ACCREDITATION 2020

Academic Senate Retreat 8.11.2020

FAST FACTS
- Final Draft Complete – Senate Approval August 12,2020
- Accreditation Visit via Zoom! October 12-15, 2020

THIS PRESENTATION WILL
- Focus on the SBVC Mission
- Focus on Faculty in Campus Governance
- Be Brief – There is a Resource List on the Final Slide

THE MISSION

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

The mission of San Bernardino Valley College (SBVC).

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

THE MISSION

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

Policies and Practices
- AP 2410 Board Policies and Administrative Procedures
- Strategic Plan, Educational Master Plan

Instructional Programs/Student and Learning Support Services
- Program Review Process – Full Program Efficacy Every 4 Years plus Mini-Review for CTE Programs Every 2 Years
- Curriculum Process – Content Review Every 7 Years – CTE Programs Every 2 Years

Resource Management
- Campus Budget Committee
- Program Review – Needs Assessment
- Facilities Master Plan
- Campus Technology Strategic Plan

Governance Processes
- AP2510 Collegial Consultation
- Campus Climate Surveys
- SBVC Planning and Decision Model

THE MISSION

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

Program Review - Program Efficacy

- Tied to Mission
- Establishes and Evaluates Goals
- Analysis and Evaluation of Student Success & Retention
- Analysis and Evaluation of Learning Outcomes - including disaggregation
- Patterns of Service – Online, F2F
- Linked to Strategic Plan

- Success & Retention Data
- FTEs Data
- FTFE Data
- Demographic Data
- WSCH/FTFE (efficiency)
- Learning Outcomes
- Online Enrollment

THE MISSION

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

Program Review – Needs Assessment
- Requests for Personnel, Equipment, Budget Augmentation, Technology and Facilities
- Tied to Mission – Linked to Program Efficacy and Educational Master Plan (EMP) Sheets
- Prioritization of Resource Requests

Short-and-Long Range Planning
- Program Efficacy
- EMP Sheets
- Educational Master Plan
- Facilities Master Plan
- Strategic Plan
- Campus Technology Strategic Plan
- Professional Development Plan

THE FACULTY

IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, …. in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

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

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

THE FACULTY

BP2510 Collegial Consultation – "Academic Senate(s) (Title 5 Sections 53200-53206)
The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate."

AP2510 Collegial Consultation

"PHILOSOPHY OF COLLEGIAL CONSULTATION Collegial Consultation is the democratic process utilized on campus in decision-making procedures. Successful Consultation creates an environment of awareness throughout the District by having each constituency represented throughout the process. "

SBVC Educational Philosophy "....That as part of the collegial consultation process, all levels of the college organization 82 must openly engage in sharing ideas and suggestions to develop innovative ways to 83 improve our programs and services...."

SBVC Planning and Decision Model
SBVC Communication Chart

THE FACULTY

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

AP4030 Program, Curriculum, and Course Development - "Curriculum development procedures for each college are developed by the campus curriculum committees under the purview of the academic senates."

AP 4031 Program Discontinuance - Process of Regular Program Evaluation: The District is committed to regular processes of evaluation of its programs that support and advance the District mission. The colleges shall follow locally developed and approved institutional evaluation processes in support of excellence and in accord with all appropriate statutory and accrediting body standards and requirements. The process used to determine program discontinuance/viability shall be developed and adopted by each college and posted on the respective college website.

Checks and Balances

Curriculum Process ensures that courses and programs
- Have Learning Outcomes
- Define Need for Course or Program
- Ensure integrity of DE and Non-Credit Courses

Program Review ensures that programs
- Have Current Curriculum
- Are Assessing, Disaggregating, and Evaluating SLOs
- Engaged in Short & Long Term Planning
- Support the Mission of the College

Accreditation Process
- Ensures that the College is meeting Eligibility Requirements and Accreditation Standards

Measures of Success
- Institution Set-Standards
- Success and Retention Data
- Progress on Strategic Planning/EMP Goals
- Committee Surveys
- Campus and District Climate Surveys

Checks and Balances
2018-2019 Faculty Campus Climate Survey

2. Please indicate the extent to which you agree with the statements below regarding Shared Governance.

Question	Strongly Agree		Agree		Disagree		Strongly Disagree		No Opinion		Total
a) I have been given the opportunity to participate in the planning process for my division.	19.64%	11	37.50%	21	19.64%	11	16.07%	9	7.14%	4	56
b) Administrative staff are receptive to faculty feedback.	14.29%	8	44.64%	25	16.07%	9	10.71%	6	14.29%	8	56
c) I understand the procedures used to acquire supplies and equipment for my program.	19.64%	11	35.71%	20	26.79%	15	7.14%	4	10.71%	6	56
d) I have the opportunity to identify budget needs for my program.	16.07%	9	23.21%	13	28.57%	16	12.50%	7	19.64%	11	56
e) I am satisfied with the role that the Academic Senate plays in the governance of the college.	19.64%	11	41.07%	23	8.93%	5	5.36%	3	25.00%	14	56
f) Senior administrators seriously consider the opinions expressed by the Academic Senate.	12.50%	7	30.36%	17	7.14%	4	8.93%	5	41.07%	23	56

Checks and Balances
2018-2019 Faculty Campus Climate Survey

| Statement	%	n	%	n	%	n	%	n	%	n	Total
g) Senior administrators respect the recommendations made via the program review process.	8.93%	5	33.93%	19	10.71%	6	10.71%	6	35.71%	20	56
h) I am satisfied with the role that the faculty plays in the development and review of institutional policies for governance and decision-making.	8.93%	5	28.57%	16	21.43%	12	10.71%	6	30.36%	17	56
i) Faculty are appropriately represented on campus committees that influence the overall college.	14.29%	8	42.86%	24	12.50%	7	5.36%	3	25.00%	14	56
j) Senior administrators are responsive to committee recommendations.	7.14%	4	33.93%	19	8.93%	5	12.50%	7	37.50%	21	56
k) I am satisfied with available opportunities to serve on governing and policy making bodies.	8.93%	5	50.00%	28	5.36%	3	7.14%	4	28.57%	16	56
l) My dean or supervisor seeks and values the opinions and ideas of faculty.	35.71%	20	26.79%	15	17.86%	10	8.93%	5	10.71%	6	56

Checks and Balances
2019-2020 District Climate Survey

District Shared Governance Climate Questions: Graph

1. My opinions are given appropriate weight in matters of institutional importance at SBCCD.
2. I am provided adequate opportunities to participate in important district level committees.
3. District committees operate and make decisions efficiently and effectively.
4. District committee constituents work in the best interest of the District as a whole.
5. Overall, planning and decision-making processes at SBCCD are collaborative.
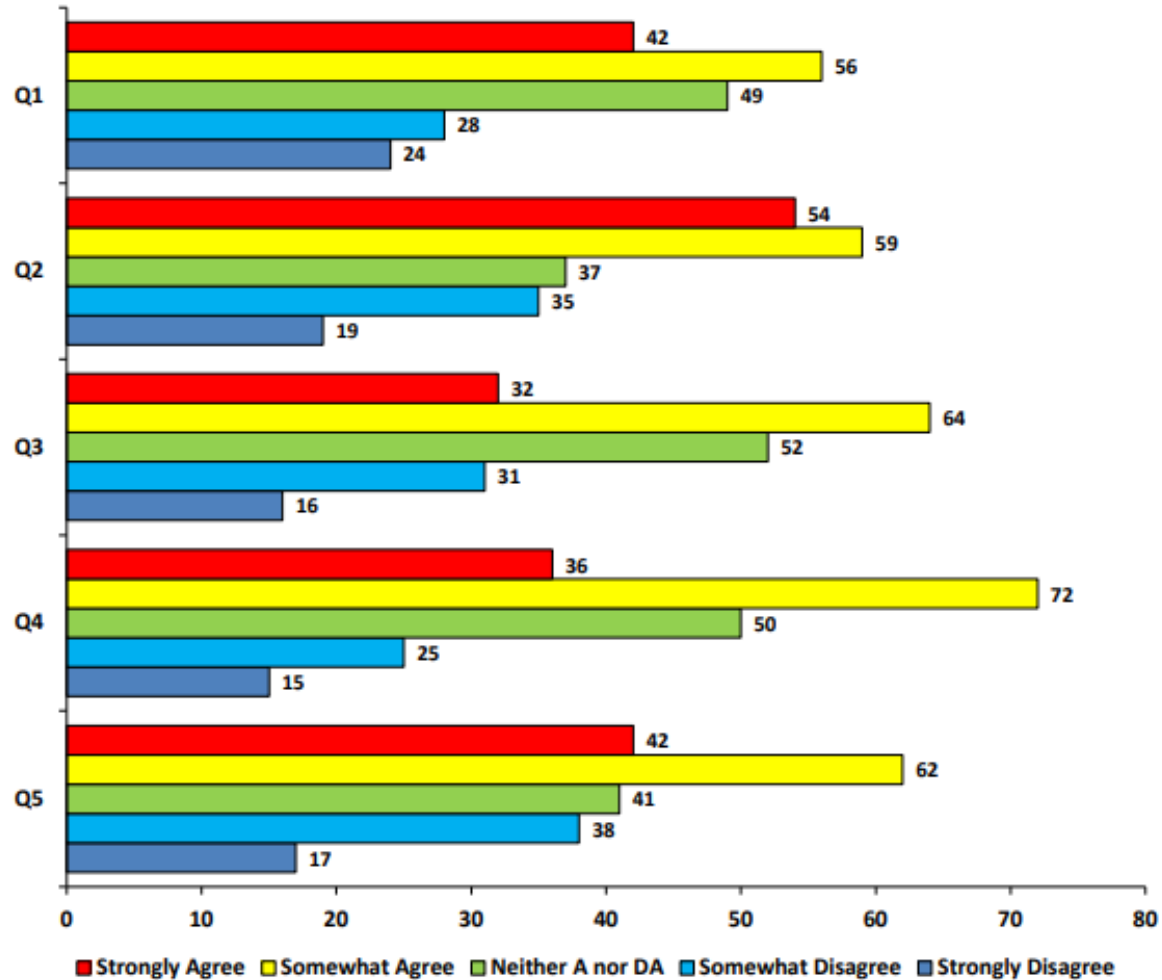
Note: "Neither A nor DA" stands for "Neither Agree nor Disagree"

Resources

- Accreditation Homepage
- ACCJC – Eligibility Requirements, Accreditation Standards, and Commission Policies
- ACCJC – Online Accreditation Training
- Board Policies and Administrative Procedures
- Campus Climate Surveys
- Campus Committees
- Campus Planning Documents
- Campus Strategic Technology Plan

- Curriculum Handbook
- District Climate Survey
- Faculty Ethics Statement
- Institution Set-Standards
- Outcomes Handbook
- Professional Development Plan
- Program Review
- SBVC Communications Flowchart
- SBVC Planning and Decision Model