

San Bernardino Valley College Team Report

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

This report represents the findings of the Peer Review Team that conducted a virtual visit to San Bernardino Valley College from October 12, 2020 to October 15, 2020. The Commission acted on the accredited status of the institution during its January 2021 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Carole Goldsmith, Ed.D.
Team Chair

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**San Bernardino Valley College
Comprehensive Peer Review Visit**

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Summary of Peer Review Team Report

INSTITUTION: San Bernardino Valley College

DATES OF VISIT: October 12-15, 2020

TEAM CHAIR: Dr. Carole Goldsmith

A nine member accreditation team conducted a virtual visit to San Bernardino Valley College (SBVC) October 12-15, 2020 for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations.

ACCJC's decision to conduct virtual visits for the Fall 2020 comprehensive reviews was based upon the Commission's authority to implement flexibilities to accreditation processes and practices afforded by the federal government in response to the COVID-19 pandemic. Specifically, the U.S. Department of Education's March 17, 2020 guidance, as well as all updates, permitted accreditors to perform virtual site visits for institutions as long as the accreditor follows up with an onsite visit in a reasonable amount of time to meet the statutory and regulatory requirements (though not necessarily a full peer-review site visit).

Consistent with on-site visits, and in accordance with the Guide for Conducting Virtual Visits: An Addendum for Peer Review Team Chairs, Team Members, and Colleges that ACCJC provided to team chairs, peer reviewers, and colleges being reviewed, the virtual peer review team visit to SBVC relied on an engaged and interactive format, conducting multiple interviews with college representatives, participating in team meetings to discuss findings, and conducting the required campus forums. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement.

In preparation for the visit, the team chair attended via Zoom a team chair training workshop on September 3, 2020 and held a pre-visit meeting with the college CEO on August 27, 2020. During this virtual pre-visit, the team chair met with campus leadership and key personnel involved in the self-evaluation preparation process. The entire peer review team received team training provided by staff from ACCJC via Zoom on September 3, 2020.

The peer review team received the college's self-evaluation document (ISER) and related evidence several weeks prior to the team's virtual college visit. Team members found the ISER to be a comprehensive, well written, document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay.

Prior to the virtual visit, team members completed their team assignments, identified areas for further investigation, and provided a list of interview requests. During the visit, on October 12, team members spent the afternoon discussing their initial observations and their preliminary review of the written materials and evidence provided by the College. The College kicked off the virtual visit with a college wide Zoom meeting that introduced the visiting team and highlighted recent College accomplishments. During the visit, team members met with approximately 65 faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. Team members met with two District trustees and observed a board meeting. The team held two open forums, which were well-attended, and provided the College community and others to share their thoughts with members of the evaluation team. The team thanks the College staff for coordinating and hosting the virtual visit meetings and interviews, and ensuring a smooth process which held high standards for the integrity of the peer review process.

Major Findings and Recommendations of the Peer Review Team Report

Team Commendations

Commendation 1: The team commends the College for its leadership in serving the community as evidenced by intentional, responsive services that are based on student and community needs through the Valley 360 Resource Center, Generation Go!, and the Middle College High School. (IIC.3, IV.A.1, IV.B.1)

Team Recommendations

Recommendations to Improve Quality:

Recommendation 1: In order to increase effectiveness, the team recommends the College continue to strengthen the SAO process for all student services to improve programs and services. (I.B.2, II.C.2)

Recommendation 2: In order to increase effectiveness, the team recommends that the College ensure that the SLOs on the syllabi are from the officially approved course outline of record. (II.A.3)

Recommendation 3: In order to increase effectiveness, the team recommends the College review and revise existing processes and procedures to ensure that all distance education courses consistently provide regular and substantive interaction as defined by the College. (II.A.7, Policy on Distance Education)

Introduction

San Bernardino Valley College is one of two colleges in the SBCCD. The College was established on March 26, 1926. As the community recovered from the Great Depression, the need for expanded community college services, resulted in additional buildings and employment for over 500 community members. Over the years, the College continued to serve the community through war time, as well as changing social and economic conditions. In the early 1990's, the College began an introspective endeavor during an open forum entitled, "Whom Shall We Serve?" It is that spirit of service that is reflected in what San Bernardino Valley College is today. The College offers transfer programs, associate degrees, certificates in career and technical training, and a broad array of academic and other student support services.

In 1992, the College experienced an earthquake that damaged the library prompting a seismic study that revealed that many buildings were in close proximity to the San Jacinto fault. The College successfully sought out external funding through the Federal Emergency Management Agency (FEMA) and leveraged College and District funds to replace seven buildings.

The College has also enjoyed voter support of three major local bond measures in 2002, 2008, and most recently in 2018. These bonds were augmented with state funding as appropriate to build out the College. The new footprint includes four new buildings that opened in 2010, 2011, and 2016, including a Physical Science Building, the College's first Leadership in Energy and Environmental Design (LEED) certified building, and a state-of-the-art Athletic building. The 2016 Facilities Master Plan delineates the path forward for the newest local bond and state funds. Despite the global pandemic, the College continues to plan for future development and is currently in the midst of planning for a new CTE building and parking structure.

The COVID-19 global pandemic has significantly impacted all aspects of life, and SBVC and SBCCD were not spared. The College's efforts to build upon a strong committee and effective governance structure to become more transparent, pre-COVID, have served the students, staff, and community well during the COVID-19 crisis. In an effort to maintain the safety of students and District employees, the SBVC Emergency Task Force carried out the District decision to move most classes fully-online and support services to remote delivery. While the COVID-19 pandemic resulted in the majority of employees working from home, it did not interrupt the campus collegial consultation process, or the essential work of the campus, such as program review, curriculum review, and other campus processes.

The College is to be commended for their resiliency and widespread cooperation that resulted in 1,349 classes being migrated to an online format. The College complied with the California Community Colleges Chancellor's Office (CCCCO) and ACCJC requirements for waiving Distance Education (DE) requirements and the District entered MOUs with SBCCDTA and CSEA. The campus moved forward in good faith to provide DE training for faculty and work at home training for all employees, while department chairs and deans worked to identify classes which could be feasibly taught online. In March, the Board of Trustees approved resolution #2020-03-17-BOT01 COVID-19, authorizing the District to prepare and respond effectively to the Novel Coronavirus (COVID-19) Declaration of State of Emergency and the Governor of California issued stay-at-home order (Executive Order N-33-20) that further affected how classes

and services might be offered. Faculty and staff began receiving training during spring break and classes were suspended for a week following spring break while faculty moved classes into a fully online format.

The essential functions of a College continued, including instruction, student support services, technology support, curriculum and program review, outcomes assessment, governance, professional development, and accreditation activities. For example, the ISER Flex Day workshop, conducted virtually due to the COVID-19 crisis, was well attended.

In May, SBVC conducted a COVID-19 Student Needs Survey. The survey gathered student's observations regarding College communication efforts, measured student perceptions around the adjustment to online learning, and offered students an opportunity to provide feedback on how SBVC could better support students in an online environment. Eighty-nine percent (89%) of the student respondents reported to be "somewhat satisfied" with the statement that SBVC communicates enough with them to fulfill their online learning needs. The results of this survey were shared with the Academic Senate and administration. There were a number of decisions that were informed by this holistic survey, including the expansion of mental health services during the crisis, as well as a maintenance of other needed services such as keeping the library and food pantry open. The library is an essential component to maintaining student equity during the COVID-19 crisis by assisting with students' needs for access to textbooks, computers, internet, and photocopying. The Campus Technology Services (CTS) offered in response to the COVID-19 crisis has been exemplary. CTS provided faculty and staff with necessary equipment to work from home, including laptops and hotspots. To address equity issues students who did not have online access were able to check out Chromebooks and Wi-Fi hotspots for home use. Lastly, the College is to be commended for the expansion of Valley360 Resource Center hours in which to provide fresh food options to students. As the College continues to navigate everyday activity through COVID-19 it has maintained a commitment to communication, collegiality, student success, student equity, planning and governance, and institutional growth and development as evidenced throughout the ISER and the team's findings from the site visit.

Eligibility Requirements

1. Authority

The peer review team confirmed that SBVC is authorized to operate as a public, post-secondary degree-granting institution. It operates 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). The College meets ER 1.

2. Operational Status

The peer review team confirmed that SBVC is operational and provides instruction and educational services to approximately 14,230 students. Approximately 80% of enrolled students are pursuing a degree and 20% are pursuing a certificate. The College meets ER2.

3. Degrees

The College offers 66 Associate Degrees and 88 Certificates. A substantial portion of the College's educational offerings are in programs that lead to degrees, and students are actively pursuing degree paths. More than one of the College's degrees are two academic years in length. The College meets ER3.

4. Chief Executive Officer

The CEO was appointed in 2015 and reports directly to the Chancellor. The peer review team verified that the CEO possesses the necessary qualifications for the position, is employed full time at the College, and is granted the requisite authority to implement policies and provide leadership for the College's operations. Neither the Chancellor nor the CEO serve as the chair of the governing board. The College immediately notifies the accrediting commission when the CEO changes. The College meets ER4.

5. Financial Accountability

Annual financial audits are conducted by externally contracted certified public accountants. These audits are reviewed by the Board of Trustees. The financial audit is made available to interested parties, and the team verified that SBVC meets Title IV regulations. The College meets ER5.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation

Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution’s compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of an Peer Review Team Visit and Third Party Comment

Evaluation Items:

X	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
X	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
X	The institution demonstrates compliance with the Commission <i>Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative: The team made appropriate effort to solicit third party comment via the College website. The College meets the regulation.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

X	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set

	Standards)
X	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
X	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

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

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative: The team confirmed that SBVC has established elements of student achievement primarily through their Institutional Set Standards (ISSs), a representative sample being course success, unit accumulation for degree completers, degree and certificate completion, transfers, licensure pass rates for their career technical education programs, and job placement. The College has a process to set goals, review them annually, and respond when performance is not at the expected level.

Credits, Program Length, and Tuition

Evaluation Items:

X	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
X	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
X	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
X	Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
X	The institution demonstrates compliance with the Commission <i>Policy on Institutional</i>

Degrees and Credits.

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The team concluded that credit hour assignments and degree program lengths were appropriate and within the range of good practice in higher education. The assignment of credit hours and program length is verified by the College. The College's tuition is consistent across all degree programs. The college follows the Department of Education's conversion formula for clock hours and the College is compliant with the Commission *Policy on Institutional Degrees and Credits*.

Transfer Policies

Evaluation Items:

X	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
X	Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10)
X	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

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

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative: The team reviewed the transfer policies and the information is disclosed to students and the public via the official College catalog and on the College website. The College policies contain information about the criteria the institution uses to accept credits for transfer and the College complies with the Commission *Policy on Transfer of Credit*.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
X	The institution demonstrates regular and substantive interaction between students and the instructor.
X	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
X	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
<input type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
<input type="checkbox"/>	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.

Overall:	
X	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
X	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .

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

Conclusion Check-Off (mark one):

<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.
<input type="checkbox"/>	The college does not offer Distance Education or Correspondence Education.

Narrative: The College has a Regular Effective Contact policy and offers training for faculty teaching online. The visiting team reviewed Canvas course shells and found that the majority of online courses demonstrated examples of regular and substantive interaction between students and the instructor. Follow-up is recommended to ensure that all distance education courses demonstrate regular and substantive interaction as defined by the College.

The faculty are engaged in ensuring that the content and methods of instruction meet accepted academic and professional standards. The team found the College engages in systematic and thorough program review, including the assessment of outcomes, and uses the analyses to maintain program currency, improve student learning, and improve program quality. The team reviewed several sample distance education courses and found the level of regular and substantive interaction between instructor and students varied widely among the courses and many instructors did not appear to utilize the recommended strategies described in the SBVC Standards for Distance Education. (II.A.2)

Student Complaints

Evaluation Items:

X	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
X	The student complaint files for the previous seven years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
X	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
X	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
X	The institution demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The team reviewed student complaint policies and procedures, the files from the previous seven years. The team found the College addresses complaints in a timely manner and follows the Commission's policy on student and public complaints against the institution. The College also publishes the names of associations, agencies, and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with those entities on the College website.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

X	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
X	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .
X	The institution provides required information concerning its accredited status. (Standard I.C.12)

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The team reviewed the numerous documents and websites and found that the College provides accurate, timely, and appropriately detailed information to students and the public. The College complies with the Commission's Policy on Institutional Advertising, Student Recruitment, and Policy on Presentation of Accredited Status. The College provides the required information concerning its accredited status in print documents and electronic documents and webpages.

Title IV Compliance

Evaluation Items:

X	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. (Standard III.D.15)
X	If applicable, the institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
X	If applicable, the institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
x	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
x	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

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

Conclusion Check-Off:

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team conducted interviews with College and District personnel and reviewed multiple contracts as well as the annual independent audits from the last three years to discern compliance with Title IV. Any Title IV audit findings have been expeditiously resolved by the College. The College has reestablished its student loan program in Fall 2020, after eliminating the program in, or around 2010. The team concluded the College is in compliance with the Commission *Policy on Title IV Compliance*.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

San Bernardino Valley College demonstrates a commitment to its mission that is focused on student learning and achievement. The mission guides institutional decision-making, planning, and resource allocation, and informs planning documents, particularly the Educational Master Plan, which includes unit level planning, and the College's Strategic Goals and Objectives. The College uses data to evaluate the efficacy of its mission and how well it is meeting students' educational needs. SBVC periodically reviews and updates the mission as needed.

Findings and Evidence:

SBVC's mission addresses all Standard criteria. Specifically, the College identifies its broad educational purpose as "preparing students for transfer to four-year universities and to enter the workforce by earning applied degrees and certificates." More broadly, SBVC aims to "foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond." The College identifies its intended student population as "a diverse community of learners," its types of degrees and credentials as "applied degrees and certificates," and its commitment to student learning and achievement by providing a "high-quality education, innovative instruction and services" through "maintaining a culture of continuous improvement." The mission is supplemented by SBVC's vision and values. (I.A.1)

SBVC draws from a range of institutional data, including success, persistence, graduation, transfer, licensure pass rates, environmental scans, and regional labor market assessments, to determine how effective they are in meeting their mission. Education Master Plan (EMP) Program Efficacy Reports completed by both instructional and student service units every four years ensure alignment to the mission and by extension the SBVC Strategic Goals and Objectives. Program Efficacy Reports that the team reviewed show that units draw from data to evaluate their effectiveness in meeting the mission and strategize how to better serve students. At the College level, minutes show that the Institutional Set Standards are reviewed annually, in conjunction with the ACCJC Annual Report, by the Accreditation and Outcomes Committee, College Council, and Academic Senate. (I.A.2)

SBVC's Planning Decision Model shows how programs and services are aligned with its mission. By embedding the mission, goals, and initiatives in its planning model, planning documents, and program review process, the mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement. The Education Master Plan (EMP), which includes unit level instructional and student service program reviews, ensures the mission is upheld and aims to address students' needs on an ongoing basis. Needs assessments tied to program planning are used by the Program Review Committee to prioritize growth positions for faculty and classified professionals,

equipment, and budget needs. The Program Review Committee forwards technology and facilities requests to those respective committees for prioritization. Program Review Committee recommendations inform the College Council's expending of funds for one-time expenses. (I.A.3)

The team confirmed through viewing the website, the EMP, the College Catalog, and various campus publications that SBVC widely publishes its mission that was approved by the Board of Trustees in 2016. Minutes from the Accreditation Oversight Committee, College Council and Professional Development Committees show ways in which the mission is periodically reviewed by different constituents. The Accreditation Oversight Committee is working to formalize the process, which is evident in the draft plan to regularly review the Standards. (I.A.4)

Conclusions:

The College meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

Based on evidence presented in the ISER, additional documents reviewed during the site visit, and interviews, SBVC has multiple means to engage in dialog about student outcomes, student equity, academic quality, and institutional effectiveness. Data is central to evaluating programs, initiatives, and College plans, which in turn align with the Strategic Goals and Objectives. SBVC demonstrates a sustained and recursive process to improve the quality of its educational programs and services.

Findings and Evidence:

SBVC demonstrates a sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. In addition to campus-wide convenings, committee minutes demonstrate dialogue is foundational to developing major planning documents such as the Strategic Goals and Objectives and SSSP/ Student Equity/ BSI Plans. At the unit level, a sampling of EMP Full Efficacy reviews (every four years) and Sheets (annually) provide thoughtful reflections about program effectiveness through analysis of data, progress on unit goals, and anticipated challenges and opportunities; all are efforts to continuously strengthen instructional programs and student services. (I.B.1)

One area of focus that is beginning to systematically permeate the campus are the College's anti-racism and anti-hate efforts. Stemming from the Academic Senate's leadership, the Program Review Committee is drafting equity and anti-racism goals, and the Curriculum Committee has added a review of curriculum through a culturally responsive/ equity lens. Also a new campus-wide Presidential Committee on Race, Equity, and Anti-Racism has established seven areas where workgroups will work to improve equity and anti-racism. (I.B.1)

SBVC defines and assesses student learning outcomes for all instructional programs and student and learning support services, which was evident in a sample of program reviews. In 2018, they integrated SLOs and assessment into their curricular review and program review processes. The latter integration ensures that SLOs, PLOs, and SAOs are assessed since the SLO assessment narratives are evaluated by the Program Review Committee. Programs that do not meet the Program Efficacy rubric are placed on conditional or probationary status until the rubric is met. Faculty and staff are supported in SLO, PLO and SAOs assessment by an Outcomes Handbook, an SLO Cloud that documents assessment, and compensation for both full and part-time faculty. (I.B.2)

The College noted that staffing changes, departmental reorganizations, and the addition and deletion of programs has created gaps in SAO assessment and reporting. Interviews confirmed that they are working to remedy the situation. The team encourages the College to continue these efforts. (I.B.2)

The College has established Institutional Set Standards (ISSs) for student achievement that mirror the Student Success metrics. Minutes show that the development and establishment of institution-set standards was collegially developed and approved. They are published on the College Office of Research Planning and Institutional Effectiveness (ORPIE) website and used to measure progress on the SBVC Strategic Goals and Objectives pertaining to student achievement and completion. They are reviewed annually, in conjunction with the ACCJC Annual Report that includes job placement rates, by the Accreditation and Outcomes Committee, College Council, and Academic Senate. (I.B.3)

The SBVC Planning Handbook explains the strategic planning process and demonstrates how campus plans and processes align with and support each other. Implementation of this planning process is evident in the College Council minutes: in 2019, the College Council undertook updating the alignment of the College's six strategic initiatives and goals with campus initiatives, Vision for Success goals, the Student-Centered Funding Formula, and SBCCD Strategic Goals and KPIs. The "Strategic Goals, Objectives, Progress and Mapping Document" logic model identifies the steps to reach the goal including activities, responsible parties, timeline and status. The responsible departments or committees monitor progress of the related goals in the strategic plan, and determine the need for intervention when the College falls below the campus-set standards. In addition, plans such as the EMP program reviews analyze data to assess how units support student learning and student achievement. (I.B.4)

SBVC's program review process is central to assessing accomplishment of their mission by individual units. Program review requires that programs complete EMP Sheets annually, provide an in-depth program efficacy report every four years (every two years if CTE), and conduct an annual needs assessment. Sample program reviews show that student access and performance data, as well as SLO assessment results, are used to evaluate goals and objectives. Evidence of disaggregation by delivery mode was evident in some program reviews. (I.B.5)

SBVC utilizes a robust program review process that supports institutional effectiveness. The Program Review Committee provides in-depth, comprehensive feedback to each program using a program efficacy rubric and accompanying explanations and recommendations. They issue and

publicize each unit's status. Programs that are issued conditional or probationary status are not able to engage in the needs assessment process, rather engage in introspection to strengthen the program. A recent evaluation of the process revealed aspects of the program review process that can be improved. The team supports the College's QFE to act on these findings. (I.B.5)

The team confirmed that SBVC disaggregates and analyzes learning outcomes and achievement data for subpopulations of students at the unit and College levels. At the unit level, learning outcomes and achievement in the sample reports are more commonly disaggregated by modality, though some are disaggregated by ethnicity, gender, and age. At the College level, committee minutes and presentations show ORPIE's critical role in facilitating conversations about disproportionate impact, and forging strategies to address achievement gaps. (I.B.6)

SBVC regularly evaluates its policies and practices based on the timelines established within a plan and/or by the responsible committee. AP2410 "Board Policies & Administrative Procedures" ensure that at least ten percent of SBCCD policies and procedures are reviewed each year. Program review prompts all administrative, instructional, and student and learning support services areas to evaluate and assure their effectiveness in supporting academic quality and accomplishment of the mission. Annual Campus Climate Surveys provide insight from management, faculty, classified professionals, and students regarding the scope and quality of campus programs and services. Most recently the College evaluated its program review processes, which revealed issues within the needs assessment process, the efficacy process and forms (particularly for student service areas), and the need for support in data analysis. The Program Review Committee, with the support of the Academic Senate, is reviewing and revitalizing its program efficacy and needs assessment processes this year, as indicated in the second QFE project. (I.B.7)

The team confirmed that SBVC has processes in place to facilitate communication and create a shared understanding of the institution's strengths and weaknesses. The committee structure notes the specifics about representation, and committee representatives are expected to report out to their constituencies. The College website includes committee meeting minutes, ORPIE research findings, and program review documents, including each program's status and feedback from the Program Review Committee, and needs assessment results. PowerPoint slide presentations that combine data analysis with College initiatives such as AB705 implementation illustrate how college wide forums spark dialogue. (I.B.8)

SBVC engages in continuous, broad based, systematic evaluation and planning through integrating program review, planning, and resource allocation into a comprehensive process. Each section of the program review template aligns with the College's six strategic goals, prompting each unit to reflect on how they support goal attainment. Through program efficacy reports, departments verify that their curriculum is up to date and the catalog is accurate. They also evaluate access, student success, and outcomes to inform short-term and long-range planning. The Program Review Committee follows a department's progress on planning goals annually through EMP Sheets. Resource requests need to be supported by the latest program efficacy report, current EMP student performance data, and progress on planning goals. Needs assessment prioritizations pertaining to budget, equipment, and faculty and classified positions

are then conducted by the Program Review Committee, and technology and facilities requests are forwarded to the appropriate committees for prioritization. (I.B.9)

SBVC's Planning Handbook further articulates the process through which strategic goals are achieved and measured. The "Strategic Goals, Objectives, and Strategies with Institution Set Standards" logic-model is a tool to measure progress and signal alarm if the campus falls too low on any given measure. The committees or departments that oversee the special-area plans monitor progress of the related goals in the strategic plan and determine the need for intervention. This mapping also enables a leveraging of resources to achieve the strategic goals. (I.B.9)

SBVC's Planning Handbook also identifies which governance committees review and approve college wide plans, which enable the College to address short and long-range needs for educational programs, services, and human, physical, technology, and financial resources. (I.B.9)

Conclusions:

The College meets the Standard.

Recommendation 1: In order to increase effectiveness, the team recommends the College continue to strengthen the SAO process for all student services to improve programs and services. (I.B.2, II.C.2)

I.C. Institutional Integrity

General Observations:

SBVC demonstrates integrity in providing students, prospective students, staff, and the community with information about the College's instructional programs and services through the printed and online College Catalog. Policies and procedures are readily available in multiple venues including the Student Handbook and College and District websites. Policies clearly define appropriate practices and disciplinary procedures, reinforcing honesty and ethical practices. The College publishes its accredited status with ACCJC and program accreditors on the website and other publications.

Findings and Evidence:

SBVC has checks and balances in place to assure accuracy and integrity of information provided to students, prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The team confirmed through review of the College Catalog and website that information on SBVCs mission, outcomes, educational programs, student services and accreditation status is accurate. The College Catalog development process provides a clear example that processes are in place to ensure the accuracy and integrity of information. (I.C.1)

Information about the College's accreditation status and that of accredited programs is accurately noted on the website and in the College Catalog. ACCJC accreditation information is found within one click from the home page. (I.C.1)

SBVC provides a print and online College Catalog for students and prospective students with accurate and current information related to Catalog Requirements. It is updated annually to reflect changes in policy and administrative procedures, curriculum, and available student services. As indicated by the Catalog Vetting Process, e-mails, and the program efficacy section on Relevance and Currency prompt verification at all levels including the Office of Instruction, Dean's Cabinet, department chairs, and faculty and staff within a unit. The College Catalog also has an "accuracy statement" on the cover that accounts for conditions that may warrant changes to curriculum, policies, and procedures. (I.C.2)

SBVC uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students, and the community. Accessible on the ORPIE website are student learning data such as the institutional set standards, graduation rates, student success, and licensure pass rates. Also publicly accessible on the College website are the EMP sheets and program efficacy reports, which reference SLO assessment and achievement data. The District also provides a data dashboard on Key Performance Indicators on Student Success, Enrollment, and Access. (I.C.3)

The team confirmed that the interactive online and print Catalogs comprehensively describe the purpose, course requirements, and expected program learning outcomes for all degree and certificate programs. A useful table identifies each program's degree(s), whether the certificates are state or locally approved, and if each program is classified as gainful employment. In addition, the Counseling office provides separate brochures for disciplines that have different requirements from various transfer institutions. (I.C.4)

The College regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. Instructional and student service units review and update policies and procedures via program review. These units work in consultation with the marketing/public relations department and District web development staff to ensure accuracy, currency and accessibility of information. All public information and publications are distributed to the general public through the marketing/public relations department, which verifies accuracy and currency of materials on an ongoing basis, and responds to all press and media inquiries. (I.C.5)

SBVC provides current and prospective students with accurate information on the total cost of education, which includes tuition, fees, materials, and textbook costs. The team confirmed that tuition and fees are posted on the Admissions and Records website. Textbooks and other instructional materials costs are readily available from the bookstore website. Additional resources such as Gainful Employment estimates and the Net Price Calculator are posted online. (I.C.6)

SBVC abides by and publishes Board Policy 4030 on academic freedom and responsibility, which is further reinforced in the bargaining agreement. Both describe the College's policies on the free pursuit and dissemination of knowledge for all constituencies. These policies make clear the College's commitment to fostering an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (I.C.7)

The College abides by the District's BP/AP 5500 and AP5520, Standards of Student Conduct, and AP3430 and AP3435, Prohibition of Harassment, which establish clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty. These policies are published in multiple venues: t including, the College Catalog, website, and Online Student Handbook. (I.C.8)

The section on Academic Freedom in the SBVC Faculty Handbook, which is preceded by SBCCD Board Policy 4030 on Academic Freedom, and the online Faculty Ethics Statement all encourage faculty to distinguish between personal conviction and professionally accepted views. Faculty evaluation procedures include a feedback loop about whether data and information are presented fairly and objectively, in part by student evaluations that gauge whether the instructor is "open to other viewpoints than his own" and "teaches students in an unbiased manner." (I.C.9)

This Standard does not apply to SBVC. (I.C.10, I.C.11)

The team confirmed through materials posted on SBVC's accreditation website that the College is in compliance with all accreditation requirements set forth by the ACCJC, including disclosing the College's accredited status. The College's accreditation website includes the ISERS, midterm reports, substantive change proposals, and ACCJC's follow-up reports and action letters. When the College received compliance recommendations in 2014, they addressed the recommendations and were successfully reaffirmed. The College discloses information required by the Commission to carry out its accredited responsibilities. (I.C.12)

Memorandums of understanding with local school districts about their dual and concurrent enrollment programs exemplify that the College advocates and demonstrates honesty and integrity in its relationship with external agencies, including compliance with regulations and statutes. SBVC's ACCJC accreditation status and relevant program accreditation information are all posted on the accreditation website, the latter of which is referenced in the footer of every College web page. (I.C.13)

SBVC is a public institution and demonstrates its commitment to high-quality education and student learning over other financial objectives as evidenced by its mission and goals, which are based on student achievement, student learning, quality of support services, access, and equity. (I.C.14)

Conclusions:

The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

The instructional programs offered by San Bernardino Valley College demonstrate a commitment to the stated mission of preparing students for transfer, to enter the workforce, to foster economic growth and to improve the quality of life in the Inland Empire. Courses and instructional programs are regularly assessed and improved through the College's curriculum and program review processes. Faculty ensure that content and methods of instruction meet generally accepted academic and professional standards. Courses and programs are offered in face-to-face, hybrid, online, and dual/concurrent enrollment formats. The College is pursuing additional Associate Degrees for Transfer, including Social Justice Studies and Hospitality Management. Programs are developed through a collaborative, faculty-driven process to meet standards of quality and rigor appropriate to higher education. Awards intended to lead to employment are responsive to regional workforce demands and are evaluated with appropriate Advisory Board input and assessment of data.

The College utilizes a faculty-driven process for curriculum development and the Curriculum Committee ensures that courses and programs are compliant and meet accepted academic standards. All educational programs and support services are evaluated on a four-year cycle, resulting in a Program Review Efficacy report. This process ensures program currency, improves teaching and learning strategies, and promotes student success. Learning outcomes are identified for all courses, programs, certificates and degrees using the procedures outlined in the Outcomes Handbook. The College offers pre-collegiate level courses and uses a numbering system that identifies the courses from college level courses.

The College Catalog is comprehensive and contains all degrees, certificates, and courses. Also included are transfer policies, general education requirements, academic standards and policies, enrollment and admissions policies and processes, and student support services.

Findings and Evidence:

The College's instructional programs, regardless of location or means of delivery, are aligned with its mission and appropriate to higher education. They culminate in student attainment of identified learning outcomes that are published in the College Catalog and on course outlines, and in the achievement of degrees, certificates, employment, or transfer. (II.A.1)

The faculty are engaged in ensuring that the content and methods of instruction meet accepted academic and professional standards. The team found that the College engages in systematic and thorough program review, including the assessment of outcomes, and uses the analyses to maintain program currency, improve student learning, and improve program quality. The team reviewed several sample distance education courses and found the level of regular and

substantive interaction between instructor and students varied widely among the courses and many instructors did not appear to utilize the recommended strategies described in the SBVC Standards for Distance Education. (II.A.2)

The team found through the Outcomes Handbook, College Catalog, as well as sample course outlines of record and course syllabi, that SBVC identifies course, program, and institutional learning outcomes. Course outlines of record include student learning outcomes, which are reviewed and approved by the Curriculum Committee. The Curriculum Committee works in concert with the Accreditation and Student Learning Outcomes Committees to review SLOs on course outlines of record with a rubric. In reviewing a sampling of course syllabi, the team found that several (20 percent) did not have SLOs that matched the officially approved course outlines. The team recommends that the College ensure that the SLOs on the syllabi are from the officially approved course outline of record. (II.A.3)

The team confirmed through reviewing sample program reviews and interviews that SBVC regularly assesses course and program learning outcomes. Through mapping, course level assessment results are used to assess the program learning outcomes, quantifying the total number of students who met the SLO and the total number assessed. (II.A.3)

ILOs are assessed through student and faculty climate surveys and results are shared campus wide. In addition, mapping from course and program outcomes is underway so that course assessment results can be used for direct assessment of ILOs. (II.A.3)

The College offers pre-collegiate level curriculum. In response to AB 705, the College has implemented a co-requisite model for transfer-level English and Math courses. The pre-collegiate courses are differentiated from college-level curriculum by course number. The College offers instructional support services which includes tutoring, supplemental instruction, and computer, writing, and reading labs. The ORPIE compiles data to ensure that the co-requisite model for transfer-level English and Math model is serving students. (II.A.4)

The Curriculum Handbook outlines the process for program development and demonstrates that the College follows practices common to American higher education in that degrees must include at least 18 units in the major with an overall minimum unit requirement of 60. The credit hour is defined in the College Catalog. The team reviewed the College Catalog, Curriculum documents, BP/AP 4200 Program Curriculum and Course Development, and BP 4100 Graduation Requirements for Degrees and Certificates. The team found that degrees and programs are the appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. (II.A.5)

Department chairs, division deans and the vice president of instruction ensure that the schedule and sequencing of courses allow students to complete a degree within two years and a certificate within one year, with some exceptions for higher-unit programs. This allows students to complete a program or certificate within a period of time consistent with established expectations in higher education. (II.A.6)

The Curriculum Committee has set standards for the modes of instruction and interaction for courses approved for distance education and requires faculty to describe modes of interaction available for evaluation when seeking DE approval. The faculty through ongoing evaluation, student learning outcomes assessment, program review, and analysis of other data, supports equity in student success by offering a diversity of delivery methods, teaching methodologies, and support services to meet diverse and changing student needs. In a review of courses offered by distance education, the team found that some of the courses reviewed did not have regular and substantive interaction between students and instructors. The team recommends the College review and revise existing processes and procedures to ensure that all distance education courses consistently provide regular and substantive interaction as defined by the College. (II.A.7)

Department-wide course and program exams are not widely used. When an exam is used, the course and program examinations and placement practices are normed and validated against state and national standards to ensure reliability and minimize test bias. The College has a Credit by Exam policy in place. The College Catalog describes processes for academic department administration for CBE's and required forms to complete. (II.A.8)

Course outline of records include student learning outcomes that have been approved by the Curriculum Committee and analysis of outcome data is required during the program review process. The Curriculum Committee ensures that units are consistent with accepted norms or equivalencies in higher education. The team reviewed the Curriculum Handbook and the College Catalog and found that the College has policies for awarding course credit which follows accepted norms or equivalencies in higher education. (II.A.9)

Transfer-of-credit policies are published in the College Catalog. The SBVC official clearing house for credit transfer is the Articulation System Stimulating Inter-Institutional Support Transfer (ASSIST). The Articulation Officer is responsible for identifying and developing articulation agreements as appropriate in support of the College mission, and regardless of modality. The College is intentional in its efforts to establish articulation agreements with regional transfer institutions and to determine appropriate courses for inclusion in general education patterns. The College articulates courses with 10 UC campuses and 17 CSU campuses. When the College accepts transfer credit from outside institutions to fulfill program or graduation requirements, the College ensures that the learning outcomes for the transfer course(s) are comparable to the learning outcomes of the course(s) at the institution. (II.A.10)

The College Catalog demonstrates that SBVC degree and certificate programs establish PLOs through the curriculum process and include competencies in communication, quantitative reasoning, information and inquiry, ethics and diversity as appropriate to the program. (II.A.11)

The College Catalog includes a General Education Philosophy that presents general education (GE) plan options for students, depending upon their career or educational goals. The Institutional Learning Outcomes and GE requirements for transfer and local degrees include the elements stated in the Standard. The team found that the faculty-driven course development process and Curriculum Handbook include information to help faculty determine alignment for potential GE courses. The Articulation Officer, who serves on the Curriculum Committee, is

involved in the review of all GE pattern course proposals, in order to ensure compliance with Title 5 and guidelines in the Program and Course Approval Handbook. (II.A.12)

The team reviewed the College Catalog and all programs include a focused study on one area of inquiry or discipline. Each certificate or associate degree program lists the program learning outcomes that will be achieved upon program completion. College programs meet the standards outlined in the Program and Course Approval Handbook published by the California Community Colleges Chancellor's Office. In addition, the College offers over 25 Associate Degrees for Transfer (ADTs) with courses that have Course Identification Number System (C-ID) approval. (II.A.13)

The Curriculum Committee evaluates all career-technical certificates and degree programs to ensure adequate depth and breadth. CTE programs are evaluated through the biannual program review process, and advisory committees are consistently relied upon to provide information on industry standards. Student learning outcomes are assessed on a regular cycle and results are used for program improvement and program learning outcomes are indicated for each program and certificate. The Office of Research, Planning and Institution Effectiveness website contains several links for Gainful Employment and State Certification Pass Rate. With each CTE degree and certificate program, there is a link at the bottom of the page for Gainful Employment Disclosure and On-Time Completion Rate and Estimated Cost of Program. (II.A.14)

The team reviewed the Academic Senate Policy on Program Discontinuance and a set of College Council minutes when program discontinuances were discussed. The team also reviewed BP 4020 Program, Curriculum, and Course Development and AP 4021 Program Discontinuance. Through the interview process the team was able to understand the process for notification of students in discontinued programs. The steps include communicating the decision to the students, seeking partnerships with other institutions to place students so they are able to complete the particular program, offering students opportunities to pursue other programs, a teach-out of the program, and supporting the students through the transition. The team encourages the institution to document the process to communicate and support students in the transition should a program be discontinued in the future. (II.A.15)

SBVC has processes in place to regularly evaluate the effectiveness of its courses and programs. The evidence demonstrated that the Program Review Efficacy Process occurs on a four-year cycle and the process includes review of PLOs and SLOs. Specifically, programs analyze and evaluate learning outcomes, Educational Master Plan (EMP) student success, enrollment, and retention data. The College has demonstrated that it uses program review results to facilitate program improvements and to inform strategic planning at the institution. (II.A.16)

Conclusions:

The College meets the Standard.

Recommendation 2: In order to increase effectiveness, the team recommends that the College ensure that the SLOs on the syllabi are from the officially approved course outline of record. (II.A.3)

Recommendation 3: In order to increase effectiveness, the team recommends the College review and revise existing processes and procedures to ensure that all distance education courses consistently provide regular and substantive interaction as defined by the College. (II.A.7, Policy on Distance Education)

II.B. Library and Learning Support Services

General Observations:

San Bernardino Valley College provides sufficient library and learning support services to students in both face-to-face and online formats. The Division of Academic Services and Learning Support houses the library and majority of learning support services, including the Student Success Center, Tutoring Center, and Supplemental Instruction. The library collection and tutorial services are appropriate to support campus curriculum while meeting the needs of the College's diverse student population. Evaluation of services provided by the Division of Academic Services and Learning Support occurs in various forms, including program review, to ensure that student needs are met. As a result, services align with the College mission and are connected to larger strategic planning and resource prioritization processes.

Findings and Evidence:

The College supports student learning and achievement by providing comprehensive library instruction and services, general and specialized tutoring, and supplemental instruction. These services are critical in supporting campus curriculum and the College's diverse community of learners. The Zero Textbook Cost Degree Program is one of the open educational resource initiatives aimed at improving accessibility. The library has a print collection of more than 70,000 volumes, and provides more than 200,000 eBooks and periodicals. Computer labs are available in the Library Computer Lab, Associated Student Center Lab, Success Center, Veteran's Center, and Business Building. The College also effectively supports student learning and success at off-campus locations, including the Academy and Big Bear site. (II.B.1)

The College relies on appropriate expertise of a team of faculty, including librarians, to maintain and continuously improve materials to support student learning and success. A librarian traditionally serves as a member of the Curriculum Committee, and the librarians work with faculty and students to identify requests for materials and resources. Academic support services faculty rely on discipline-specific faculty expertise to decide which classes will receive tutoring and supplemental instruction support. Educational equipment and materials that support student learning are identified primarily through the Campus Technology Committee and program review processes. (II.B.2)

The library and other learning support services, including the Student Success Center and Veterans Center, participate in program review processes. As a result, departments are able to reflect on how they meet the College mission and strategic goals. Based on the program review needs assessment, departments may make requests for faculty, staff, equipment, facilities, or technology to improve their services. All areas have SLOs or SAOs, and departments evaluate these outcomes to inform improvements to student learning and success. (II.B.3)

The College relies on and collaborates with outside vendors and consortia to support and supplement their library services and collections. The College documents contracts with vendors and ensures that resources and services provided through these contracts are adequate and meet the needs of the institution. Usage data for academic databases is included as part of a bi-annual review in conjunction with discussions about budget and resource allocation, in order to ensure that the databases continue to meet student needs. (II.B.4)

Conclusion:

The College meets the Standard.

II.C. Student Support Services

General Observations:

The College provides numerous programs and services for students including Adult Education, Athletics, CalWORKs, Counseling, DSPS, Dreamers, EOPS/CARES, First Year Experience, Guardian scholars/Foster Youth, MESA, Middle College High School, Health Services, Promise Program, Puente, STAR, STEM, Transfer, Umoja-Tumaini, and Veterans. Student Support Services align with the College mission. Services are available to students regardless of location or means of delivery and are assessed annually using the Education Master Plan (EMP) and every four years through the Program Review Efficacy Process. Each department evaluates Student Area outcomes (SAOs) during the Program Efficacy Process.

The College provides in-person and online, counseling and academic advising to assist students with educational planning. The Free College Promise, GenerationGo!, and Middle college High School programs have embedded academic advisement and educational planning. SBVC provides resources and programs to support student equity and serve underrepresented student populations including, the Dreamers Resource Center, Puente, Umoja-Tumaini, EOPS/CARE, CalWORKS, DSPS, Veteran Resource Center, the Huddle, and International Student Counseling. The College also has an Office of Student Life that supports the Associated Student Government (ASG) and student clubs. The Valley 360 Resource Center assists students with food insecurities and the Student Health Center provides mental health services to students and continues to work to increase services and raise awareness of the mental health challenges facing students.

Findings and Evidence:

San Bernardino Valley College (SBVC) regularly evaluates the quality of student support services regardless of location or means of delivery through the Program Review Efficiency Process and the Educational Master Plan. Through the Program Review Efficiency Process each student support service provides evidence that the pattern of service, in person or online, meets student needs, engages in assessment and evaluation of student area outcomes (SAOs), and addresses how the service meets the College mission. Campus Climate Surveys and Student Satisfaction Surveys address student services. Survey results and data are used to inform EMP sheets and program efficacy, support needs assessment requests, and evaluate SAOs. The quality of student services is informed by the input from the Student Services Council, Student Services Managers, and the Student Success and Support Program (SSSP) Committee. Minutes from

Student Services Council meetings, various student services program reviews, and EMPs and indicate that the College engages stakeholders and uses data to plan and improve student service programs. (II.C.1)

The College's student services departments analyze qualitative and quantitative data to evaluate services, identify and evaluate Student Area Outcomes (SAOs), and inform planning. The College defines SAOs in support of its student population. The team reviewed program review reports and Educational Master Plans for student services programs and found that although SAO data is ongoing, an analysis of the SAO evaluation occurs at least once during the department's four-year program efficiency cycle, some program SAOs have not been consistently evaluated. This may be a result of student services personnel transitions over the last several years. The programs that have completed SAO assessment uses the results to continuously improve their programs and services. The team recommends the College continue to strengthen the SAO process for all student services to improve programs and services. (II.C.2)

San Bernardino Valley College assures equitable access to programs and services to all students regardless of location or delivery method and offers a multitude of opportunities including, Adult Education, Athletics, CalWORKS, Counseling, DSPS, Dreamers, EOPS/CARES, First Year Experience, Guardian Scholars/Foster Youth, MESA, Middle College High School, Health Services, Promise Program, Puente, STAR, STEM, Transfer, Umoja-Tumaini, and Veterans. The team reviewed websites and materials and found that services are available during the day and evening and some Saturdays, and services are extended at the beginning of the semester to allow for increased access. Services are offered to high schools and are also provided to the mountain communities, including Big Bear and Rim of the World, before the semester begins and during Super Saturdays. The team reviewed the College Catalog, webpages, and department websites to verify that services are available to students online. Students are able to obtain online services such as, counseling and financial aid via tools including Cranium Cafe, Financial Aid TV, and Chatbot software or by phone. Further, the team commends the College on providing students access to the Valley 360 Resource Center. (II.C.3)

SBVC provides 27 co-curricular programs and 12 athletic programs (six female sport teams and six male sport teams). The co-curricular and athletic programs support the College mission and contribute to the social and cultural student experience. The Associated Student Government (ASG) provides opportunities for students to participate in governance processes. As a result of the pandemic, student participation in governance committees has increased. Clubs identify their focus to support the College mission. The team reviewed policies BP5700, AP7400, and AP6200 which establishes intercollegiate athletics at San Bernardino Valley College. The College submits the necessary reports, such as the Equity in Athletic Report, each year. The team verified that the College is responsible for the control of these programs, including their finances. Further, the College uses student surveys, such as the Spring 2020 Client Satisfaction Survey, to assess effectiveness and improve services. (II.C.4)

The College provides academic, personal, and career counseling, transfer preparation, and academic advisement on degree and certificate completion. Specialized counseling services include Extended Opportunity Program and Services (EOPS/CARE), Disabled Student Programs and Services (DSPS), CalWORKS, Veteran's Resource Center, Dreamer's Resource Center, TRIO/STAR Program, Athletics, International Students, MESA, Nursing, First Year Experience,

and Valley Bound Commitment and the Free College Promise. The College offers face-to-face and online orientations for all students. The team reviewed the College Catalog, student services website, and program pages to ensure that students have appropriate information regarding their program of study and that they receive timely, useful, and accurate information about relevant academic requirements including graduation and transfer. Student services faculty also have access to a variety of opportunities to participate in professional development that supports their role such as, all faculty meetings, department meetings, FLEX activities, and Starfish training. (II.C.5)

The team reviewed Board Policy AP5010 regarding College admission and it is consistent with the College's mission to serve a diverse community of learners. AP5010, the College Catalog, and the College website stipulate criteria for international students, student residency, and 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. (II.C.6)

The team verified that Counseling and the Transfer Center advise students on clear pathways to obtain their educational goals. The team reviewed general education sheets, program requirements, and the College Catalog to verify consistency of information. The Transfer Center hosts university representatives, transfer fairs, and transfer workshops for students applying to four-year universities. (II.C.6)

The team reviewed assessment data and the self-guided placement website and process to ensure consistency and effectiveness in its placement process. As a result of AB705, the College is utilizing a self-guided placement instrument based on a student's self-report GPA in high school courses. It was developed in collaboration with department faculty and the Student Success and Support Program Committee. The instrument recommends appropriate math, ESL, English and reading courses, however, students are free to select and enroll in college or medial level courses based on their educational goals and/or skill sets. The ORPIE continues to gather data to evaluate the effectiveness of the guided self-placement instrument. (II.C.7)

BP/AP 3300 Public Records and BP 3310 Records Retention and Destruction ensure compliance with permanently, securely, and confidentiality of student records. The Admissions and Records Department is responsible for maintaining student records. The College has policies and practices in place to maintain student records; they are archived electronically, and password protected. ImageNow software is used to scan documents which are backed-up nightly. Students who wish to have information released must submit the appropriate paperwork, such as the Release of Transcript form. Information regarding release of student information is published on the Admission and Records website and in the College Catalog. (II.C.8)

Conclusions:

The College meets the Standard.

See Recommendation 1.

Commendation 1: The team commends the College for its leadership in serving the community as evidenced by intentional, responsive services that are based on student and community needs through the Valley 360 Resource Center, Generation Go!, and the Middle College High School. (IIC.3, IV.A.1, IV.B.1)

Standard III

Resources

III.A. Human Resources

General Observations:

The College effectively uses human resources to achieve its mission, improve quality, and institutional effectiveness. The needs of the institution are addressed through sound practices, policies, and processes. The College develops and uses tools to help improve its practices such as, a Standard Operating Policy, a Performance Improvement Plan (PIP) template, a Faculty Replacement Rubric, an Annual Needs Assessment, program review, and a PDQ Survey. Board Policies and Administrative Procedures guide personnel planning. All employees possess the requisite qualifications to perform their jobs and a process is followed to ensure the recruitment and hiring process is equitable and performed with integrity. Professional development is offered beyond flex week and is available to all employees throughout the year. The College demonstrates support of its diverse personnel in multiple ways including forums for Race and Healing and Employee Resource Groups such as, the Black Faculty and Staff Association, and Latino Faculty and Staff Association. The College adheres to a consistent and well-orchestrated evaluation process ensuring high quality talent across the institution.

Findings and Evidence

The District and College share responsibility for the selection and evaluation of personnel. SBVC adheres to the Board-approved hiring policies and administrative procedures that include qualification and hiring processes. Policies outline the criteria for hiring the respective classification. Sample job descriptions are clearly related to the College mission and goals, and positions are publicly posted on the SBVC website and in a variety of third-party platforms. (III.A.1)

SBVC carefully ensures that hired faculty are qualified and possess the appropriate degrees and skills. The College ensures that job postings for instructional faculty include curriculum development and review, and assessment of learning in the description of duties. (III.A.2)

The College uses the *Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook* to determine the appropriate degrees and qualifications for administrators and ensures qualifications through reference checks and employment verification. (III.A.3)

The Human Resources Department requires an official transcript as a condition for hire. Transcripts are verified or evaluated for equivalency by a third party if a degree is from a non-U.S. Institution. The team reviewed APs and found that the process for validating equivalent degrees is detailed. (III.A.4)

Performance evaluations of faculty and classified professionals are contractually negotiated by CTA and CSEA and performed as scheduled. The classified staff evaluation has a specific area dedicated to employee development if needs for improvement are identified. Human Resources

developed an improvement-focused Performance Improvement Plan (PIP). Evaluations of all personnel are conducted in a timely manner and are scheduled/tracked using a spreadsheet. The District chancellor is evaluated according to Board and Administrative Policy. Due to work from home mandates, faculty evaluations were temporarily suspended, however, management evaluations were completed. (III.A.5)

The College maintains sufficient levels of faculty to meet its needs. To facilitate planning following retirements or resignations, the College uses a Faculty Replacement Rubric to determine if the vacancy should be filled. The College follows an annual needs assessment process to identify and prioritize additional faculty positions. (III.A.7)

Part-time employees are integrated into the College culture and provided extensive professional development opportunities, including a comprehensive orientation event, flex activities, access to online learning resources, and funding for travel to professional development events. AP7210 defines employment procedures for adjunct faculty and the evaluation process for adjuncts is defined by the bargaining agreement. (III.A.8)

Through policies and practices, the College maintains sufficient levels of staff. Departments evaluate staffing needs through the program review process. The District conducts an annual needs assessment and uses a vacancy reconciliation document to further ensure appropriate staffing levels. District requests are tied to the colleges and then positions are prioritized based on the needs of the District and campuses. (III.A.9)

The team recognizes the nuanced process for administrative growth positions whether at the District or campus and affirms the College's decision to utilize the QFE to create transparent processes for administrative resource requests/allocation/prioritization. Irrespective of this commitment to improve, the College maintains a sufficient number of administrators. The team encourages the college to complete the Management Handbook to address continuity in leadership. (III.A.10)

The College follows board policies and procedures, and adheres to contracts to ensure fairness and consistent administration. Multiple channels (e-mail, website, and workshops) are used by HR, SBCCDTA and CSEA to disseminate information related to personnel policies and procedures. (III.A.11)

The College supports its diverse personnel through policies and practices aimed at equity and inclusion across the institution, such as Race and Healing Forums, workshops, and events. Policies ensure that all qualified applicants for employment and employees have full and equal access to employment opportunities and are not subjected to discrimination. The Commitment to Diversity illustrates the District's commitment to "a policy of non-discrimination in recruiting, hiring, assignment, training, promotion, transfer and evaluation" and that "diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students." HR annually collects employee demographic data and monitors applicants for employment on an ongoing basis in order to evaluate the implementation of its EEO plan. HR assesses data to determine if significant underrepresentation of disproportionately impacted groups in hiring may be the result of non-job-related factors in the employment process. The District and College have policies and procedures established that

value equity in hiring and treating all personnel fairly, including Implicit Bias Training, Best Practices in Interviewing, Employee Resource Groups. (III.A.12)

The District has multiple ethics statements for management, classified, faculty and the Board, and the College has a statement of values that applies to all employees. A district policy identifies consequences for violations. (III.A.13)

The Professional Development Committee is chaired by the Professional and Organizational Development Coordinator, and oversees College professional development opportunities which are open to all campus constituencies. An entire week of training is provided to classified staff. Workshops are available all year long and the College invests in many other training opportunities including, Great Teachers Seminar, Franklin Covey, and Caring Campus. The Professional Development Committee surveys campus employees to evaluate services and develops new topics or modifies offerings based on stated needs. Constituencies can also directly contact the Professional Development Committee when a need is identified. The College engages in multiple methods of evaluation for professional development including, Listening Tour, Campus Climate Survey, and post-event surveys, and a few examples were provided of evaluation results leading to improvement in offerings. The team did not find any evaluation of distance education training and would encourage the College to consider developing and implementing systematic processes for evaluation of these activities. (III.A.14)

The College maintains the security and confidentiality of personnel records. A number of policies outline procedures for storing, maintaining, and destroying records, as well as the process for employees requesting a review of their own files within a certain period of time. (III.A.15)

Conclusion:

The College meets the Standard.

III.B. Physical Resources

General Observations:

San Bernardino Valley College utilizes multiple strategies and methodologies to assure safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. The College's long-range capital program, presently funded by general obligation bond Measure CC, directly supports institutional improvement goals. Moreover, the College plans for, constructs, modernizes, replaces and evaluates its facilities and equipment on a regular basis to assure that its physical resources are effectively utilized, support institutional programs and services, and maintain a high-quality learning environment that contributes toward achieving its mission. Planning and evaluation of physical resources also occurs through integrated College and District processes. Total cost of ownership of new facilities and equipment is a core component of the College's long-range planning.

Findings and Evidence:

The College has strategies in place to assure safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. For example, as the campus constructs new buildings and modernizes and maintains existing physical space, facilities are designed and constructed to meet or exceed Division of State Architect standards. This assures access, safety, security and a healthful learning and working environment. Additional building improvements or modifications are completed using standards for accessibility and safety. College classes that are held at area high schools utilize facilities that meet SBVC standards. The College also operates robust programs to enhance safety and security for all constituencies including, annual safety inspections for campus locations; regular safety training for employees; risk management inspections performed by independent consultants; a hazardous materials and removal program; an Injury and Illness Prevention Program (IIPP); well-understood processes that enable faculty and staff to expeditiously report unsafe conditions; and, regularly conducted emergency preparedness activities. Notably, the public safety department provides important services for assuring a safe learning and work environment including 24x7 coverage and daily patrols by district police. (III.B.1)

The College utilizes multiple processes and methods to plan and evaluate its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission. The Educational Master Plan and the Facilities Master Plan which, together, comprise the 2017 Comprehensive Master Plan, serve as the integrated roadmap for the College's future in terms of educational programs and services coupled with the alignment of the physical plant for supporting and enhancing ongoing quality for learning. The Facilities Master Plan drives current and future major facilities growth and renovation projects. These projects have been prioritized through a collaborative district wide process that is in alignment with District and governing board priorities. For urgent, near-term, and emerging facilities and equipment needs the College has established a structured methodology that integrates planning and funding activities through program review, the Facilities and Safety Committee, the College Budget Committee and the College Council. Further, the Space Inventory Report provides key information concerning the efficiency of classroom, lab, and other physical space on campus. In 2019, the College implemented a facilities scheduling software system known as R25 to further promote effective utilization of the physical plant resources. Standards for materials and building systems are utilized to maintain and enhance the effectiveness and quality of the physical plant. (III.B.2, III.B.3)

The College is undergoing a major facilities construction and modernization project that is supported through its allocation of \$470 million Measure CC (2018). Two previous general obligation construction bonds, \$500 million Measure M (2008) and \$190 million measure P (2002), also provided key funding to support the College's institutional improvement goals through long-range capital plans. The total cost of ownership is assessed through several methodologies such as the State Chancellor's Office Facilities Condition Index as well as comprehensive life cycle cost studies for buildings in design. Currently, funding from Measure CC is utilized to fund total cost of ownership priorities. (III.B.4)

Conclusions:

The College meets the Standard.

III.C. Technology Resources

General Observations:

The College's technology resources are sufficient to support academic programs and student services. The College utilizes its integrated planning processes, including program review, the Campus Technology Plan, Online Learning Plan, and District Technology Strategic Plan to analyze and prioritize technology needs. The Technology Committee helps guide the assessment and prioritization of the College's technology requests, and responsibility for technology maintenance and allocation of technology resources is shared between the College and District.

In response to COVID-19 and to support student equity, the College has demonstrated an awareness of technology challenges and the need to address those challenges in a responsive fashion. Moreover, the College has implemented policies and procedures to ensure that students and employees are successful in their use of technology.

Findings and Evidence:

Technology-related support and resources are provided through Campus Technology Services (CTS), District Technology and Education Support Services (TESS), and the Technology Committee. The College provides appropriate, safe, dependable, and secure access to technology for the community at all campus locations. Moreover, the College is committed to providing accessible services. CTS maintains a five-year computer rotation plan for the replacement of employee computers. (III.C.1)

CTS maintains the campus technology infrastructure and is responsible for ensuring that software and hardware are sufficient to support all students and employees. This includes responsibility for the maintenance of over 1,400 computes across 67 campus labs. The Technology Committee is a governance body co-chaired by the Director of CTS, and is responsible for the development of the Campus Technology Strategic Plan. In addition, the Technology Committee prioritizes technology needs and requests identified through annual assessment and the program review process. TESS is a District office that manages administrative applications and provides specialized resources to the campus community. (III.C.2)

The team reviewed the Campus Technology Strategic Plan (2018-2021) and the District Strategic Technology Plan (2020-2023). These planning tools provide the foundation for guiding technology planning and implementation. CTS and TESS are evaluated through their participation in program review processes and the evaluation of survey results. Working collaboratively, the College and District ensure that effective technology resources are provided to support the mission of the institution. (III.C.3)

Professional and Organizational Development provides a wide variety of training and instructional support to the campus community in the effective use of technology and associated systems to support its programs and operations. Since the campus closure due to COVID-19, the Professional and Organizational Development Coordinator has collaborated with the Distance Education Faculty Leads to provide ongoing training and assistance with the utilization of online

teaching and learning tools. The team found that training is available in individual and group formats, and Professional and Organizational Development however, the documentation that illustrates that the college uses feedback forms and surveys to evaluate and enhance their services is lacking. (III.C.4)

Policies and procedures are in place and posted on the District website to guide the appropriate use of technology in the teaching and learning process. Students using on-campus computers must agree to the acceptable use policy before gaining access. (III.C.5)

Conclusion:

The College meets the Standard.

III.D. Financial Resources

General Observations:

The fiscal practices of the District and College are strong and effective as evidenced by annual reports from external independent auditors, strong financial reserves, high bond ratings and documented existing practices that allocate sufficient resources to support student learning programs and services and to improve institutional effectiveness. The College receives an allocation of unrestricted general fund resources through a Resource Allocation Model (RAM) that has been collaboratively developed through annual district wide participatory governance discussions. The College supports and maintains a high integration of financial resource planning with institutional planning. College budget matters are regularly discussed and prioritized through participatory governance and acted upon, as necessary. Annual audits demonstrate that institutional finances are thoughtfully managed with integrity and to ensure financial stability. The District and College have set aside funds for long-term liabilities. The annual allocation of resources and related level of financial reserves provide a reasonable expectation of both short- and long-term financial solvency.

Findings and Evidence:

As one entity within a multi-college district, San Bernardino Valley College receives an annual revenue allocation from the District based on a revenue allocation model. This model allocates revenue to the District's two colleges and Districtwide Support Operations (DSO) in alignment with annual budget goals and directives established by the Board of Trustees. The DSO budget is prepared prior to the college budgets through comprehensive district wide participatory governance discussions, recommendations, and collaborative agreements at meetings of the District Budget Committee (DBC). Subsequently, the DSO budget information is communicated to the college(s) whereby the information is utilized by SBVC to create its budget in collaboration with District fiscal services using district wide protocols and local campus processes. Decisions about how to allocate all college revenues are made at the College through participatory governance processes. In addition to the unrestricted revenue allocation attained through the RAM, SBVC also has several categorical programs and grants that enable specified programs to expand services and build more robust programs to better serve the needs of its students. While there are never enough resources to conduct all desired activities, the College has sufficient financial resources and sound processes to support and sustain student learning programs and services and to improve institutional effectiveness. The allocation and reallocation of resources at the College enable enhancement of programs and services. The District and College plans and manages finances with integrity and in a manner that ensures

fiscal stability as substantiated by multi-year projections and independent audit reports that are conducted annually. (III.D.1)

The College's mission and its commitment to the academic goals of its students are the basis for institutional planning and financial planning. Final District and College budgets are published on the District's website. Financial planning is effectively integrated with and supports institutional planning through various processes, some of which are delineated in the SBVC Campus Needs Funding Process infographic. The District budget is developed in accordance with federal and state laws and regulations, local governing board authorizing policies, district wide protocols, and local campus processes. The College works collaboratively with District fiscal services while establishing the annual campus budget. The College has a formalized budget development process in which budget information is communicated timely and all constituencies have appropriate opportunities to participate in the development of institutional plans and budgets. Budget and financial information updates are regularly and transparently provided to staff, faculty, students, and managers as topics at College Council meetings. Subsequently, each committee member then further disseminates the information to constituency groups. (III.D.2, III.D.3)

The College budget is closely aligned to institutional planning through a clear connection that integrates planning and budgeting via participatory governance committees such as Program Review, the College Budget Committee and College Council. The College's budget development process identifies available resources that are based on key budget assumptions. The College's planning incorporates and reflects a realistic assessment of available financial resources and, also, the development of entrepreneurial endeavors and partnerships that provide revenue to enhance and support enhanced services for students, in alignment with the mission and goals of the College. (III.D.4)

The budget development process is transparent, with financial and budget information disseminated at various times throughout the year by district and college staff to inform and provide an opportunity for stakeholder input. Current and future fiscal needs are identified by the priorities and goals of the District and its colleges. The integration between District and College planning and budgeting ensure that resources are distributed fairly and in support of the College's mission and vision. The monitoring and internal control of the College's financial resources is a shared process between the District and College that includes software level expenditure controls, administrative approval requirements, a centralized internal auditor and annual reviews by an independent auditor team. Appropriate approvals are integrated into the various processes and provide an adequate control environment for the tracking and reporting of expenses. The District's internal auditor reviews transactions for irregularities and, as necessary, provides recommendations for corrective action. The District's independent auditor also annually reviews transactions utilizing the guidelines established by the California Community Colleges Chancellor's Office. Audit findings are brought to the attention of district and college management, who resolve issues timely and implement corrective action, as required. The annual independent audit reports substantiate that internal controls are deemed sufficient. (III.D.5)

The District's annual tentative and adopted budgets represent strategic planning and budget development processes that include a district wide agreed-upon allocation formula, ensuring an appropriate level of resources is allocated to each college to support student learning programs and services. District-level and college financial documents undergo a thorough review process

to ensure transparency and accuracy, which results in a high degree of credibility. Adding to this credibility is an annual independent audit report that reflects an appropriate allocation and use of resources. (III.D.6)

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately to constituency groups, including the Board of Trustees, District Budget Committee, SBVC Budget Committee and other internal and external stakeholders. (III.D.7)

The College's internal control systems are evaluated and assessed for validity and effectiveness on an annual basis by qualified internal staff and also through the external audit process. Assessment results are used for improvement. (III.D.8)

The institution has a higher reserve than required by the State Chancellor's office and sufficient cash flow to ensure stability and support for appropriate unforeseen contingencies and emergencies. The District has appropriate risk management strategies in place and an appropriate level of insurance coverage through its membership in the Statewide Association of Community Colleges (SWACC), a Joint Powers Association. (III.D.9)

The oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, institutional investments, and assets is conducted through District and College oversight. External entities such as independent audit firms, grantors, and state and federal agencies also have a role in oversight matters concerning individual programs or overall financial matters. District and College staff practice effective oversight of finances, in alignment with the Standard. (III.D.10)

The District and College budget and planning processes assure there is a reasonable expectation of both short-term and long-term financial solvency. Both District and College operate within a current year budget while also adhering to long-range planning through a five-year financial forecast. One key component to assure long-range priorities and financial stability has been the investment of more than \$55 million by the District and College into a Pension Rate Stabilization Trust. This substantial investment can fund retirement costs over the long-term while alleviating short-term expenditures from the unrestricted general fund, as necessary. Also, the governing board has established an annual reserve of 10-15 percent, a level that is higher than the 5 percent amount required by the California Community Colleges Chancellor's Office. Maintaining reserves in this range helps assure short-term solvency by conserving resources that can be utilized to mitigate financial shortfalls that might arise during emergency conditions or challenging economic circumstances. The District sets funds aside, invests funds and identifies future funding sources that will pay for long-term and future liabilities such as workman's compensation claims, compensated absences and other post-employment benefits (OPEB). Notably, the District's current Actuarial Study of Retiree Health Liabilities with a Valuation Date of June 30, 2019, indicates there is a Total OPEB Liability (TOL) of \$9,636,350. This TOL is approximately 91 percent funded through a Fiduciary Net Position of \$8,807,081 that is held and invested in an irrevocable Futuris Trust. The resulting Net OPEB Liability (NOL) is admirable at less than \$1 million. The Actuarial Study was prepared as required by appropriate GASB 74/75 accounting standards. For long-term projects like the Measure CC bond program, the College and District engaged in educational and facilities planning processes to ensure that long term debt obligations are covered by future property tax revenues in the district service area.

Further, to assure both short-term and long-term financial stability and solvency, the governing board has established a Board Finance Committee to review and oversee the financial activity of the District. The District and College clearly identify, plan, and allocate resources for payment of liabilities and future obligations, while maintaining effectual annual operating budgets. (III.D.11, III.D.12)

The voters of the District passed General Obligation Bonds Measure P (2002), Measure M (2008) and Measure CC (2018) for the acquisition, construction and remodeling of certain District property. As a result of the passage of the Bonds, property taxes are assessed by the County Assessor on the property within the District specifically for the repayment of the debt incurred. The taxes are assessed, billed and collected as noted above. The District and College do not have any other locally incurred debt instruments at the time of the visit. (III.D.13)

All financial resources of the College and District, including debt instruments, auxiliary services, fund-raising efforts, and grants are used with integrity and in support of the intended functions of the funding source. Several mechanisms are in place to assure this occurs. These include: (a) General Obligation Bond expenditures are reviewed by a Citizens' Bond Oversight Committee and audited by an independent auditor to attest that the expenditure of these funds are consistent with each bond measure's stated purpose; (b) grant resources are monitored by a grant director and responsible administrator, who ensure that grant expenditures and actions adhere to the intended purpose of each grant; (c) revenues and expenditures of the College foundation are audited each year to ensure expenditures support the mission of the college and fulfill the donor's intent; (d) restricted and unrestricted revenues and expenses are handled in compliance with all federal and State requirements and in accordance with District policies and procedures; and, (e) internal District and College audits coupled with annual independent auditor reports assure that all financial resources are expended appropriately and with integrity, according to the intended purpose of the funding source. (III.D.14)

The College stopped offering student loans in or around 2010. However, the College has reestablished the student loan program effective, fall 2020. At the time of the visit, the College had not issued any new loans. District and College staff are in the process of finalizing procedures to monitor and manage future student loans. (III.D.15)

Contractual agreements with external entities are governed by policies adopted by the Board of Trustees. The District maintains Board Policies and Administrative Procedures which outline the processes for purchasing goods and services. All contracts/agreements are monitored at the District level. A review for legal compliance is conducted by the District's legal counsel, as necessary. Representative agreements are contracted for matters such as personal services, lease purchases, instructional programs and services, and contract education. All contracts undergo appropriate review to ensure they contain appropriate provisions which are consistent with the mission and goals of the District and also to maintain institutional integrity as well as quality programs, services and operations. (III.D.16)

Conclusions:

The College meets the Standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

The College provides opportunity for systematic participation in decision making and collaboration through its governance and campus committee structure. Such processes are defined in board policy and administrative regulations, which includes a Governance Philosophy that assures the involvement of faculty, staff, administrators, and students. The College gains input from all major constituent groups, including the Associated Student Government, Academic Senate, Classified Senate, and labor and Management Council. Leadership and governance are valued and members from all of the College constituencies, as well as the community, are encouraged to participate. The College assesses, documents, and widely communicates decision-making policies, procedures, and outcomes to College stakeholders.

Findings and Evidence:

The team has found that College leaders have adopted an inclusive approach improving academic learning and services. The College President engages in and encourages campus participation among all constituent groups to review and revise existing institutional practices and procedures in order to cultivate institutional excellence. College Council, the main recommending body for planning-based decisions, serves as an umbrella for College advisory committees. The Council holds primary responsibility for reviewing, developing, implementing, and assessing various plans such as the SSSP Plan and the Strategic Plan (linked to the Educational Master Plan) as well as oversight for program review, planning, and budgeting. The College provided ample evidence of SBVC campus leadership's establishment of a culture of open communication, innovation, and an inclusive approach to planning and governance. The creation of the Valley 360 Resource Center is a good example of how an idea for improvement came to fruition as a result of the systematic participative processes outlined in the College's governance philosophy. The College's communication flow chart reflects the governance communication process. (IV.A.1)

Through BP/AP2510 the College affirms its commitment to collegial, broad dialogue concerning governance. The College has a well-developed, inclusive planning process and decisions are made through consensus with stakeholders. Administrators and faculty have clearly defined, collegial roles in College and District policies, planning, and budgeting. The charges and membership of District and College committees are published. (IV.A.2, IV. A.3, IV. A.4)

There are board policies in place which give authority over curriculum and student learning programs and services to faculty and academic administrators. The Curriculum Committee is a subcommittee of the Academic Senate and has clear processes in place for reviewing and approving curriculum proposals, which are managed in CurricUNET. The Academic Senate

assigns faculty to serve on the Curriculum Committee. Policy dictates the composition of the Curriculum Committee to also include the VPI, managers, students, the articulation officer, and classified professionals. Curriculum processes and faculty purview are well-documented in BP2510 Collegial Consultation and the Curriculum Handbook. All curricular changes are approved by the Board of Trustees. (IV.A.4)

The College has nine campus wide constituent group committees which serve as advisory bodies to the Council Council, such as the Enrollment Management and Student Equity Committee, Basic Skills Committee, Honors Committee, Accreditation and Outcomes Committee, Distance Education Committee, and Technology Committee. The College Program Review Committee reviews instructional and non-instructional programs and makes recommendations for improvement in student learning programs and services through needs assessment and program efficacy processes. (IV.A.4)

Communication of decision-making and recommendations is done through approved and posted minutes on several campus websites, including the President's website, President's Newsletter, agendas and minutes. Committee chairs and co-chairs also communicate to their constituent groups, departments, and programs. The Academic and Classified Senates broadly communicate decisions made by their subcommittees and larger senates. Additionally, the President and SBVC constituency leads provide regular reports to the District Assembly and Board of Trustees during monthly Board meetings. During the visit, interviews and open forums with faculty, classified professionals, administrators, and students revealed a high level of satisfaction with the governance structure and evidence indicated the process facilitates effective and timely action throughout college processes. (IV.A.5, IV.A 6)

Team interviews confirmed that leadership roles, institutional governance, and decision-making policies and processes are regularly evaluated to ensure effectiveness. Evidence of this can be found through the use of survey data that resulted in the informed design of the Guided Pathways committee that utilizes a new co-chair model. Academic senators and student leaders are actively involved in the District Assembly and assist with disseminating information about discussions and reviews to constituent groups (IV.A.7)

Conclusions:

The College meets the Standard.

See Commendation 1.

IV.B. Chief Executive Officer

General Observations:

The College President serves as the chief administrative officer. Board Policy 2430 states "The Chancellor may delegate any powers and duties entrusted to him/*or* her by the Board (including the administration of colleges and centers), but will be specifically responsible to the Board for the execution of such delegated powers and duties." The job description for the College President further identifies the president as the chief administrative officer with full

responsibility and authority to serve as chief executive officer (CEO) of the institution. The current President stepped into her position in July 2016, as the College's 14th president. Since her arrival, she has demonstrated her commitment to being a caring and considerate leader, dedicated to ensuring quality in the areas of planning, budget, personnel, and institutional effectiveness. During her first year she established a campus wide SBVC Cares campaign to encourage administrators, faculty, and classified professionals to reach out to at-risk students. These efforts directly contributed to an increase in retention, student success, and graduation rates. The CEO has navigated a College culture shift centered on transparency, collegiality, and open communication. She is also an advocate for equity and student success as evidenced by a number of College initiatives such as Generation Go!, a food pantry, and the Free College Promise program. The CEO has a clear demonstrated understanding of accreditation, governance, policy, and regulations.

Findings and Evidence:

The College President has primary responsibility for leadership in planning, organizing, budgeting, personnel, and institutional effectiveness. Under her leadership, the campus has strengthened ties between campus data, strategic goals, and educational planning to increase student access and success. The president is actively engaged in participatory governance and safeguards the voice of all constituent groups. Interviews with constituent leaders and open forums with students and community members, evidenced a strong validation of the perception that she is genuinely interested in ensuring that all voices are heard and transparency is maintained in short- and long-range planning. The President works with President's Cabinet and Chancellor's Cabinet, and considers input from campus constituencies and collegial consultation committees to evaluate the College's administrative structure. She has stabilized the College administration and has built a strong, effective committee structure that has served the campus and community well during the COVID-19 crisis. (IV. B.1, IV.B.2)

The visiting team found that the CEO guides College efforts to improve teaching and learning. The President chairs the College Council which serves as the primary advisory group to the President in three main areas: planning, issue management, and communication, including planning and monitoring on the Educational Master Plan and Education Strategic Plan. Policies and procedures clearly delineate governance roles for all stakeholders, and the President works within the College governance structure to assure that College's practices are functional and consistent with its mission. The College President assumes the primary leadership role for accreditation. She works closely with faculty and staff to facilitate the self-evaluation process and to ensure that college work aligns with the Standards. The President also actively advocates for the College's equitable portion of funding. (IV.B.3, IV.B.4)

The President oversees the implementation of statutes, regulations, and board policies at the College and serves on District committees that facilitate the development of policies, procedures, and budget. She meets regularly with her executive team and College governance and advisory committees to facilitate understanding, appropriate implementation of policy, and to ensure compliance with all regulations. (IV.B.5)

The President actively and regularly engages with the internal and external communities, and serves on a number of community groups and national boards. She leads with integrity and facilitates continuous improvement of the College community. Many educational and industry leaders were in attendance at the open forums and spoke highly of the President and her leadership team for the work that they are doing to strengthen external partnerships. The team noted that the campus remarked on her tireless efforts during COVID-19 to support and ensure the health and wellbeing of students and staff. (IV.B.6)

Conclusions:

The College meets the Standard.

See Commendation 1.

IV.C. Governing Board

General Observations:

The San Bernardino Community College District (SBCCD) Board of Trustees is composed of seven voting members elected by the voters in the services area and two non-voting student members, selected by the student body of each college. The Trustees are responsible for the oversight of two colleges: San Bernardino Valley College and Crafton Hills College. SBCCD serves approximately 27,000 students and 22 cities and communities in the Inland Empire. The Board establishes policies that are consistent and in support of both colleges' missions.

Findings and Evidence:

The team reviewed Board policies and administrative procedures related to the Board of Trustees, including roles and responsibilities, elections, membership, delegation of authority, self-evaluation, quorum and voting, codes of ethics, conflicts of interest and accreditation, the Trustee Handbook, Board Chair Handbook and a description of the Board of Trustees Finance Committee. The evidence indicates that the Board Policies guide its role in assuring the quality and effectiveness of student learning programs and the financial stability of the institution. The policies are clear in stating that the Board acts as a single entity on matters of Board authority. (IV.C.1, IV.C.2)

The team found that the Board of Trustees has in place a well-delineated policy for selecting and evaluating the chancellor and the college presidents. The District is in the midst of recruitment for a permanent chancellor. The governing board of San Bernardino Community College District is an independent body, elected by the public to uphold the public trust in the governing of the District. The District has policies, procedures and professional development opportunities to ensure that the variety of interests and needs are balanced with the common good for the region. (IV.C.3., IV.C.4.)

The team confirmed in interviews and relevant documentation that the board establishes policies that are consistent with the College mission and the board understands their role related to the educational quality, legal matters, and fiduciary responsibility. The team verified that Board

policies and operating procedures are published and easily accessible on the SCC website. (IV.C.5, IV.C.6)

While the team found that many of the SBCCD Board policies were not current, the District does have a policy review plan that reviews, adopts and revises 10 percent of the policies and procedures during each academic year. The team suggests that the District refine its schedule of policy review to include more frequent review of all board policies. (IV.C.7)

The Board regularly reviews updates from the Key Performance Indicators (KPI) dashboard created by the ORPIE in order to assess progress on District-wide plans and stated goals in relation to student success and academic quality. (IV.C.8)

The Board provides a Trustee Handbook, offers retreats, conferences, and study sessions and works with the Community College League of California to provide ongoing opportunities for development. The list of conferences and meetings attended by Board members shows that the Board is engaged in training and strives to align its practices with statewide standards. The terms of trustees are staggered so that half of the trustees are elected at each trustee election. The Board has an established process for self-evaluation as outlined in Board Policy. The team found evidence and confirmed through interviews that the Board's self-evaluation is conducted regularly. (IV.C.9, IV.C.10)

BP 2715 Code of Ethics, which was last reviewed in 2017, outlines the thirteen responsibilities of Board members, requires an oath, and includes a defined process should misconduct occur. (IV.C.11)

BPs 2430 and 2431 state that the Board of Trustees is responsible for selection and evaluation of the chancellor and that the Board delegates responsibility to the chancellor for administering policies adopted by the Board and executing administrative decisions. (IV.C.12)

AP 2510 Collegial Consultation established the Accreditation and Outcomes Committee, and the college president appoints an accreditation liaison officer, who provides reports to the Board on Institutional Self-Evaluation Reports, follow up and midterm reports, and other reports to ACCJC. (IV.C.13)

Conclusions:

The College meets the Standard.

IV.D. Multi-College Districts or Systems

General Observations:

The San Bernardino Community College District (SBCCD) is made up of two colleges, Crafton Hills College, and San Bernardino College. The District has sufficient resources to sustain the instructional and student services for both colleges. The District chief executive officer (CEO), identified as the District Interim-Chancellor, reports to a seven-member Board of trustees. The

chancellor selects and supervises the college presidents and District Office administration including an executive vice chancellor, two vice chancellors, and other District leaders and administrative staff.

The Interim-Chancellor delegates responsibility to the college presidents to implement District policies without interference and holds them responsible for the operation of the colleges. The District has a policy and process for the allocation of resources to support operations. The Interim-Chancellor ensures that the colleges receive adequate District services and support. Where the District has responsibility for the resources, it evaluates itself against ACCJC standards. Communication between the Colleges and District is effective, inclusive and timely. The District Office is an administrative operation that does not directly conduct any educational programs. The two SBCCD colleges are accredited separately and the District Office is only evaluated through the accreditation review of each college where its operations directly impact the College.

Findings and Evidence:

The Interim-Chancellor establishes clearly defined roles, authority and responsibility between the College and the District. He collaborates with the District Assembly, a multi-constituency advisory body, and Chancellor's Cabinet to ensure educational excellence and integrity.

The District Functional Map clearly defines District and College roles and identifies where each has primary or secondary roles in fulfilling each accreditation Standard. Chancellor's Cabinet agendas demonstrate how the chancellor directs district wide activities and provides for coordination between, and support for, the colleges. The Interim-Chancellor, as district CEO, exercises his leadership in guiding the development of the functional map through the Chancellor's Cabinet. (IV. D.1.)

The District Support Services Plan details how SBCCD supports the College mission by providing a broad range of functions such as fiscal and human resource services, warehousing, printing services, and inter-institutional leadership collaboration and planning. The team confirmed that the District has responsibility for resources allocation and planning and evaluates its processes against the Standards - performance is reflected in the accredited status of the institution. One example of how the District and Interim-Chancellor ensure that the colleges receive effective and adequate services and have facilitated appropriate communication is the creation of the District Assembly (DA). Specifically, the DA was created to provide a venue for communication between SBCCD and the colleges, and to review District policy and assign appropriate committees to resolve issues. (IV.D.2)

The District is in the process of refining the resource allocation model utilizing the new Student Center Funding Formula to allow for a more equitable distribution of resources. Through review of the ISER and evidence, as well as through interviews, the team confirmed that the District has a clearly defined policy and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the planning and budget development. The District maintains effective expenditure control. (IV.D.3)

BP 2430 delegates authority to the chancellor as the executive responsible for administering board policies and executing Board decisions which require administrative action. The chancellor then delegates authority to the college presidents as appropriate. The framework for CEO accountability is established through annual goal-setting between the chancellor and each college president. (IV.D.4.)

The team validated that there is a high degree of integration between District and College planning and evaluation to improve student learning and achievement and institutional effectiveness. The chancellor communicates regularly with the colleges through his e-newsletter, Board Reports, dissemination of information through committee processes, and updates to the Academic Senate. (IV.D.5, IV. D. 6)

The team acknowledges that the District initiated a new program review process in 2017 that better mirrors the campus processes. District Program Review requires District services to undergo a detailed evaluation of their services every four years. There is a robust structure of district wide committees whose functions include integrated planning and resource allocation review and recommendations. Through the District Assembly and other communication methods, the chancellor shares the results of assessments conducted by the District ORPIE Office and uses them for improvement. (IV. D. 7)

Conclusions:

The College meets the Standard.

Quality Focus Essays

Action Project 1: Scale academic student support services in support of Guided Pathways and AB 705

The team met with the Guided Pathways Steering Committee and noted the thoughtful approach that the Academic Senate's Guided Pathways Committee is taking toward the creation of "Career Fields" and the implementation of program maps for their degrees and certificates. The committee includes members from faculty, classified professionals, administration, and students who attend bi-monthly meetings. By taking an integrative approach that involves new strategies for scheduling and coordination with curricular processes, the group is working toward the creation of roadmaps that address the needs of both full-time and part-time students. As many students at SBVC enroll in six or fewer units per semester, the roadmaps will provide a realistic sense of time to completion.

In the Quality Focus Essay document, the College is pursuing five goals:

- Goal 1: Expand and enhance academic support services, including tutoring, embedded tutors, and supplemental instruction.
- Goal 2: Increase success rates in transfer-level English and Math courses.
- Goal 3: Schedule English, Math, and other Gateway courses to maximize the probability of student success and completion of those courses.
- Goal 4: Expand and enhance student support services and onboarding to further maximize student success in the first year at the College.
- Goal 5: Complete course and program maps for Guided Pathways and fully implement Guided Pathways.

The goals appear to be attainable and the timeline and implementation plan very well thought out. Many of the action steps are already in progress. With a plan outlining the responsible parties, resources needed, an assessment of the data, the College has a solid foundation for success to scale Guided Pathways. The College is bringing all the necessary stakeholder groups together to build a system that will support students to clarify the path, choose a path, stay on the path, and ensure learning.

The team appreciates the student-centered focus that the College is taking by implementing Guided Pathways. By scaling academic and student support, creating "Career Fields", and implementing program maps for degrees and certificates, students will be given the support and a path to completion. The College may want to consider ways to continue to work with the learning communities and categorical programs to glean information on supporting students in a case management model. The College should continue to gain feedback from students on the "Career Fields" to ensure they make sense for students and that programs are included in the appropriate cluster. The College should also consider a classified lead for the Guided Pathways work. This is an institutional commitment and the classified professionals play a valuable role in supporting students.

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

“While the processes that are in place for Program Review are effective in serving their purpose, it is a need of the College to spend the next three years evaluating those processes *through the lens of student success and Guided Pathways* [our emphasis].” (SBVC 2020. ISER. p. 222)

The team applauds SBVC for continually improving on its robust program review processes. This three-year action project seeks to integrate Action Project 1 into program review in order to scale academic and student support services in support of Guided Pathways and AB 705. Prompting instructional and student service units to evaluate and plan through these lenses lends support to the paradigm shift across the campus and community stakeholders. Operationalizing this vision will sustain “buy-in” and broad ownership. Furthermore, this cross-functional participation may realign or adjust the GP focus along the way during this period of transformation.

Action Project 2 seeks to achieve the following:

Goal 1. Conduct an in-depth evaluation of the current Program Review process.

Goal 2. Review process module for the creation of new programs.

Goal 3. Review program discontinuance process.

Goal 4. Ensure college wide participation and linkage to student learning, strategic planning, and resource allocation through an effective and vetted process.

Action Project Two is general enough to encompass discoveries along the way. The program review evaluation cited in the ISER strikes the team as a valuable source of inquiry. Preliminary actions already taken that were expressed in the interview seem quite promising, such as using rubrics to prioritize resource requests in order to address the perceived lack of transparency in resource prioritization. As the plan rolls out, the team suggests aligning the goals with the timeline, as well as to include more precise objectives. For instance, goals two and three may lead to changes in those processes.

The three - year plan accommodates room for research, discussion, and solicitation of feedback. The PRC and Academic Senate are the appropriate primary responsible committees. The plan wisely includes seeking feedback through other governance committees. Broader input beyond committees, perhaps online, may provide additional insights.