STANDARD I

Mission and Institutional Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and reevaluation to verify and improve the effectiveness by which the mission is accomplished.

Standard IB. Improving Institutional Effectiveness
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institutional and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

San Bernardino Valley College engages in dialogue on matters related to student learning and institution processes using the collegial consultation structure, all campus meetings, committee, workshops, and other means of dialogue. Campus discussions are vigorous, engaging all constituencies and points of view.

SBVC is a goal oriented intuition with well-established plans and processes. The Strategic Plan and Strategic Initiatives set forth goals based on feedback from campus stakeholders. Objectives and strategies with benchmarks and annual targets are defined to meet those goals and are tracked annually. The Strategic Plan in aligned and integrated with other campus processes including, but not limited to, the Campus Technology Plan, Basic Skills Plan, Program Review and the Education Master Plan. Campus planning is cyclical, The Educational Master Plan, Strategic Plan, Curriculum Review (with exception of CTE courses) and the Campus Technology Plan, while updated and evaluated annually, are on a six year cycle. Program Review utilizes a 4 year cycle for program efficacy and an annual cycle for needs assessment. Learning outcomes are evaluated on a three-year cycle and assessed annually. Campus plans and processes are distributed to all constituencies. Campus policies and plans are reviewed and modified through campus feedback, self-evaluation initiated by committees, and predetermined cycles built into plans.

All constituencies are able to participate in the development of plans and processes through the collegial consultation processes. Additionally, all campus meetings concerning planning are open to the public. Meeting agendas, minutes and documents are publically available to everyone through the campus website. Campus plans are emailed to the entire campus for feedback.

SBVC relies on statistical data and analysis on all aspects of student learning and institutional effectiveness. Data reports are available on the [Office of Research, Planning and Institutional Effectiveness](#) website. Student success data is used in campus planning, assessment and evaluation. The campus tracks progress on institutional goals and make the information available on the campus website.


I.B.1. The institution maintains and ongoing, collegial, self-reflective dialogues about the continuous improvement of student learning and institutional processes.

Description
The culture at San Bernardino Valley College (SBVC) has always been to engage actively in discourse and the interchange of ideas. Collegial consultation committees continue to emphasize the importance of ongoing dialogue between collegial groups about student learning and institutional processes. Dialogue takes place at all campus levels including, but not limited

to, the College Council, President's Cabinet, Instructional Cabinet, Student Services Council, Academic Senate, Student Government, all campus meetings, Division and Department meetings, committee meetings, flex days, in-service days, and inter-district dialogue.

The SBVC Communication Flowchart was developed in Fall 2013 using collegial processes to illustrate how dialogue is structured, where constituencies can seek and request information, and how constituency groups can initiate dialogue with each other.

SBVC Communications Flowchart
December 2013
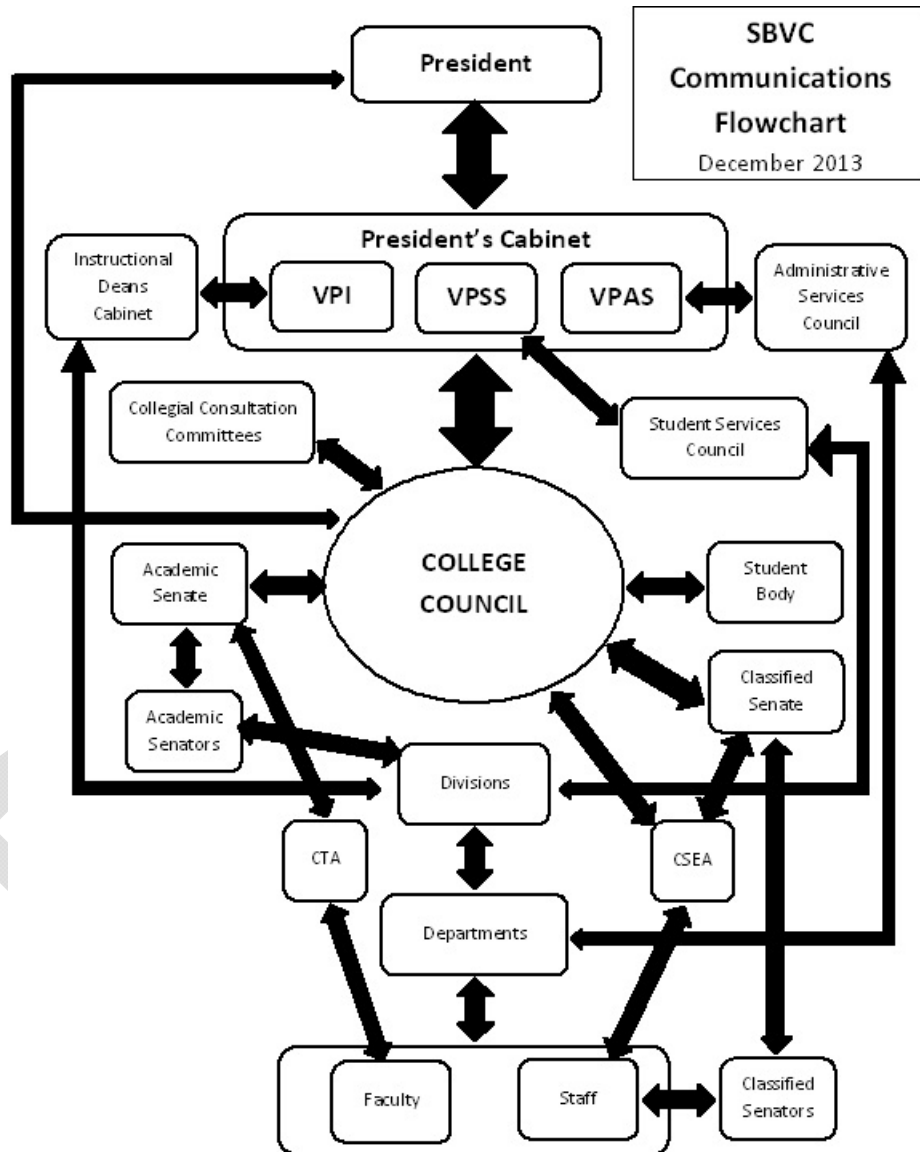
The college recognizes the importance of good communication, and there is ongoing dialogue regarding student learning, institution effectiveness, and improvement. The campus and district demonstrate the value of understanding and the purpose of communication through Board and Administrative Policy [A.P.]. A.P. 2225 addresses Collegial Consultation, outlining the mission, philosophy and principles of collegial consultation. The AP addressing SBVC states that

> *"groups of individuals working together to pool their knowledge, experience, and perspectives are an integral part of the decision making process at Valley College and that the development of policies and procedures for college governance benefits greatly by involving those with appropriate expertise and those who will be most affected by those policies and procedures."*

The AP further states that the three functions of SBVC's College Council are planning, issue management and communication.

Dialogue is promoted in the following ways at SBVC:

Collegial Consultation: Collegial consultation allows all interested members of the college to become involved in planning and decision-making activities. San Bernardino Valley College encourages managers, faculty, classified staff, and students to serve on committees. For faculty it is a function of their contractual duties (2.2). Most meetings are open to the various campus constituencies. For example, managers frequently attend Academic Senate.

Committee Membership—Faculty: Fall 2012 saw the launch of a new committee structure designed by the Academic Senate the previous year. While previously faculty were required to serve on two committees (or one "gold" committee, designated due to the high commitment of time required, such as Program Review), the committee structure was reviewed and revised. For instance, the separate committees of Arts & Lectures and Diversity were combined. This allowed for all faculty to serve on only one committee, with greater impact. Also, the committee assignments were lengthened to two years rather than one year, with new faculty being assigned to committees as needed.

Committee Membership—Managers: Typically, managers are selected either through specified service to a committee in the Collegial consultation document (e.g., a classified supervisor from Maintenance and Operations is a member of the Facilities and Safety Committee) or by interest of the manager to serve on a committee. and confirmed through a vote of the managers to represent them.

Committee Membership—Classified Staff: Classified staff can request committee service through the CSEA President and Classified Senate President, the designated committee chair, or through their supervisors, according to the Classified Senate Delineation of Duties statement [include in evidence].

Committee Membership—Students: The director of Student Life and the president of Associated Students work together to find students willing to serve on various committees on campus. For a variety of reasons students find it difficult to serve on committees, as noted in the study, An Assessment of Student Participation in Collegial Consultation at San Bernardino Valley College (2007). A committee survey developed Fall 2013, to be implemented at the end of Spring 2014, includes a question on student involvement in committees [evidence, survey].

The SBVC Strategic Planning model is one example of how dialogue takes place and how campus documents, collects data, and which committees interact with each other.
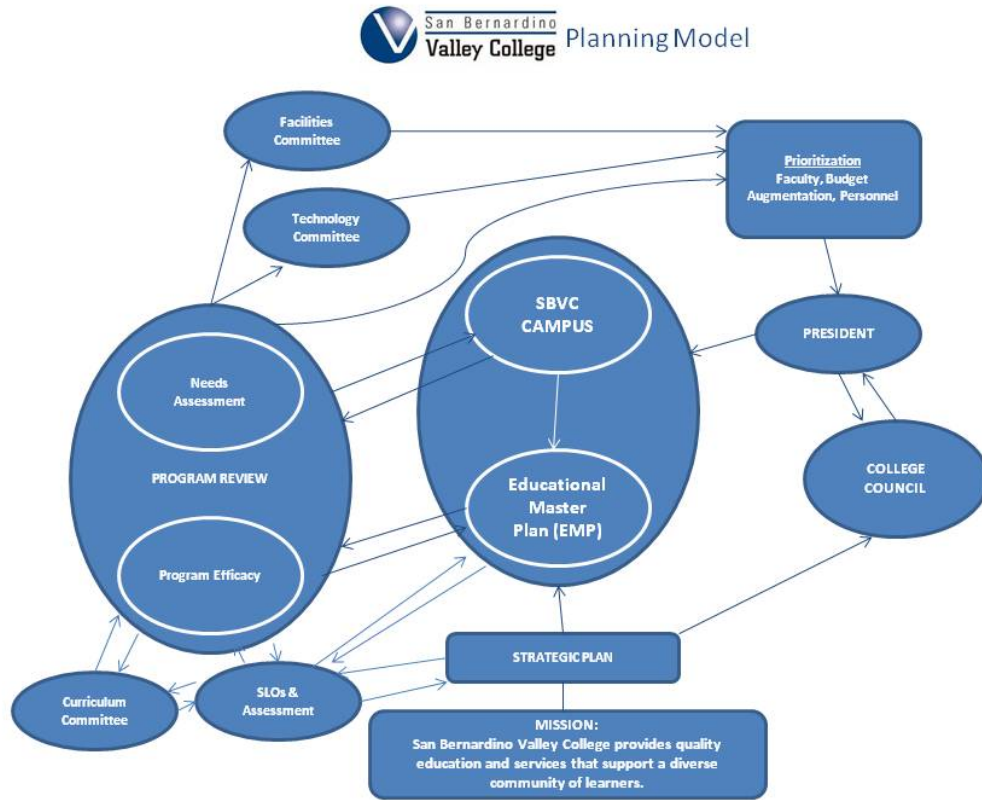
Although the planning model might appears to have omitted several important collegial groups, it should be noted that College Council comprises of the President, Vice Presidents, Dean of the office of Research and Institutional Effectiveness, Academic Senate President, Classified Senate President, CSEA President, the Associated Student Government President, the faculty co-chairs of the Curriculum, Program Review, Accreditation & SLOs, Technology committees, and the Professional and Organizational Development Coordinator. All members of the College Council facilitate dialogue with their constituent groups and bring feedback to College Council. All members of the council, and any member of the campus, are free to bring issues forward to the council. SLOs were implicit incorporated within the planning model because SLOs and SLO assessment are included in the Program Review and Curriculum processes. In Fall 2012, the SBVC Strategic Planning Model was revised explicitly to demonstrate how integral SLOs are to campus planning and campus dialogue.

The SBVC Communication Flowchart demonstrates how collegial consultation committees, management, student government, and bargaining units interact with each other and engage in dialogue. Campus committees discuss student learning during their regularly scheduled meetings. Additionally the campus engages in dialogue during opening day events, campus forums, faculty flex days, and via email.

The SBVC Communication Flowchart shows how data, reports, research and planning are reported to the campus. Committee members from collegial consultation groups, report to their

constituent groups to facilitate a collective understanding of how information is gathered, analyzed and used on campus.

The development of the College Status Report on Student Learning Outcomes Implementation [College Status Report] is an example of how communications are at work as indicated in the communication flowchart. The College Status Report was initially developed in the Accreditation and SLO Committee. As a Collegial consultation committee the faculty co-chair presented the draft and final copy at College Council and Academic Senate. College Council and Academic Senate members shared the draft and final copy with their representative groups and committees. For instance, deans, department chairs, program review co-chairs, and curriculum co-chairs brought the college statue report draft back to their constituent groups and shared the information accordingly. The College Status Report contained data and evaluative information that provided the campus with a current picture of the campus progress on student learning outcomes. The report is shared with College Council, Academic Senate and the Board of Trustees. The report is available for viewing in the Vice President of Instruction's office.

Advisory Committees (particularly for vocational education programs) are used to gather information on student learning and workforce needs. The Advisory committees collect information from businesses and the industry to keep programs current; this is especially helpful to the better plan and research emerging technologies and innovations within the field. A comprehensive understanding of industry needs allows faculty to develop programs with learning outcomes relevant to industrial standards.

The Basic Skills Committee examines data on the institutional and state level, seeking to improve student learning, success, and retention. The Basic Skills Committee tracks and examines data on student success for all funded projects. This information is reflected in the annual Basic Skills Report, 2013[Evidence]. Basic Skills findings are shared with campus constituents through the committee membership. Departments are encouraged to use Basic Skills findings when completing the departmental one-sheet Education Master Plan summary, provide an analysis of the data when completing program review processes, and inclusion of the data in future Basic Skills Request for Funding Proposals.

College-Wide Gatherings

The college hosts campus wide gatherings on a regular basis, during which presentations of evidence and data reflective of student learning are included. During each semester's non-instructional flex days, various FLEX activities include sessions on strategic planning, Core Competencies, Program Review Needs Assessment, program mapping, along with several workshops on Blackboard (SBCCD's course management system). These activities increase understanding of campus processes which influence student learning. For example, during the Fall 2013 Flex day workshop on Core Competency, faculty, staff and administrators were presented with the methodology of data collection on Core competencies, the actual data collected from these competencies, and asked to evaluate the future plausibility of better evaluation mechanisms of core competencies. A campus-wide conversation such as this, allows open communications and continuous development of a robust dialogue concerning student learning on campus.

Regularly occurring meetings such as Instructional Cabinet, Student Services Council, Faculty Chair and Division meetings provide additional forums to share information and gain a common understanding about issues that surround student learning. Faculty have the opportunity to

discuss their departmental perspectives with each other and with the management team. Managers have the opportunity to participate in a joint Instruction/Student Services meeting held each month to share challenges and discuss decisions impacting both areas (2.20). For instance, the Program Review Co-Chairs? shared the changes in the program efficacy process at a Department Chairs meeting [evidence, meeting minutes].

New Faculty Orientation

New faculty attend a series of orientation meetings throughout their first year of employment at the college (2.21). The information in these orientation meetings includes development of student learning outcomes and assessment, discussions on educational philosophies, education on college procedures, etc. New faculty have the opportunity to communicate with other faculty, classified staff, and administrators on campus through various events, for example, the annual Great Teachers Seminar. These new faculty development activities are supported through the college's professional development funds (2.22).

Professional Development

Many professional and organizational development programs offer training and workshops related to student learning (2.23). For example, individuals can attend workshops focusing on Classroom Assessment Techniques, Blackboard utilizations, Instructional Skills development, and understanding the different student Learning Styles, to name a few can be schedule through *Professional Development*. Online *webinars and tutorials* from Lynda.com and @One can be accessed from the Professional Development website. In addition, an annual survey soliciting new interests in professional development programs is distributed via email on campus. The Professional Development Committee holds a retreat in May each year where they use the results of these campus surveys and the workshop evaluations for future program planning and evaluations (2.24). Administrators, faculty, and staff are encouraged faculty, staff, and administrators to attend PD activities specifically focusing on student learning and achievements.

The Online Programs Committee conducts extensive discussion regarding the quality of its programs. The committee conducts research to determine how success rates through the online program compared to the traditional face to face programs and to the Distance Education (DE) programs across the state and country. The committee communicates its online program needs to the district and the campus Professional and Organizational Development Program to improve faculty preparation to teach online. Dialogue regarding student learning in DE programs is also reflected at the Great Teachers' Retreat, held annually[Evidence].

Distance Education programs at SBVC meet Standard I.B's requirement. The Online Program Committee website provides a comprehensive view on how SBVC's online program meets ACCJC Standards.

Self-Evaluation

The institution meets the standard. Since SBVC's last accreditation visit, campus dialogue has focused on a wide variety of subjects that impact student learning, such as academic achievement, student resources, and campus environment. Including, but not limited to;

- Academic Senate forum on textbook costs.
- Reorganization of instructional divisions
- Prioritization of campus building projects
- Student assessment instruments
- Campus Budget
- Designated smoking areas on campus and use of electronic cigarettes
- Curriculum, Program Review and SLO processes
- Core Competency evaluation
- Student access to Student Services and Library resources
- Registration priority
- Student Learning Outcomes vs. Student Achievement
- Institution-set standards

In terms of dialogue on student learning outcomes, formal campus-wide dialogue about learning outcome processes and assessment results were constrained for several years during labor negotiations between the San Bernardino Community College District (SBCCD) and the local chapter of the San Bernardino Community College District Teachers Association (SBCCDTA) regarding the impact of SLOs on faculty load and faculty evaluations. Though the labor discussions continued on one level, dialogue about student learning continued in campus committees, Division and Departments meetings. The creation of the Accreditation and SLO committee in 2010/2011 formally added SLOs to the campus committee structure. The committee worked on the College Status Report on Student Learning Outcomes Implementation, which rejuvenated campus wide conversations on SLOs in Fall 2012. By Spring 2013, the resolution concerning labor negotiation has resolved between the District and SBCCDTA, where it freed the Accreditation and SLO committee to resume healthy dialogue about SLO assessment and data collection.

These discussions on various aspects of student learning have had an impact across campus. For example as a result of the Academic Senate forum on textbook costs, the bookstore developed a successful textbook rental program and began ordering textbooks in a less expensive, loose-leaf format. In general, Faculty are made aware of textbook costs and many ordered custom textbooks by only including the necessary needed chapters. Lowering textbook costs facilitates student learning by making college more affordable.

The Student Success Summit at the Spring 2012 Flex Day is another example of how campus wide dialogue impacts student learning. The Student Success Summit explored questions for improving college readiness as well as how to more effectively move students from "access" to "success". Colleagues from the K-12 school districts, CSUs, UCs and local community groups are invited to join SBVC in discussing the possibilities and impacts of improving student success. Through this summit, a list of recommendations for student learning and success was generated, including "Promote learning communities ", "Greater inter-departmental academic planning and resource sharing " and "Continue to strengthen Basic Skills". While through the

Basic Skills initiative, funding opportunities provided many innovative projects to spring across campus, such as linked courses between disciplines in Biology and English or English and Spanish. The Basic Skills committee, library, and departments (ESL, and Reading) partnered in purchasing two databases – English Language Learner and Learning Express – to enhance basic skills instruction [Evidence].

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively towards their achievement.

Descriptive Summary
The mission statement forms the foundation for setting priorities: San Bernardino Valley College provides quality education and services that support a diverse community of learners. The mission statement is found throughout different college documents, publications, banners, as well as a moniker on emails.

By extension, if the mission is the foundation for the college, the SBVC Strategic Plan (2.28), the SBVC Educational Master Plan, and the SBVC Facilities Master Plan (2.29) serve as the supportive walls within the institution. Goals are found within the structure of the college in a variety of areas, within the documents on strategic planning, department and division goals and accomplishments, SLO Executive Summary, self-evaluation of employees, and within the program review process.

Strategic Plan and Goals

A culture of strategic planning has been developed at San Bernardino Valley College. Today, the natural progression of planning utilize the strategic plan, program review, educational master plan, facilities master plan, technology master plan, professional development plan as well as the district's imperatives (2.30) and California's Strategic Plan for Community Colleges to improve institutional effectiveness (2.31). The SBVC Strategic Planning Model adopted in 2007 [include as evidence, also already in document] and revised in 2012 formalizes campus planning processes.

Update of the Strategic Plan

The college began writing the 2014-2019 Strategic Plan in Fall 2012. The Dean of Research, Planning, and Institutional Effectiveness hosted small group forums, in-service day meetings, and presented at Academic Senate and College Council to capture emerging themes and concerns on campus. The 2014-2019 Strategic Plan includes more narrative than the previous plan. The 2008-2013 Strategic Plan was constructed primarily around goals and activities, while the new plan provides more campus context and historical data than the previous plan. The deans are responsible to work with all other planning committees on campus including Student Success and Support (formerly known as Matriculation), Facilities, Enrollment Management, Technology, and others. The Technology Committee and the Office of Research, Planning, and Institutional Effectiveness worked closely together to align the goals of the Technology Plan and the Strategic Plan. An ad-hoc committee on Strategic Planning was formed in 2013/2014 that included representatives from faculty, staff, and administration. An eight-page publication on the

2014-2019 Strategic Plan was distributed during the opening day activities during Spring 2014. The brochure outlined the development of the new planning goals and showed how the current goals aligned with previous goals. The final draft of Strategic Plan was reviewed by College Council and other planning committees. The Office of Research, Planning, and Institutional Effectiveness gathered feedback about the brochure and made any necessary changes for the final draft. The 2014-2019 Strategic Plan was reviewed in the aforementioned committees and will be presented to Academic Senate, and Classified Senate, before being approved by College Council in Fall 2014 [evidence, brochure, meeting minutes].

The themes from the current and past strategic plan are closely aligned.

Table 1. Goal Themes Identified by Stakeholders and Resulting Initiatives [1]

Theme	Strategic Initiative
-1- Access	We will improve the application, registration, and enrollment procedures for all students.
-2- Student Success	We will Increase course success, program success, access to employment, and transfer rates by enhancing student learning.
-3- Communication, Culture, & Climate	We will promote a collegial campus culture with open lines of communication between all stake-holder groups on and off campus.
-4- Leadership & Professional Development	We will maintain capable leadership and provide professional development to a staff who will need skills to function effectively in an evolving educational environment.
-5- Effective Evaluation & Accountability	We will improve institutional effectiveness through a process of evaluation and continuous improvement.
-6- Facilities	We will support the construction and maintenance of safe, efficient, functional facilities and infrastructure to meet the needs of students, employees, and community.

The 2014-2019 Strategic Plan includes the Strategic Planning Data Sheet, in the form of a logic model, contains standards, benchmarks, activities and goals as appropriate. The data sheet is designed to demonstrate and guide campus progress on strategic planning.

The institution-set-standards concerning the areas of student success, student retention and persistence, program completion, and student learning contain thresholds that campus should not fall below. Institution-set-standards were established in 2013/2014, dialogue began in College Council, Academic Senate and the Online Program Committee. In February 2014, the Academic Senate finalized the Institution-Set Standard for course completion, degrees awarded, certificates awarded, and transfer; the standard is set at the standard deviation below the mean over a seven year period. College Council endorsed the Institution set-standards on 3/12/14.

Institution Set-Standard is the standard deviation below the mean over a 7 year period.

ACCJC Question	SBVC Student Achievement Data	06/07	07/08	08/09	09/10	10/11	11/12	12/13	Intuition Set-Standard Using Standard Deviation Model
14 a	Couse Completion	60.0	60.6	61.7	63.0	63.8	67.7	70.0	**60.1**
15 a	Combined Awards	1083	1035	1128	1136	964	1072	1225	**1009**
15 b	Degree	693	648	707	678	598	728	816	**627**
15 c	Certificate	390	387	421	458	366	344	409	**361**
17 a	Transfer	224	252	242	244	232	215	258	**223**

The Online Program Committee defined and approved institution set-standard for DE courses at their 2/21/2014 meeting:

   *"SBVC's Institution-Set Standards for Distance Education are based on the California State Average for Retention and Success for distance education classes offered for credit. This information can be found at the California Community College Chancellor's Office's Datamart website. SBVC's institution-set standard for DE **will be met** if the retention and success for distance education courses are equal to or greater than the state averages for DE classes. SBVC's institution-set standard for DE **will not be met** if either success or retention for DE classes falls below the state average for DE classes for three consecutive semesters."*

The institution set-standards for DE courses were approved by the Academic Senate on 4/30/2014 [evidence: Senate minutes].

College Council Minutes 2/13/2013, Academic Senate Minutes 3/6/2013, Academic Senate Agenda 10/30/2013, Academic Senate Agenda 2/19/14; College Council Minutes 3/12/14, Academic Senate Agenda 4/16/2014, Online Program Committee Website]

The Educational Master Plan

In accordance with the ACCJC recommendations from the SBVC 2008 Self-Study report, the campus collegially developed an Educational Master Plan in 2009/2010. The fundamental goal of the Educational Master Plan was to provide a programmatic outline for the college over a 5-year period (2009-2014) and to continue in its planning for 2014-2019. A core component of the Educational Master Plan is the program "One-Sheet" [EMP One-Sheet]. The EMP One-Sheet

includes statistical data charts for measuring program success. Each program area representative or team writes a brief program narrative, program assessment, program goals, opportunities, challenges, and an action plan.

The Office of Research, Planning, and Institutional Effectiveness works with division deans, departments, and committees each year on the templates for the EMP One-Sheets, adding data and adjusting narrative responses as necessary. The 2013/2014 update of the EMP One-Sheet added many student and administrative services areas to the EMP. This involved creating data tables unique to each area. The Office of Research, Planning and Institutional Effectiveness is engaged in conversations with the Program Review and Accreditation, and SLO committees about the possibility of including SLO/SAO assessment data in the EMP One-Sheets.

The EMP One-Sheet is undated annually and has become a primary planning document for departments and divisions. Once the EMP One-Sheet update is completed, the divisions use that information to establish their annual goals. Analyses of progress towards achieving these goals are submitted to the Instruction Office at the end of the academic year. The EMP One-Sheet is incorporated by the Program Review Committee into program efficacy and needs assessment.

Program Review

The college has a well-documented program review process for evaluating itself in the areas of administrative services, instruction, and student services.   The goals of the college are articulated in the strategic plan and initiatives and these are used for evaluation purposes in program review.   Programs are expected to demonstrate how they are meeting institutional needs with regard to the college's Mission and Strategic Plan. Since 2008, program review process has been aligned with the strategic initiatives: Access, Success, Planning, Technology, Partnerships, and Campus Climate, in the 2007-2013 Strategic Plan and beginning in 2014/2015, Program Review will be aligned program efficacy and needs assessment with the 2014-2019 Strategic Plan: where Access, Student Success, Communication, Culture, & Climate, Leadership & Professional Development, Effective Evaluation and Accountability, and Facilities are accounted for.

The program review process has two phases: (1) an annual campus-wide needs assessment in the fall and (2) a program efficacy phase in the spring. The latter is an in-depth evaluative review of each program completed on a four year cycle; with the exception of CTE programs which review on a 2-year mini-efficacy report cycle. Program efficacy documents are used for evaluation and improvement, therefore providing a foundation for requesting additional resources through the needs assessment process (2.34).

The Program Review Committee is authorized by the Academic Senate to develop and monitor the college's program review process, receive unit plans, utilize assessment as needed to evaluate programs, recommend program status to the college president, and identify the need for faculty, classified staff, budget augmentation, and equipment. Results of program efficacy and needs assessment are reported to College Council and Academic Senate while the reports are posted on the Program Review Committee website.

Academic Senate

The Academic Senate president is a member of the planning body, College Council. In addition, SBVC Academic Senate presidents have been active in selecting goals to accomplish during their tenure. During the recent years, these goals have focused Senate dialogue on such topics as; Student Success Initiative, Prerequisites, Transfer Degrees, Program Discontinuance, institution set-standards, and SB 1440. SB 1440, Associate Degrees for Transfer. The Student Success Act has discussions, online orientation, educational plans, priority registration and a resolution for more faculty to support student success.

SBVC is dedicated to improving institutional effectiveness by setting planning priorities, evaluative data collection, and analysis of results. 2007-2013 Strategic Plan allowed the college to create specific goals and benchmarks by which to measure its progress. It is not uncommon to evaluate activities or processes at the college based on the initiatives. The campus has embraced the strategic planning and works towards the goals therein. The 2008-2013 Strategic Initiatives, Benchmarks, and Goals served as a roadmap for achieving campus goals. It contained target goals, specific activities implement to measure and accomplish goals, and assigned responsibility areas. The annual update of the Strategic Initiatives tracks the campuses success towards implementation of activities and achievement of goals.

The Educational Master Plan One-Sheet (EMP One-Sheet) has become another vehicle for goals and planning. Updated annually, the EMP One-Sheet contains relevant data for analysis. Departments must define program goals, challenges, opportunities, and develop an action plan to resolve problems. Program Review requires all programs seeking to participate in the Needs Assessment process to have a current EMP One-Sheet.

Since the implementation of the EMP-one sheet, goal-setting on a department level has improved; goals are now included in the EMP One-Sheet and are directly aligned to the college's strategic plan. Departmental planning goals are emphasized during the program efficacy phase of the review cycle, and the Program Review committee has begun to track departmental progress through reported goals and plans from one efficacy cycle to the next to see how well plans are being implemented.

Currently, Deans submit a summary report on progress towards division goals [evidence: reports].

The 2008-2013 Strategic Initiatives contained, at a minimum, two goals for each initiative, along with outcomes, benchmarks, and responsibility centers. A number of areas (program review, technology, facilities, professional development, and enrollment management) submitted planning documents to the College Council integrating the new strategic initiatives.
The draft 2014-2019 Strategic Plan continues to build on the previous philosophy and includes the Strategic Planning Data Sheet, which will incorporate the standards, benchmarks, and goals of the current strategic plan. The Strategic Planning Data Sheet also details assessment methodologies, activities, and a responsibility center for each goal. It has always been the intent for the strategic plan and the initiatives to become a "living document" which can be expanded or modified as work progresses to meet college goals.

In 2011, the Online Program Committee created a comprehensive [Online Learning Plan](#) to organize the activities and concerns regarding online learning at SBVC. Distance Education programs at SBVC are aligned with Standard I.B. The Online Program Committee [website](#) provides a comprehensive view of how SBVC meets ACCJC Standards.

Self-Evaluation
The college meets the standard. A number of planning documents are used at the college—SBVC's Strategic Plan, Facilities Master Plan, Educational Master Plan, Division Updates, Professional Development Plan, Technology Plan, and the SBCCD District Imperatives. The SBVC Strategic Planning model is a roadmap to planning and decision-making. The campus mission, Strategic Plan, Educational Master Plan and program review processes are key elements in the planning model. Collegial governance is represented within College Council. In Fall 2012, when reviewing the SBVC Strategic Planning Model, it was noted that SLOs were implicit in the planning model because SLOs and SLO assessment are included in the Program Review and Curriculum processes. The planning model was revised to demonstrate explicitly how integral SLOs are to campus planning and campus dialogue.

More recent Campus Climate Surveys indicate that faculty and staff are less aware of and less satisfied with the communication of campus planning processes. This can be attributed to the high turnover in administration over the past 4 years which can inhibit the flow of information throughout the campus. The SBVC Communication Flowchart has been developed to be a road map for communication throughout the campus. New and existing employees are able to identify the best pathway to receive and distribute information through this flowchart.

Since the Campus Climate Survey does not identify campus plans and processes by name. The question states, "The decision-making structures and processes are regularly evaluated and the results are widely communicated to all members of the college community." The ambiguity of the question could account for results that demonstrate lower awareness.

A way to improve the awareness of campus planning process is to continuously encourage campus members, Academic & Classified Senators to report on campus planning and gather feedback from their constituent groups and/or the entire campus.

College Council has taken steps to improve communication on campus while in addition to the development of the SBVC Communication Flow chart in Fall 2013, College Council began developing the SBVC Governance Handbook in Spring 2014 that contains campus plans, processes, goals, as well as information on all departments and services areas [Evidence: College Council, Academic and Classified Senate meeting minutes, draft of handbook].

Low response rate (or small sample size) to the Campus Climate survey tends to skew percentage calculated, while the actual response count is not as alarming as the change in the percentage calculation may have implied. Forty-nine individual faculty responded to the 2010 Campus Climate Survey question, "The decision-making structures and processes are regularly evaluated and the results are widely communicated to all members of the college community" while 53%, 26 faculty members, agreed with the statement. Fifty-five individual faculty responded to the 2012 Campus Climate Survey and 34%, 19 faculty members, agreed with the same statement. Therefore while the percentage difference is 19% between the 2010 and 2012 surveys, there are only 6 faculty members which attributed to the percentage reduction. [Evidence: Long Range Staffing Plan 2014-2017 p. 43]

The campus needs to standardize terminology across all planning documents to avoid confusion (e.g. the Strategic Plan is referred to as the Strategic Initiatives, Strategic Goals, or Strategic Plan)

Question	Faculty - 2010	Faculty - 2011	Faculty - 2012	Faculty 2013
In general, I am aware of the faculty/staff role at the college in planning.	90% (45) agree	n/a	68% (39) agree	
The decision-making structures and processes are regularly evaluated and the results are widely communicated to all members of the college community.	53% (26) agree	n/a	34% (19) agree, 27% (15) disagree, 38% (21) have no opinion	
I have been given the opportunity to participate I the planning process for my division.	n/a	66% (47) agree	n/a	59% (24) agree
The District/College mission stateme	n/a	50% (34) agree	n/a	44% (17) agree, 33% (13) disagree, 23% (9) have no opinion
I am satisfied with Program Review	n/a	54% (37) agree	n/a	51% (20) agree, 31% (12) disagree, 18% (7) have no opinion
Question	**Classified - 2010**	**Classified - 2011**	**Classified - 2012**	**Classified - 20**
I am familiar with the SBVC mission.	98% (48) Agree	98% (36) Agree	n/a	
My job contributes to the SBVC mission and vision.	96% (45) Agree	97% (37) Agree	n/a	
SBVC sets goals to improve effectiveness.	80% (39) Agree	n/a	n/a	
Improving institutional effectiveness is valued throughout SBVC.	71% (35) Agree	n/a	n/a	
SBVC has an ongoing and systematic cycle of evaluation and improvement.	76% (36) Agree	n/a	n/a	
Student learning needs are central to the planning, development, and design of new facilities.	63% (31) Agree	n/a	n/a	
The college establishes governance structures, processes, and practices to facilitate effective communication among the institutions's constituencies.	60% (31) Agree	41% (15) Agree, 22% (8) Disagree, 38% (14) have No Opinion	n/a	

The action plans for the 2008-2013 SBVC Strategic Plan were developed in 2008 with various constituent groups. Assessment occurs with greater specificity and/or consistency for the benchmarks (e.g., in some cases the plan states that "there will be an increase in . . . ," while other goals are quite specific, such as a 5% increase). The Strategic Initiative and Benchmarks Report is available on the Office of Research, Planning and Institution Effectiveness's website. The Data Sheet for the 2014-2019 SBVC Strategic Plan has also been developed collegially and includes institutional set standards where appropriate.

The college strives to make decisions based on data analysis. The Office of Research, Planning, and Institutional Effectiveness provides a number of data points for analysis. Research, Planning, and Institutional Effectiveness also maintains a comprehensive web page on the college's website with links to state and federal data, internal demographics, and includes all surveys conducted on campus for the past seven years. In addition, the institutional researcher meets with committees to discuss data and runs special data reports upon request. For example, the researcher compiled a prerequisite study for the Academic Senate that illustrated that students who successful complete ENG 015 and MATH 952 were more successful in 100 level classes; whereas students without those prerequisites have not successfully completed ENG 015 and Math 952 [see Senate minutes].

Actionable Planning Agenda
- Evaluate institution-set standards
- Add SLO/SAO data to EMP One-Sheets
- Improve number of responses to the Campus Climate Surveys.
- Update the campus climate survey questions. If the wording of the question was more specific and changed to "The Education Master Plan and the Strategic Plan are regularly evaluated and the results are widely communicated to all members of the college community" there more be a precise measure of campus awareness of broad-based planning.
- Establish standardized terminology across campus.
- Ensure that all collegial consultation committees annually review goals and reference the strategic initiatives.

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

The Educational Master Plan and the Strategic Plan are integrated throughout campus processes including program review, division updates, committee plans (such as technology, facilities, and professional development) and integrates campus planning. These efforts are intended to involve the entire college community to make planning transparent and collegial.

Integrated Planning

The college recognizes the fact that Program Review is a major part of planning processes, but not the only part (2.42). The SBVC Strategic Plan 2008-2013, Goal 3.1, was "[To] integrate budget, planning, and decision-making." Ongoing dialogue in College Council on how the

Program Review Committee processes, Budget Committee, and institutional planning all contribute to planning having taken place. Program Review provides a prioritized list of needs to the Academic Senate, College Council, and the president. In 2008, the SBVC Planning Model was developed and reviewed across campus. The model illustrates how various planning agents interact with each other and clearly shows that the campus mission is the foundation for all campus planning.

- The SBVC Strategic Plan, initiatives, goals, and benchmarks are intended to knit planning, implementation, evaluation, and reevaluation into a seamless process.
- Planning is not static and often must respond to data and trends that are dynamic. The Office of Research, Planning and Institutional Effectiveness presents its findings by using a systematic schedule of surveys and analysis. These are linked to the strategic initiatives (2.43).
- Division updates, which include activities and goals related to the Strategic Initiatives, are distributed in both electronic and hard-copy formats. Divisions may review annual goals each year and assess achievement. Division updates help new managers and employees review their areas.
- Separate planning documents (technology, professional development, matriculation (2.44), Student Success and Support Plan and the SBVC Student Equity Plan (2.45) are expected to integrate with and support the overall SBVC Strategic Plan. The annual Year-End Report incorporates all these plans.
- Program efficacy forms address planning and require responses on how a department meets the six strategic initiatives.
- Examples of integrated planning can be observed in the implementation of the strategic plan. For instance, the initial focus on access as a strategic initiative resulted in the Tumaini program to increase the college-going rate and success of African American males. Since the program aligns with the basic skills initiative the Basic Skills Committee has provided resources that allow a counselor to receive 50% reassigned time to develop the program.

Integration with District

The following district committees have campus members (faculty, management, and/or classified):

- Calendar Committee
- Distributed Education Coordination Council
- District Applications WorkGroup (DAWG)
- District Assembly
- District Budget Committee
- District Sabbatical Committee
- District Strategic Planning Committee
- Economic and Workforce Development Coordinating Committee
- Management Information Systems (MIS) Executive Committee
- Sustainability Plan Committee
- Technical Services Committee
- Technology & Educational Support Services (TESS) Executive Committee
- Web Standards Committee

The Mission, Strategic Plan, and Educational Master Plan guide program review, committee plans (technology, facilities, and professional development), and integrate campus planning. These efforts are intended to involve the entire college community to make planning transparent and collegial.

Program Review is another vehicle for campus planning. The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty, staff, budget augmentation, and instructional equipment. Program Review interface with other college committees to ensure institutional priorities are met. Faculty members from each division are assigned to serve on the committee. Committee membership also includes administration, classified staff, and students. Program Review has evolved into a two-step approach: program efficacy in which departments perform a comprehensive self-analysis and create a planning agenda and needs assessment which prioritizes and recommends growth positions for faculty and staff as well as budget augmentation and instructional equipment purchases.

Program efficacy is thorough evaluation of program based on the strategic initiatives. The committee reviews questions and rubrics annually and revises them as necessary. Different forms and rubrics are developed for Instruction, Student Services, and Administrative Services. Programs receive data for analysis on program demographics, program efficiency (4 years) and student success (3 years). Additionally, programs must demonstrate that they are current in their curriculum and SLO cycles, address partnerships, planning processes, challenges and opportunities and how the program contributes to the campus climate. Programs can receive a program efficacy recommendation of Continuation, Conditional, or Probation – if a program failed to submit needed information, it can receive the status of Probation, or Contraction. The Program Review committee does not make any recommendation on discontinuation, an Ad-hoc discontinuance committee is formed by the Academic Senate to handle these programs should a need arise. Program efficacy results are reported to the Academic Senate and College

Council. The President's Cabinet, College Council, and the Budget Committee references program efficacy documents when allocating new or continuing funds.

Needs assessment requests for resources, faculty, staff, budget augmentation, equipment, technology or facilities, occur each year in the fall (except Fall 2009, where Needs assessment was not conducted due to budget constraints). Any department with an efficacy status of continuation or conditional may submit a needs assessment request. Requests are ranked at the division level, and then forwarded to the Program Review committee. The committee assigns members to review each request based on a rubric developed by the committee. Technology and Facilities requests are forwarded to the appropriate committee to create their own rankings. All approved requests are then ranked by the entire Program Review committee. Needs assessment rankings are reported to the Academic Senate and College Council. The President's Cabinet, College Council, and Budget Committee references program efficacy documents when allocating resources.

Program review continually assesses its committee goals and makes modifications to ensure progress is being made. The committee has improved its decision-making and institutional effectiveness, using a comprehensive cycle of evaluation and integrated planning, allowing appropriate resource allocation, implementation, and reevaluation of its processes. For example, in 2009-2010, concerned by number of academic/CTE programs placed on probation, the Program Review committee conducted an internal evaluation of the efficacy process. The committee believed that a number of the probationary ratings were due to the quality of the efficacy documents being submitted. Often the academic/CTE program faculty submitting the document either didn't understand the questions or replied to questions without sufficient explanation. In Spring 2010, the Program Review committee piloted a new program efficacy format where Program Review committee members and academic/CTE program members were encouraged to interact with each other when developing the efficacy document. Academic/CTE Programs were encouraged, but not required, to submit a draft efficacy document to the Program Review committee members. The Program Review committee established draft review meetings where committee members and department faculty reviewed the draft document together. Feedback from the pilot was positive therefore collaboration and draft reviews are now an integral part of the efficacy process.

Resource Allocation

- Each spring, managers receive copies of their developmental budget from the Vice President of Administrative Services. Managers obtain feedback from their departments. The developmental area budgets are submitted to the respective vice presidents for review and recommendations and then forwarded to the Vice President of Administrative services who prepares the final budget recommendation for the president (2.47).
- Program Review needs assessments in 2013 included responses to the strategic initiatives while at the same time asking for the analyzing of department/division needs. Lists are prioritized for faculty, classified staff, budget augmentation, and equipment. Technology needs are referred to the Technology Committee and renovation to the Facilities and Safety Committee.
- The Budget Committee revised their charge in 2013/2014 and became a collegial consultation committee. The committee works to identify available fund sources for needs assessment results and emerging and emergency needs.
- The president receives the prioritization lists from Program Review and collegially

consults with the vice-presidents and College Council as to what can be funded. Previous presidents have also used program review information for hiring faculty as well as for the distribution of block grant money.

- The Program Review prioritization lists for 2013 were distributed to the campus via email, with copies to the Academic Senate (2.49). In May 2014 managers and faculty chairs received information on their respective programs' ratings in program efficacy (2.50).

Distance Education programs at SBVC are aligned with Standard I.B. The Online Program Committee website provides a comprehensive view of how SBVC meets ACCJC Standards.

Self-Evaluation
The institution meets the standard. The Office of Research, Planning, and Institutional Effectiveness utilizes quantitative and qualitative data for evaluation. SNAP software is used for the collection of quantitative and qualitative survey data. Quantitative data from surveys are used to analyze and track trends in opinions and attitudes; quantitative data in the form student grades and enrollment are used to analyze trends in student success. Nvivo software is used to analyze the qualitative responses from open-ended survey questions, and transcribed text from interviews and focus groups.

The evaluation of student success data focuses largely on grades stored in Datatel. Data for all courses are analyzed and summarized using MS-Excel and the Statistical Package for the Social Sciences (SPSS) to assess student performance trends. These findings are made available in reports for dissemination to all appropriate constituencies.

Data and analyses are widely distributed and used throughout the institution. The institutional researcher communicates regularly on campus through a variety of committees and meetings. In addition, all surveys and reports are available on the Office of Research, Planning, and Institutional Effectiveness web page on the college's website. The Dean of Research, Planning, and Institutional Effectiveness is members of many district committees, such as the chancellor's Collegiate Cabinet, District Computing Services (DCS), District Strategic Planning, etc. He regularly meets with researchers from other institutions connected to the California Partnership for Achieving Student Success (Cal-Pass). He is a member of the RP Group and attends seminars and conferences to remain current on quantitative and qualitative data analysis trends in higher education.

The campus has established institution set-standards and uses the same raw data that is used to complete the ACCJC Annual Report. Based on the ACCJC Annual Report in 2012-2013, the campus met institution set-standards for course completion, degrees awarded and student transfers. This result was reported to College Council, Academic Senate and the SBCCD Board of Trustees. The campus did not meet the standard for certificates awarded. This is a cause for concern. The Office of Research, Planning and Institutional Effectiveness is reviewing data to determine if there has been a decrease of student enrolling in certificate programs. It should be noted that while certificates awards decreased by twelve percent, degrees awarded increased by fifty-two percent and student transfers increased by thirty-five percent.

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement on institutional effectiveness.

The Strategic Planning model was developed in 2007. The model visually demonstrates how the campus committees, campus processes and plans, and collegial consultation groups work together to create blueprints for the campus' future and to identify resources. The foundation of the Strategic Planning model is the Campus Mission and Strategic Plan. Learning outcomes, curriculum, and program review are fully integrated into campus planning. The model was reviewed and updated in 2012.

Campus constituencies participate in planning through their committee work, yet participation on planning is not limited to committee membership. Committee meetings are open to the entire campus. The development of planning documents such as the Educational Master Plan and Strategic Plan involves the participation of several collegial consultation committees and campus-wide activities. Drafts of plans are distributed to the entire campus for feedback.
This is a college that embraces the intent of collegial consultation. San Bernardino Valley College is a learner-centered campus that appreciates input from its students. The Office of Student Life has encouraged students to become involved at the college. All constituents have been encouraged to actively engage in the development of planning on campus. Committee membership comprises students, faculty, staff, and managers.

Faculty participation in collegial consultation and committee work is ensured by the District/CTA contract. Currently, Faculty are assigned to serve on one committee for a two-year duration. Division faculty work collegially to assure that the division is adequately represented on committees. Although Faculty are assigned to only one committee as CTA contract obligation, but often many participate in other ad-hoc or collegial consultation committees.

The management team determines which managers will serve on each committee.

Classified staff can request committee service through the CSEA President and Classified Senate President, the designated committee chair, or through their supervisors, according to the Classified Senate Delineation of Duties statement. Managers are encouraged to support committee attendance by classified staff.

The director of Student Life and the president of the Associated Student Government (ASG) work together to identify students willing to serve on various committees on campus. A committee survey developed in Fall 2013, to be implemented at the end of Spring 2014, includes a question on student involvement in committees.

Given the limited college and state budget for growth, resource allocation becomes problematic. In fact, during the California state budget crisis in 2012-2013, SBVC faced a potential 2 - 6 million dollar budget cut, depending on the passage of Proposition 30 in the November, 2012 election. The campus was faced not with allocating resources to fulfill its plan, but with creating a plan based on resources available for allocation.

During the 2013-2013 budget crisis, College Council believed it was better to be proactive and plan for reductions prior to the anticipated budget crisis. The Council thought that any reductions should be guided by the campus mission and planning documents in a forward-thinking model, rather than eleventh-hour decision making as a result of a budget crisis which could have been

anticipated. An ad hoc Program Viability committee composed of faculty, managers, staff and students was convened and charged with developing principles that could guide reduction of programs if downsizing became necessary. The formation of the Program Viability raised some concerns across campus that the committee would target programs which weren't self-sustaining (e.g., programs without full-time faculty, programs with low FTEs, WSCH/FTE, or programs with high annual equipment and supplies costs) or supersede existing campus processes such as Program Discontinuance or the CTA contract, instead of its intended to proactively address potential budget shortfalls. Overcoming these misconceptions on campus made the committee's work more difficult, but the committee gathered constructive feedback from all collegial groups and produced a list of principles [Evidence: Committee Report] to guide program reduction, in the event it became necessary. The list did not specifically name any program or service on campus and did specifically state the campus processes and the CTA contract must be adhered to in the event of a reduction. Fortunately, the passage of Proposition 30 made program reduction unnecessary.

Despite the challenges, resources have been allocated consistently each year based on recommendations from Program Review and College Council. The passage of Proposition 30 allowed the campus to fund a number of items and positions in Spring 2013 that addressed the priorities in the campus strategic initiatives including: a call attendant system, information booths, debit cards for financial aid disbursement, five replacement faculty, another five faculty growth positions and two classified staff [evidence: Dr. Fisher .ppt from Fall 2013]

In Spring 2014, on the recommendation of the Budget Committee, College Council allocated up to $250,000 made available throughout the entire campus to ease the hardships imposed by the budget crisis. Allocations for instructional departments were based on FTEs. Non-instructional departments and offices were allocated $2,000.00 each. Departments are defined as those who have submitted or will submit an independent Program Efficacy document based on the Program Review 4-Year program efficacy rotation. To align purchases with campus planning, departments submitted a brief request and linked their purchases with the Strategic Plan. [Evidence, Dr. Fisher's .ppt from Spring 14; Budget and College Council minutes; list of purchases]

Goal 1.1.2 of the 2007-2013 Strategic Initiatives is "Access to basic skills courses". The Math Department piloted a fast track math course to enable students to move from lowest basic skills math (MATH 942) to one level below degree applicable math (MATH 095) in one year instead of two. Examinations of data showed that student in the pilot study were successful. The Reading Department developed a new course which allowed for students who assess at the top range of our lowest course to complete the course content for that course and the next in one semester (READ 951). Again, preliminary data is positive. The campus is funding further growth of fast track math and adding additional sections of the accelerated READ 951. Conversations have taken place in all basic skills areas to develop accelerated programming where there would be benefit to students. Accelerated programs are in place for Fall, 2014 in Math, English, ESL and Reading through funding from the new Learning Compass plan.

SBVC employs a full-time Director of Grant Development and Management who successfully seeks out grants to support the mission of the college, and manages the grants once they are awarded. This position was established through a Title V grant awarded in 2005, and was institutionalized and supported by the general fund in 2011. The Director of Grant Development and Management aligns the purpose of each proposed project with the college's strategic plan and strategic initiatives.

The largest grant ever awarded to San Bernardino Valley College was the US Department of Education HSI STEM and Articulation project titled PASS GO, in which SBVC is the lead institution, with partner California State University San Bernardino. This 5-year, $5.5 million grant initiated a number of student success strategies including expanded tutoring, STEM counseling, and learning communities on the campus. As with the HACU-funded project, the PASS GO project started a wave of interest in supplemental instruction as well as the resources to support it. This practice has also expanded to disciplines beyond those funded by the initial award. The project partner, CSUSB, extends services to SBVC transfer students in STEM fields, including workshops, service learning, and internship opportunities. This grant continues through 2016, with the possibility of a no-cost extension through 2017.

Another STEM grant from the Department of Education, the Minority Science and Engineering Improvement Program, funded additional SI training in science, as well as supported partnerships in STEM teacher training with California State University, San Bernardino, and with the University of California, Riverside, for research opportunities for STEM students. This project is funded through 2015.

The college was awarded its first ever National Science Foundation award in the form of an Advanced Technological Education grant for its growing Water Supply Technology program. This provided needed funding for course development in Water Conservation and Water Resource Management, as well as established paid student internships at regional agencies.
Several state grants supported programs that, although the programs had been able to provide services on a limited basis, the grants allowed them to expand significantly. These include the Chancellor's Office Career and Technical Education Grants (CTE Transitions), awarded beginning in 2011 for $50,000 each year. Another award from the Chancellor's Office supported the SBVC Middle College High School and allowed for college-level counseling services to be dedicated to the project, along with professional development training for MCHS staff. The Chancellor's Office and the Foundation for Community Colleges co-funded the Student Mental Health Program. This initiative has offered training to faculty and staff to recognize students at risk of mental health, and education in strategies for intervention and referral. It also offered Stress Solutions Oases sessions for faculty and staff, and Strengths training to faculty, staff, and student leadership groups. These activities strengthened awareness of the existing resources on the campus, as well as on the stigma attached to suicide and depression, allowing dialogue in faculty, staff, and student groups about these critical topics.

The grants department has the dual role of developing new projects and proposals for submission to granting agencies, and of managing those projects responsibly once they are awarded. As with the proposal development process, which requires dialogue with the Office of Research, Planning, and Institutional Effectiveness to align the projects with the strategic plan, the post-award process requires aligning with the college's and district's HR and fiscal functions. Now that the college is managing $7,000,000 in awarded projects, new projects need to be developed with attention to their long-term impacts on existing programs, desired programs, and capacity building for both the project areas of each grant, and cognizance of grant office activities and support that can be offered to the campus both pre- and post-award in order to incorporate programs in to long-term planning and budgeting. In 2013, a joint presentation on Strategic Planning and Grants was prepared for the college and community by the offices of Research, Planning, and Institutional Effectiveness, and the department of Grant Development and Management. Further, the Department of Grant Development and Management offered grant development workshops as part of professional development activities in early 2014, and

as a follow-up activity in 2013 to a Regional Strategizing Forum presented through the Student Mental Health Program. The Department of Grant Development and Management has developed handbooks for both the pre-award (Grant Proposal Development) and post-award (Project Director Handbook) sides of the process [Evidence: Handbooks]. The Department of Grant Development and Management will be refining and updating these handbooks regularly, aligning them with the most current college processes and plans, as well as to keep the content current with changes in federal and state regulations.

The California Community College Student Mental Health Program (CCC SMHP) grant
SBVC as the Lead Institution on the HSI STEM and Articulation Program Grant
Awardee of a National Science foundation Advanced Technological Education Grant
SBVC recognized as the recipient of the Minority Science and Engineering Program
SBVC Awarded a Middle College High School Grant
July 18, 2011: The Hispanic Association of Colleges and Universities (HACU) Strategies for Success
October 1,2011: PASS GO Project

Self-Evaluation

As a result of the current state budget, the college has identified the difference between its needs and wants. In the future, for example, the total cost of ownership for new hires, such as desks, air conditioning, computers, and an office budget, needs to be a larger consideration than it has been in the past. The fact that no staff have been laid off with the current budget crisis is a testament to the financial stability of the college and district. Without a degree of predictability in stable funding at the state level and with limited resources, the college addresses those issues most important to its survival. The college is committed to use planning for consistent and continuous improvement of student learning regardless of the upward or downward trends of the state's financial condition.

Planning and evaluation processes on campus yield results. For example, The Program Discontinuance Plan, developed by the Academic Senate in 2009, was used in 2010 to evaluate four programs, Paralegal, Real Estate, Warehousing, and Machine Trades. One of these programs, Paralegal, was discontinued based on limited enrollment and lack of program accreditation by the Paralegal Association. While another program, Real Estate, was reaffirmed. Two programs, Warehousing & Machine Trades were placed on hiatus, a two-year period for further evaluation and revitalization of the programs. In the meantime, the Dean of Applied Technology, Transportation and Culinary Arts worked with the Machine Trades faculty, the Machine Trades Advisory Committee and area employers to renovate the program and update curriculum. Since its hiatus status, the Machine Trades program is now called Machinist Technology, where it is showing FTES growth.

An example of grant planning implement change can be seen in the first award came through a combined effort of the Walmart Foundation and HACU (Hispanic Association of Colleges and Universities). That Student Success Initiative paired SBVC with the Community College of Denver (CCD) in a program designed to have mentor institutions share successful instructional and student services models. The Walmart HACU grant was initially awarded in July 2011 for a 2-year period, and extended for another phase through June of 2013. The model included introducing paired courses as learning communities where both faculty and students could gain through connecting coursework; students experienced contextual learning, and faculty were able to develop their coursework in partnership with other faculty, infusing both groups with new energy. As a result of the grant, the learning communities' model has been adopted by the Basic

Skills Committee and is being incorporated into other programs to be expanded and sustained throughout the college.

Actionable Planning Agenda
None

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

At SBVC a strong link exists between assessment and improvement. The college makes public its data and analyses both internally and externally. The Office of Research, Planning, and Institutional Effectiveness conducts assessments of a variety of needs throughout the year. Each year since 2001 there has been a campus climate survey for students as well as frequent satisfaction surveys of faculty and staff. The results are discussed in the College Council as well as in other venues. This information is used by divisions in writing their program review documents.

Surveys and Focus Groups

Survey results contribute to the improvement in programs and services. The Professional Development's annual survey is used to assess current training. The results are reviewed by the committee during its annual retreat to support planning efforts for future workshops and training needs (2.61). Administrative Services' satisfaction survey is used to identify areas that need attention on the campus. This survey led to the elimination of faculty/staff-only parking lots in some areas. Surveys in CalWORKS led to refinement in the delivery of services. An external survey to determine whether or not to offer satellite courses at Chavez Middle School site was conducted. The Chavez survey is another example of using data to help in decision- making (2.62).

Examples of Evaluation Studies conducted with collected data:

Program Review Data: Over the years, the Office of Research, Planning, and Institutional Effectiveness has provided retention, success, efficiency and demographic data for program review.

STAR/CalWORKS: The Success through Achievement and Retention (STAR) program and CalWORKS have been provided both formative and summative data. This helped to refine procedures for establishing group study sessions. In the case of STAR, the data also support the evaluation reports required for the granting agency (U.S. Government, Title III). An evaluation of the SBVC Weekend College program by students and faculty was used to define faculty expectations and structure programs to better meet student needs.

Data for evaluating pilot/grant programs on student success achievement: For example HSI STEM PASS GO, Contextual Learning/linked courses, and Walmart grant using [list details]

Studies include transfer patterns, prerequisite studies, cut score and placement evaluation, and high school course patterns vs. SBVC placement tests, Student Equity Studies, Gainful Employment Studies, SWOT studies with local high schools and focus group studies with campus advisory groups.

Distributed Education

Each course and program proposed for Distance Education delivery has already been approved for traditional, on-campus delivery. There are no alterations in General Education requirements, major requirements, or certificate requirements for courses and programs offered via Distance Education. The Course Outline of Record, the official record of intent of instruction for each class offered by the college, is the same no matter what the instructional delivery mode. And there is no differentiation of delivery mode on a student's transcript. Furthermore, the Student Learning Outcomes for each course are the same, regardless of delivery mode. There is additional review of all courses submitted for Distance Education by the Online Programs Committee, which verifies regular substantive interaction as well as effective online methodologies.

SBVC's Program Review process addresses Distance Education concerns through the levels of the divisions and departments, and the SBVC Educational Master Plan (2010) includes data on retention and success for each department and program, while the Online Program Committee has further its evaluation on developing a process to track the success and retention of DE sections. That process began in earnest with the Substantive Change Proposal written during the 2011-2012 academic year. In 2012, the Online Program Committee set measurable goals for those markers of effectiveness and has tracked the data for those goals for two years. That data is made public on the SBVC Online Program committee website.

The Office of Institutional Research, Planning, and Institutional Effectiveness has an extensive website that contains reports and data links to assist in the dissemination of information. Data reports are continually added to the college's website. The Dean of Research, Planning, and Institutional Effectiveness addresses assessment information frequently in committees. The office creates brochures and pamphlets containing data such as student performance, graduation rates and enrollment patterns from feeder high schools. Dean of Research, Planning, and Institutional Effectiveness maintains a systematic schedule of presentations before College Council, which includes assessment information, so that the results of the most recent survey may be discussed
(2.53).

The campus works towards the goals of the strategic initiates throughout the year. The Office of Research, Planning, and Institutional Effectiveness reports on progress made on the strategic initiatives to the campus, College Council and Academic Senate on a regular basis [find minutes]. The current Strategic Initiatives, past Strategic Initiatives and Benchmark reports can be viewed on the Office of the President's website and on the Office of Institutional Research, Planning, and Institutional Effectiveness website.

Institution-set standards are communicated through the current Strategic Initiatives. Institution-set standards were reported to the Academic Senate, College Council and at the Department Chairs meetings. Campus performance on institution-set standards can also be viewed on the ACCJC Annual Reports.

Self-Evaluation
The institution meets the standard. The SBVC Office of Research, Planning, and Institutional Effectiveness have made numerous presentations to the SBCCD Board of Trustees, most recently concerning Scorecard data and Strategic Planning. Just as ARCC data was previously presented to the college and board, its replacement, Scorecard, is given the same amount of attention. Information from Scorecard is used for planning at both the district and college [Evidence: Board Minutes].

The campus uses a variety of methodologies to assess the public perception of campus programs, quality of education, campus safety and campus resources and accessibility. Campus data and analyses are distributed via e-mail in the President's Newsletter, Chancellor's Chat, Student Services Report and other periodic updates. The campus homepage shares news about the campus including statistical data analyses. Printed copies of studies and reports are housed in the appropriate office and/or the library. For instance, the SLO Executive Summaries are available through the VPI's office and in the library reference collection.

Although the campus has hosted Town Hall meetings and education summits, the campus has not done enough in recent years to determine the needs and perceptions of the community in our service area. During the 2011/2012 academic year plans were made to update the 2006 Golden and Associates telephone survey of the local community. The survey was updated and student workers hired to conduct the interview in the evening hours. The plans to update the survey were cancelled after the departure of President Dr. Debra Daniels in February, 2012.
The 2006 Golden and Associates telephone survey will be updated in Summer 2014, work with be done by hiring Work Study or Veteran Students to conduct them. One student will be proficient in Spanish. Evaluate results of survey in Fall 2014.

Actionable Planning Goals
Evaluate the results of the Summer 2014 Community Survey.

I.B.6. The institution assures the effectiveness of its ongoing planning and resources allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research effort.

Systematic Modifications Of Planning And Resource Development

San Bernardino Valley College adopted the first strategic plan in 2007. The second Strategic Plan (2014-2019) was developed in 2013/2014. It is a living document that can be modified as appropriate. From the Strategic Plan, the Strategic Initiatives are developed, goals established, measures determined, activities developed and responsibility assigned. The Strategic Initiatives include institution-set standards for course completion, certificates awarded, degrees awarded, number of students transferred and student success in Distance Education courses. These standards were mutually agreed upon by College Council and Academic Senate. As data regarding the college's progress at meeting the goals set forth is made available, dialogue will occur within the collegial consultation groups.

The Educational Master Plan 2009-2014 was developed to provide an outline for the direction of the college. Updated annually, the plan is a living document and used as a plan that can better prepare for the future of the college. The plan is based on college and economic data and

includes one-page summaries for each department. The plan encompasses many campus themes that were developed at the January 8, 2010 in-service event including basic skills, innovation, online, partnerships, services, technology, talent, and training, the 2014-2019 Educational Master Plan is currently being developed.

Progress, relevance and currency of campus planning documents are reviewed regularly in the College Council or within the appropriate committees. College Council serves essentially as the "committee of collegial consultation committees." It has numerous roles such as reviewing assessment information and using its representatives to communicate matters of quality assurance to other committees on campus.   The institutional researcher schedules presentations before College Council concerning the results of all major surveys. Discussions, based on the results of surveys often have a ripple effect on other collegial consultation committees.

The Campus Climate Surveys, began its distribution in 2001, are another vehicle for assessing campus processes and planning at the institutional level. Questions in the surveys address program review, planning, and resource allocation. A new committee member survey was developed in 2013-2014 to gain further insight into the effectiveness of committee plans and processes. The survey will be administered in Spring 2014.[Evidence: minutes, sample surveys][list results of new survey when available]

Further evaluation and oversight prevention takes place at the College Council and Academic Senate. The Curriculum, Program Review, and Student Success and Support (formerly known as Matriculation) committees all operate under the authority of the Academic Senate where each of these committees submits a formal report to the Academic Senate. Committee plans and processes involving academic and professional manners are reviewed by the Academic Senate prior to implementation. The Accreditation and SLO Committee processes and plans are reviewed and approved by both College Council and the Academic Senate prior to implementation.

Committees also evaluate themselves. For instance, Program Review conducts a survey with departments after they undergo program efficacy in order to evaluate the efficacy experience. As a result of these surveys, the committee, once viewed as unyielding and punitive, has undergone many changes. The Strategic Plan evaluated campus satisfaction with program review in Strategic Initiative 2.2.2 which stated; "By Fall 2009, processes related to Program Review, and Curriculum will be streamlined. Surveys of committee members will indicate a 60% satisfaction rate by 2012". Survey results showed an increase in satisfaction from 32% in 2007 to 64% in 2012.

Self-Evaluation
SBVC's planning process is successful in developing plans and processes that improvement of the campus efficacy.   The campus also evaluates the methodology of these plans and processes.

For example, upon the ratification of the District/CTA MOU on SLOs in Spring 2013, the Accreditation and SLO Committee undertook a massive evaluation of the campus SLO achievement processes. The existing process for the assessment cycle and plan for the completion of student learning outcomes and core competencies was adopted in 2008 after consultation with instructional deans and faculty chairs. Department faculty developed a three-year cycle for assessing all course SLOs in their departments. eLumen software was purchased

to track SLO reporting, evaluate results, and run statistical reports on student success and learning outcomes. eLumen was piloted in 2007/2008. Even with ample training provided by Professional Development and eLumen personnel, the implementation of eLumen was unsuccessful. eLumen is not an intuitive software, and without an SLO Coordinator to configure the system for faculty, individual faculty with varying computer expertise were independently creating logins, assigning rights, creating conflicting rubrics and SLOs which resulted in unclean data. eLumen was not actively used between 2008 – 2013. Instead, the campus used paper processes to record SLO assessment results.

Since Spring 2013 a number of activities have occurred to improve SLO processes, assessment and accountability:

- Reassigned time was given to the faculty co-chair of the Accreditation and SLO Committee to facilitate the SLO process.
- Reporting forms for courses and programs have been standardized.
- In response to concerns from faculty and deans, the due dates for SLO Evaluations have been extended.
- The Accreditation and SLO Committee reviewed 6 different SLO software products. Three of the vendors were invited to present a webinar to interested faculty
- eLumen will be piloted with clean course data and course and program SLOs already loaded.
- A cumulative spreadsheet of all SLO assessment data from the SLO Executive Summary documents was created, Data were used as baseline measures for Core Competencies based on course to core competency mapping.
- An aggressive Learning Outcomes Assessment Plan was developed to bring all campus services, courses and programs firmly into the proficiency level of the ACCJC Learning Outcome Rubric and more services, courses and programs into continuous quality improvement level.
- Dr. David Marshall from CSUSB, a nationally noted speaker on SLOs, led a series of 3 workshops during Spring, 2014. Workshops focused on writing SLOs, creating a Program curriculum map, and discovering what can be learned about a program from the program map. Dr. Marshall has committed to continue working with the campus in 2014/2015.

The effectiveness of college planning is documented in the Strategic Initiatives and Benchmark report, which details the college's progress on campus planning goals from 2007-2013. Strategic initiative 6.2.2 demonstrates how campus planning fostered improvement for student, staff and faculty access to technology

BENCHMARK – A STANDARD BY WHICH SOMETHING CAN BE MEASURED	BASELINE 07-08	08-09	09-10	10-11	11-12	ACTIVITIES
6.1.1. By Fall 2012, SBVC faculty will use classroom technological advancements in the learning environment.	*	70% of classes have access	90%	95% of classes have access to class-room tech-nology	• New faculty training • Regular faculty training • List of classroom technology needs prioritized for funding • Establish minimum technical aspect for each core competency in the classroom for use of technology	• New buildings coming online with state of the art technology • All new classrooms should be smart • Training needs to continue, maintain consistency of tech in classrooms. The % of access does it measure use of classroom tech? Are we measuring what we are asking?)

The college systematically evaluates programs and processes. All managers, classified staff, and faculty are aware of the evaluation cycles. Adhering to cycles of evaluation reinforces a sense of predictability and fairness. The Office of Institutional Research maintains a cycle of surveys and reports. The Curriculum Committee conducts content review for instructional programs every six years with the exception of CTE courses which undergo content review every 2 years. Program efficacy is on a four-year cycle which occurs, with CTE programs also completing a 2 year mini-efficacy. Program Review Needs Assessment is conducted annually. The Educational Master Plan is updated every five years. Programs update their EMP One-Sheets annually. The Strategic Plan is updated every six years. The Strategic Initiatives in the plan are updated and evaluated annually. The Annual Report published by the Marketing Department summarizes campus events and accomplishments throughout the year.

Actionable Planning Agenda
None

I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

SBVC acknowledges the necessity of gathering a variety of feedback and data to support decision-making and student success. In addition to formal and informal evaluations to assess the effectiveness of surveys, software, and processes, the following provides examples of the serious view SBVC has toward the importance of accountability and assessment.

The college uses the following evaluative mechanisms to gather evidence about the effectiveness of programs:

- Pilot projects
- Educational Master Plan
- Peer program evaluations
- Development of rubrics for evaluation
- Point-of-contact surveys within programs Focus groups
- Review of surveys by various Collegial consultation committees
- Requests for research form
- Purchase of new software to support evidence gathering

Program Review

One of the planning and evaluation processes at SBVC is its program review process. Program Review has always formally or informally evaluating itself in a variety of ways including a debriefing of the process which occurs at the last meeting of each semester; or by focus groups and surveys. Program Review committee continually adapts its review processes to reflect relevant issues such as SLOs. In recent years the committee has focused on incorporating existing reports, eliminating repetition of work and developing an interactive culture with the academic/CTE programs undergoing program efficacy.

Development of Rubrics

Program Review evaluates and revises rubrics for needs assessment and program efficacy annually.

Prior to the dissemination of the planning rubric furnished by the Accrediting Commission, the Office of Research, Planning, and Institutional Effectiveness devised a similar form, "SBVC Planning Rubric" to circulate in College Council during Fall 2013. Members was asked to note whether the college has properly address each item in the rubric. In addition, the ACCJC rubric for program review was distributed to the committee to evaluate its process (2.63).

Point of Contact Surveys

Surveys at the point of service can be found in locations such as the library, cafeteria, counseling or financial aid which reflect student satisfaction results. The surveys are reviewed by managers and staff in an effort to improve services to students.

Focus Groups

The college conducted numerous focus groups and campus-wide meetings over the last two years. Many of them were small groups with 3 to 12 people attending. Others were large town-hall style meetings with campus and community members present. These meetings were used to collect feedback about the mission, vision, and goals of the campus [Focus Group meeting minutes].

Research Request Form

San Bernardino Valley College uses a variety of mechanisms to gather evidence of the effectiveness of programs and services. The Office of Research, Planning, and Institutional Effectiveness often accommodates requests from various departments across campus for its research needs. A form to request research is available online while the prioritization of the research request is done by the dean and the researcher in the Office of Research, Planning, and Institutional Effectiveness. The researcher may work with a committee or an individual to develop the survey.

Software

SNAP software was purchased to support assessment. SNAP improves the distribution of management evaluations as well as student evaluations of faculty. SNAP allows the college to store data on its own server and provides greater security. SNAP affords scanning capabilities so paper surveys can be more easily tallied (2.65).

Focus group or qualitative information is very helpful as a specific assessment vehicle. However, its use can be limited by the amount of time it takes to transcribe and analyze the information. As a result, Nvivo, a text analysis program, was purchased because it allows a more objective analysis of qualitative and textual data.

New software is available not only for employees, but for students as well. A performance-based response system for the classroom, eInstruction, was selected after reviewing offerings by many vendors. The Technology Committee sought information from the possible users. As a result of this feedback, the eInstruction devices (commonly referred to as "clickers") were selected for the campus and are housed in Campus Technology Services. The reason one provider was selected was to eliminate the necessity for students to purchase multiple clickers for a variety of courses. These clickers can be used in classrooms for quick responses to questions from the instructor.

Self-Evaluation

Campus-wide surveys are conducted annually, alternating between campus climate surveys that focus more on issues of campus culture and self-study surveys that focus more on issues linked to accreditation standards. Survey results from campus climate surveys and self-study surveys covering a five-year period are available on the Research and Planning websites.

Student satisfaction survey shows online students are satisfied.

In the last several years the writing center has included a   service for online students. Online tutoring resources are available. Online Counseling is available to students. The library offers online resources and research services [links to evidence].

Data driven decision processes are in place at SBVC. Qualitative and quantitative data is constantly sought from the Office of Research, Planning, and Institutional Effectiveness for a variety of purposes.   Data are used throughout the program review process, Program Discontinuance, Facilities Master Plan, Educational Master Plan, ARCC and the SBVC Strategic Plan. Managers, faculty, and committees request data to gather evidence on the effectiveness of programs and processes.

The college has supported data analysis by purchasing evaluative software such SNAP for surveys and employee evaluations; eLumen to support SLO assessment information; Nvivo to streamline the capture of qualitative trends; and eInstruction to help users obtain immediate responses within their classes. The college recognizes the importance of evaluating all tools and instruments in a systematic manner and communicating results campus wide.

The results of the SLO evaluation cycle has identified a variety of ideas and methodologies for departmental improvement and increasing student achievement on SLOs.
Departments have

- Identified the need to establish course pre-requisites
- Identified the need to establish a common assessment instrument
- Rewritten SLOs
- Modified assessment instruments to improve assessment and analysis of SLOs
- Implemented more hands-on activities

The campus needs assessment process is an effective evaluation process that leads to improvement in programs and services. In Spring 2014, the Budget Committee approved funding up to one million dollars of Program Review Needs Assessment requests for one-time funding. Funded items include; funding for adjunct counselors, replacement of the sound system in LA 100 and the Greek Theater, additional funding for library materials, microscopes, diesel lab renovations and development of a mobile app for the campus.