadership in the full implementation of Guided Pathways.
37

38 *Resources*
39

40 The San Bernardino Valley College planning documents will serve as the main catalyst and
41 guiding direction for all work pertaining to continuous quality improvement. Together with the
42 Strategic Plan, Vision for Success, Program Review documents, and initiative work plans, the

1 College will have a clear and integrative framework in support of the completion of this Action
2 Project. In addition to the necessary technology and software support to enable all of the work.

3 4 *Assessment*

5
6 Success data will be collected, evaluated and analyzed throughout the duration of this Action
7 Project. The Office of Research, Planning, and Institutional Effectiveness will be an integral
8 component to the overall gathering, dissemination, and analysis of data. Consistent and regular
9 communication with all College constituent groups will be necessary in achieving the goals set
10 forth in this Quality Focus Essay. Data and practices will be ongoing as adjustments and changes
11 are made in order to achieve the highest level of success by and for our students.

12 13 *Evidence*

14 15 16 ***Action Project 2: Evaluate Program Review processes to ensure integration in planning and 17 prioritization across the College.***

18
19 San Bernardino Valley College has a robust Program Review process for evaluating itself in the
20 areas of administrative services, instruction, and student services. The goals of SBVC are
21 articulated in the Strategic Plan and initiatives and these are used for evaluation purposes in
22 program review. Programs are expected to demonstrate how they are meeting institutional needs
23 with regard to SBVC’s mission and Strategic Plan. Since 2008, the program review process has
24 been aligned with the strategic initiatives: access, success, planning, technology, partnerships,
25 and campus climate. In the 2007-2013 Strategic Plan and beginning in 2014- 2015, program
26 review will be aligned with program efficacy and needs assessment with the draft 2014-2019
27 Strategic Plan: where access, student success, communication, culture, and climate, leadership,
28 and professional development, effective evaluation and accountability, and facilities are
29 accounted for. Most recently, through our equity work, the Program Review has approved the
30 disaggregation of data on the EMP documents. While the processes that are in place for Program
31 Review are effective in serving their purpose, it is a need of the College to spend the next three
32 years evaluating those processes through the lens of student success and Guided Pathways.
33 Additionally, the integration across the college with Program Review, planning, student learning,
34 and resource allocation will be closely evaluated. Through this evaluation, changes will be
35 recommended, vetted, and implemented during this three-year evaluation process.

36 37 ***Desired Goals and Outcomes***

38
39 During the Program Review process, departments provide documentation of their needs,
40 including information regarding how fulfilling these needs will support programmatic planning
41 and the institution's mission and strategic plan. In addition, the process helps to monitor and
42 track compliance with curriculum, SLO’s, student learning, and budgets. In order to achieve a

1 thorough and in-depth evaluation of the Program Review process, the College will employ the
2 following goals:

- 3
- 4 • *Goal 1. Conduct an in-depth evaluation of the current Program Review process.*
- 5 ○ As discussed in the ASLO committee during Fall 2019, the Program Review
6 process should provide an opportunity to grow and celebrate success, provide
7 clarity and guidance on continuous quality improvement, and provide stronger
8 links between needs assessment, staffing, and resources.
- 9
- 10 • *Goal 2. Review process module for the creation of new programs.*
- 11 ○ There is a recognized need for the Program Review process to allow for faculty
12 to create and vet new program ideas. New programs should be evaluated on the
13 basis of need, ongoing costs, and resources required for the program to be
14 successful in serving our students and the community.
- 15
- 16 • *Goal 3. Review program discontinuance process.*
- 17 ○ The program discontinuance process is in need of evaluation as it relates to
18 Program Review. As programs are evaluated for efficacy, a recommendation of
19 Continuation or Conditional on the most recent Efficacy Review is required in
20 order to participate in Needs assessment.
- 21
- 22 • *Goal 4. Ensure college-wide participation and linkage to student learning, strategic
23 planning, and resource allocation through an effective and vetted process.*
- 24 ○ In accordance with Standards III and IV relating to resources and decision-
25 making, it is crucial for the College to have transparent processes in place thereby
26 linking Program Review to resource requests/allocation/prioritization and college-
27 wide decision-making.
- 28

29 **Timeline**

30

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	Program Review Committee,

		throughout various governance committees.	Governance Committee Chairs
Spring 2022	In Process	Incorporate the input and feedback from Governance committees in the spring, begin to revise Program Review processes.	Program Review Committee
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

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Resources

Evidence