



STANDARD II

Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

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Standard II.A. Instructional Programs The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary

In accordance with the community college mission to provide transfer, degree, career and technical training, and basic skills instruction, curriculum development processes at SBVC require that offerings are in support of the college mission and provide for “a diverse community of learners.”

SBVC employs a multi-level process by which all courses and programs are developed and reviewed. The review includes a thorough assessment of the course or program to ensure support of the college mission. Curriculum development includes a review by the initiating faculty member, members of the department, the department faculty chair, the division dean, and the Curriculum Committee. Prior to consideration by the Curriculum Committee, a technical review committee examines all new curriculum and modification proposals for applicability to the college mission and for appropriate rigor and content. The full Curriculum Committee also evaluates proposals to ensure appropriate rigor and content, as well as applicability to the college mission. Curriculum documents are housed in the *CurricUNET* system and are available for perusal by any interested party. Internal and external control mechanisms ensure the quality and integrity of programs and services. Internally, the Academic Senate has primary oversight over curriculum. The faculty co-chair of the Curriculum Committee reports to the Academic Senate and serves on the Senate Executive Committee to discuss issues and concerns regarding programs and services. Once curriculum is approved, faculty are required to create syllabi in support of the course outline of record, and to teach to the outline of record. Also, faculty are evaluated in part on the syllabi of courses taught to ensure adherence to the outlines and that all courses, regardless of the delivery methodology, are of the same quality and content and address the same objectives and learning outcomes. [\(Include faculty orientations and the Faculty Handbook as evidence \)](#).

As part of the Program Review process, all programs complete full efficacy review every four years. This is a change from the previous three-year cycles, based on recommendations from the Program Review Committee and approved by the Faculty Senate. [\(Evidence: Minutes from](#)

[Senate and Program Review meetings of September of 2013.](#)) Departments are required to evaluate programs based on internal and external data reflective of employment trends and other variables to inform decisions on continued program relevance and effectiveness in productivity and student success. The Program Review Committee makes recommendations for continuation, probation, contraction, or discontinuation based on the efficacy of the programs and their ability to critically evaluate their strengths and weaknesses. Programs placed on probation are required to develop improvement plans in consultation with the division dean and the Vice-President of Instruction. They are evaluated annually, as long as they remain on probation.

Among the data required by the Program Review process are degree and certificate completion rates, job placement rates, and transfer rates as appropriate to the programs. These data are used within the program planning processes. For vocational education programs community advisory groups also make recommendations regarding numbers of courses offered and the content of those courses. Advisory committees also provide critical regarding programmatic needs as indicated by available job opportunities. In addition, external advisory committees regularly review career and technical programs to ensure quality and adherence to industry standards.

In support of the college mission to support a diverse community of learners, as part of the efficacy process, programs furnish and interpret data on the population of students served compared to the demographics of the college and community, and use these data to formulate strategies for serving underrepresented populations. Student learning outcomes are reported on as an integral feature of the program review process.

In 2011 the Academic senate approved a new policy delineating the Discontinuation Process to be implemented at the college. This process provides opportunity for any. In 2012, dialog was initiated and an ad hoc Program Viability Committee was convened to provide guidance and input to decision makers in the face of financial restraints, which may necessitate the discontinuation of some programs and courses. All these developments are instrumental in ensuring that programs and courses are responsive to the changing needs of the community and the fiscal realities facing higher education in California. In addition, the numerous advisory committees, comprising representatives from the local community, industry, and other professionals, serve to recommend changes that may be necessary to ensure continued relevance and cutting edge awareness of curricula in various fields. The input from these advisories has resulted in substantive adjustments to curricula and programs. [[Advisory Committee Minutes](#)]

The Articulation Officer is the official campus liaison with the University of California and California State University systems and shares information on changes in curriculum and regulations that may affect transferability to these systems. The Officer consults regularly with faculty, administrators, counselors, and the Curriculum Committee to ensure adherence to articulation agreements with four-year institutions, and confirms the transferability of courses to those institutions. The Articulation Officer is also consulted as part of the curriculum process for new course development

Actionable Improvement Plan

None

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

San Bernardino Valley College is an open-entry institution. Student educational needs are identified through a comprehensive matriculation process, which includes orientation and assessment (made mandatory beginning in Fall 2011; followed by advisement [Evidence 2011/2012 College Catalog]. In a continuous effort to serve and provide effective access to our community, our mandatory orientation sessions are available online. For special populations, an in-person option can be made availableⁱ. Upon completion of orientation, first-time SBVC students are directed to take the mandatory assessment conducted at the Assessment Center. For waivers from this population, students are directed to the Counseling Office. The monthly Assessment schedule is posted onlineⁱⁱ and emailed to campus listservⁱⁱⁱ.

Assessment testing results are used for course placement by matching the students' skill levels to the courses. A variety of assessment tools are used for Math, English, Reading, and English as a Second Language; each of these tests is designed to report results of multiple measures. These tests are validated by the SBVC Office of Research, Planning and Institutional Effectiveness [Evidence] as mandated by the California State Chancellor's Office. To further prepare regional feeder high school students, assessment testing can be done prior to high school graduation^{iv}.

Assessment data are regularly provided from the Matriculation Office to faculty department chairs and deans in the English, Math, and Reading departments. These data are used for schedule planning. For example, from the Assessment data in 2012-2013^v, 74% of students assessed were placed into Basic Skills Math courses (090 or 900 levels); 77% students assessed were placed into Basic Skills English courses (015 or 900 levels); and 72% students assessed were placed into Basic Skills Reading courses (015 or 900 levels). Faculty Chairs and Division Deans worked with the Office of Instruction to adjust numbers of sections at these levels to improve access.

Beginning 2010 the SBVC Academic Senate^{vi} and Matriculation committee began the open dialog on the necessity and appropriateness of development and implementation of a mandatory orientation and assessment process. These discussions included college-wide dialog, including discipline faculty, counselors, assessment testing center staff, managers, and administrators. In Fall 2012 the Academic Senate resolved to adopt mandatory orientation and assessment [Evidence: [Academic Senate Resolution 10.3](#)]

The Mathematics department saw the need to offer support for students needing a refresher before taking the assessment test, so it developed free [Pre-Assessment Workshops](#) which were offered throughout the fall, spring, and summer terms began in 2012. These workshops reviewed topics from arithmetic to beginning algebra and were made available to students prior to their assessment test^{vii}. The math department has now moved this pre-assessment workshop material online to improve access, and to make the modules available to enrolled students for review. Additionally, the library has acquired software which provides pre-assessment practice in both Math and English.

SBVC assesses learning outcomes at the course level, collecting data for each section of every course offered. This data is analyzed and reported in an executive summary [Evidence] on a three-year cycle. Course level data is then aligned with institutional and program learning outcomes. All courses have been mapped to the campus core competencies (CCs), SBVC's institutional learning outcomes. In Fall 2013 SBVC conducted a study to assess how well students were meeting the CCs. Average SLO assessment data results from 441 courses was aligned with the CCs based on the core competency maps. The resulting data showed the percentage of student who were assessed and met each of the Core Competencies; total number of courses that are mapped to each of the Core Competencies; total number of Courses Assessed between FA07 – SP12 for each Core Competency and number of Disciplines mapped to each Core Competency [Evidence: Flex Day PPT 9/25/13].

A campus-wide assessment activity was conducted in Fall 2013. Participants were asked to review the CC data and provide analysis on:

- What is an acceptable pass rate?
- Did the campus achieve the pass rate?
- Were trends evident in the Core Competency? Are there gaps?
- What is an adequate distribution for measuring Core Competencies?
- What content, structure, strategies might improve Core Competency assessment?
- Would you recommend rewriting the Core Competency?

Findings of the assessment activity were presented at the 11/20/2013 Academic Senate Meeting. In summary the findings found that students were meeting CCs at an acceptable level, CC7: Quantitative Analysis was not included in the CC mapping process, CCs and sub-competencies need to be reviewed and revised, and a better assessment methodology needs to be developed. The Senate moved to; create an institution set-standard for Core Competencies of a success rate of 70% or better, to postpone remapping of CCs and rewriting of CCs until the Spring 15 campus wide conversation on learning outcomes. The campus is meeting the institution set-standard of 70%. Core Competency success data ranges from 85% - 92%. The Academic Senate plans to revisit institution set-standard for Core Competencies in Spring 2015. The recommendations of the Academic Senate were presented at College Council. [Evidence: PPT and worksheets from Fall Flex Day; PPT and minutes from 11/2/14 Academic Senate Meeting]

The assessment activity also looked at results from the core competency questions embedded into the Student Campus Climate Survey. Feedback from the campus-wide activity noted that the percentages from CC success data and percentage of student who in indicated skills improvement in the Campus Climate Survey differed significantly. The Office of Research, Planning and Institutional Effectiveness will be working with the campus in Spring 2015 to better align the Campus Climate Survey with the Core Competencies.

In Spring 2014 the Accreditation & SLO Committee, Academic Senate and Professional Development Coordinator worked together to present a series of workshops focusing on writing measurable program outcomes, aligning courses to program level outcomes using a curriculum map and how to use the map as the foundation for an initial program assessment. The workshops were conducted by Dr. David Marshall from California State University San Bernardino and noted speaker on SLO assessment and course tuning. Sample results from the program assessment workshops include [insert examples after April Flex workshop]. Dr.

Marshall will return in Fall 2014 to further explore program assessment methodologies and campus wide outcome assessment models. These conversations will lead up to the Spring 2015 evaluation of learning outcome processes on campus. [Evidence: [Dr. Marshall's PPTs, Professional Development Calendar](#)]

Self-Evaluation

The institution meets the standard. Campus leadership, committees, division and departments engage in conversations to meet the needs of the campus population. Learning Outcomes have been an area of emphasis since the District and CTA reached an agreement and signed an MOU [Evidence: MOU]. Prior to Fall 2013, research on student learning outcomes [SLOs] data for instructional programs and service area outcomes [SAOs] data had been conducted on a three-year cycle established by discipline faculty. Typically, faculty created an assessment instrument and gathered data for analysis during a single semester. Faculty used the data to evaluate the course by completing and submitting a Course Summary Report. Course Summary Reports were gathered at the end of the academic year into the [Executive SLO Summary Report](#).

In Fall 2013 the SBVC Outcomes Processes established new procedures for learning outcomes. Learning outcomes continue to be analyzed on a three-year cycle and discipline faculty continues to determine the assessment methodologies. However, assessment data are collected every semester to provide discipline faculty with longitudinal data for research and evaluation.

To research student achievement, the college's Office of Research, Planning and Institutional Effectiveness office collects and analyzes data on placement tests, retention, success, degree & certificate completions and transfers, to name a few. The Office of Research, Planning and Institutional Effectiveness provides student achievement data to the Program Review committee for use in Program Efficacy.

Additional services to support institutional effectiveness related to research, learning, evaluation, or meeting program needs, have been made possible through software purchases such as SPSS, Nvivo, SNAP, and the statistical analysis program R.

Actionable Improvement Plan

- Continue to develop programmatic assessment processes via campus dialogue and professional and organizational development workshops
- Conduct a campus-wide, systematic review of SLO processes in Spring, 2015

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

Discipline/department experts and a fully trained curriculum committee review all courses. The typical cycle of review is six years, though Career/Technical Education courses and programs are reviewed every two years. Content review evaluates content, methodology, and materials. The process requires substantial dialogue with appropriate entities including department and

external parties (business, transfer institutions, advisory committees) prior to the launch of a new course. The curriculum committee further evaluates the course for appropriateness of content, methodologies and materials from the members' perspectives ([Curriculum Committee Handbook](#)).

The course outline, objectives and student learning outcomes are constant, no matter the delivery system. If courses are proposed for distance education, additional review is required. The reviewers are members of the online programs committee and the district Vice-Chancellor of Technology Services. These reviewers assist discipline faculty to identify appropriate strategies to ensure effective student contact, availability of resources, etc. (p. 54 [Curriculum Committee Handbook](#).) Instructors are evaluated on regular cycles (every year during the first four years, then every three years for full-time faculty and every six semesters for part-time faculty. During the evaluation process, techniques of instruction are identified and evaluated. "Techniques of instruction" make up a critical component of the evaluation process. The process is consistent no matter the delivery method. The process includes student surveys, which are administered whether the class is taught "face-to-face" or online/hybrid. ([CTA Contract](#)).

Documented dialogue regarding student learning occurs at the department, division and institutional levels [Evidence: meeting minutes]. Informal dialogue also occurs across campus. The online programs committee has reviewed policies and procedures including curriculum processes, and challenges such as ensuring academic integrity in online environments. ([Online Programs Committee Minutes Online Programs Committee Minutes](#)) The Distributed Education Coordinating Council (DECC) [Evidence] meets to review issues related to online education at the district level, membership includes representatives from the campuses and the district. Recent topics have included strategies for ensuring academic integrity, the CMS (Blackboard) platform and schedules for updates, faculty training, etc.

Surveys of students are conducted annually to determine satisfaction with online courses. Student Learning Outcomes are assessed within departmental cycles, in all courses, independent of delivery mode. Prior to Fall 2013 these assessment results were combined with face-to-face assessments. If departments noted trends or patterns in SLO assessment results, dialogue considers reasons for those trends and possible adjustments warranted. The new SLO Assessment Data collection process implemented in Fall 2013 allows the campus to easily differentiate assessment results in DE and face-to-face courses. Departments will be able to look for trends in the data as a whole or in the data by delivery method.

Impact of Innovative Programs Funded by Grants

Several instructional models have been introduced to the campus through grants. One is a grant funded by HACU, where a mentor institution – the Community College of Denver – worked with SBVC to share its paired courses learning community model. HACU/Walmart grant initiated a practice of paired teaching and courses so students could have the experience of contextual learning, and faculty could share teaching methods and best practices. Faculty from courses with a potential connection worked together to develop assignments related to both courses; typically, these paired one English or mathematics course with another course, such as chemistry, auto technology, Spanish for native speakers; another pairing developed was between history and philosophy.

A grant focused on STEM (science, technology, engineering, and math), the HSI STEM and Articulation PASS GO grant, supported the implementation of accelerated development courses in mathematics, where students complete two semesters of developmental math in one term; this model requires willingness and preparation on both the students' and teachers' parts to commit to learning and teaching at a rapid pace. The benefit is a significantly shortened time to complete required developmental courses that serve as a foundation for entry into transfer credit-bearing courses. This model addresses the frustration of students placed in the most basic math and English courses and allows them a more optimistic prediction for eventual completion of their prerequisites.

Other adaptations to modes of instruction initiated by the PASS GO grant have extended beyond the STEM disciplines into basic skills (funded by Basic Skills state grants), particularly using the supplemental instruction model. A number of faculty have attended supplemental instruction training at the University of Missouri, Kansas City, which created the program. There, faculty learn not only how to use SI, but also how to train others, especially student leaders who serve as their assistants, to use SI to strengthen support for students and to increase their chances of understanding their coursework.

Extensive tutoring and pre-assessment workshops, together with SI, have created a continuum of instructional support outside classroom hours; these activities are overseen by the instruction office, and are used as a way to assure students receive accurate placement in classes initially, with a range of instructional resources provided throughout their studies at SBVC.

Self-Evaluation

The institution meets the standard. All courses are subject to scrutiny by both discipline/department experts and a trained curriculum committee. Courses are reviewed every six years for appropriateness of content, methodology and materials through the content review process within the curriculum committee structure. The process requires substantial dialogue with appropriate entities including department and external parties (business, other higher education institutions, etc.) prior to launch of a new course. The curriculum committee further explores the course for appropriateness of content, methodology and materials from the members' perspectives ([Curriculum Handbook](#)). No matter what delivery system is used, the course outline, objectives and outcomes remain constant.

Through the curriculum process, additional review is required if courses are proposed for distributed education. Reviewers identify strategies to ensure effective student contact, availability of resources, etc. ([Distributed Education Approval Process.](#))

All instructors are evaluated on regular cycles (every year during first four years, then every three years for full-time faculty and every six semesters for adjunct faculty). During that evaluation process, techniques of instruction are identified and their effectiveness evaluated.

All the Student Learning Outcomes are the same for a given course, regardless of delivery mode. And the assessments of those SLOs will be the same or functionally equivalent. Comparing the results of SLO assessments for online classes and face-to-face classes was sporadic and haphazard until the fall of 2013. At that time, the campus began using section numbers when collecting data allowing DE course data to be compiled separately. Additionally eLumen software has been upgraded, and will include as a foundation for this latest iteration of eLumen will provide the ability to disaggregate data based on delivery mode when it is released for use by the campus This information is embraced by the Online Program Committee which develops plans for analysis of DE data and has recommended institution-set

standards for DE courses [[Evidence: Data Collection Sheet; Screen snapshots for eLumen; Online Program Committee Plans, Online Program Committee Minutes March, 2014](#)].

The Program Review process requires programs to address delivery and modes of instruction within their program efficacy document (Access; Technology). The Division of Research, Planning and Institutional Effectiveness provides data on the percentage of online courses being offered by each department and the course completion rate for online courses. Departments are expected to provide an analysis of course completion rates in their efficacy documents.

The college has applied for, and received many grants that have supported student learning, and have been institutionalized. Examples include the HACU/Walmart grant which brought paired courses/learning communities to campus. The Basic Skills Committee and the Learning Compass Program have helped the campus to continue these. Additionally, The Si program started with HIS STEM PASS GO grant in the Mathematics and Sciences departments has been institutionalized to other areas. Again, through the Learning Compass Program, Supplemental Instruction has been added in English, ESL, Music, Spanish, American Sign Language, etc.

Actionable Improvement Plan

Gradual implementation of eLumens

II.A.1.c. The institution identifies student learning outcomes for courses programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary

SBVC has identified student learning outcomes for its courses, programs, certificates and degrees ([SBVC SLOS](#)). Ninety-eight percent of college courses and programs, including certificates and degrees have defined student learning outcomes.

In order to ensure the SLOs are written at an appropriate level for each course, discipline faculty, as content experts, have the responsibility of creating, assessing and evaluating SLOs. Student learning outcomes are reviewed by the Curriculum Committee when any new course is proposed and when courses go through the Content Review process.

Development of course SLOs began in 2005/2006, and ongoing assessment is in place for 85% of courses. Faculty analyze course SLOs on a three-year cycle. The methodology for student SLO assessment is entirely under the purview of the faculty.

Prior to Fall 2013, SBVC assessment and evaluation of course SLOs occurred a minimum of once every three years. Since Fall 2013 SLOs are assessed every semester in order to obtain longitudinal data and analysis takes place a minimum of once every three years.

Development and assessment of program level SLOs began in 2011/2012 with 96 percent of programs developing SLOs. Approximately fifty percent of programs began programmatic SLO assessment in 2013-2014. A campus wide series of workshops in Spring, 2014 led, by Dr. David Marshall, were designed to assist all instructional programs in aligning their courses to their program outcomes and to do a baseline evaluation of their program SLOs based on the curriculum map created. Feedback from Dr. Marshall's workshop on Professional Development

Day (4/8/14) show that faculty found the process of curriculum mapping useful. Many programs such as Geography, Welding, Escrow, and Pharmacy Technology needed to rewrite SLOs/PLOs because they are poorly aligned. For some programs such as Art and English, the workshop validated the alignment of courses with PLOs.

The Program Review process requires the submission of a Program Efficacy report that addresses institutional expectations for student success, access, and program effectiveness. In many program efficacy reports, there is evidence of SLO revisions based on poor past SLO results.

Student learning outcomes are the same for each section of a course regardless of delivery mode. Student Learning Outcomes are created and revised by faculty in the departments. The processes of creation, revision and assessment are the same (or functionally the same) regardless of delivery mode.

The Online Program committee tracks the retention and success rates in courses offered through distance education. The committee notes a comparison between non-DE delivery and DE delivery on both of those key measures and makes recommendations, to the departments, regarding training, technology updates, etc. in response to its findings.

While Blackboard is available to all faculty, departments such as Math and Real Estate use publisher-prepared material for their online courses. The decision regarding appropriate course materials, and the evaluation of those materials is made by the respective department. Therefore, the responsibility for maintaining academic standards resides at the department level.

Self-Evaluation

The institution meets the standard. Dialogue among faculty members, departments, and divisions regarding how to improve courses occurs within the Academic Senate, division and department meetings and professional development activities. Improvements have resulted from these discussions in areas such as English, Biology, Reading and Non-credit ESL courses. These improvements are documented in the Course Evaluation Summaries, completed a minimum of once every three years. All summaries are included in annual Executive Summaries.

A specific example of SLO assessment and dialogue resulting in programmatic change begins in Spring of 2011, when the English department undertook a multiyear process to reform many aspects of the English 015 final exam system. The department held meetings and workshops and solicited input via email. Faculty updated the rubric used by exam readers to make it more precise and clear, and also ensured that all instructors teaching the course would better understand department expectations. New expanded sets of practice exams were developed, a brand new "Hierarchy of Sentence Level Errors" was developed, both to further aid in evaluating exams but also to maintain consistency on those matters among the instructors and give students a clearer sense of which errors were most costly. A number of policies and procedures and practices were reviewed and documents were written to articulate and explain those (in some cases for the first time in written form). The project will, in some ways, end Spring, 2014 with an updated and annotated set of scored exams so instructors have another way of seeing how the rubric is applied. Information and materials have been disseminated and discussed with faculty. Future discussion will focus more on workshops to go over the materials, especially with adjunct instructors, and intensify our instructor preparation to teach the class. Though there is

broad consensus in the department that the results of the exam are accurate and do in fact indicate whether students are ready for college level writing, our goal is to increase success rates.

Actionable Improvement Plan

None

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Descriptive Summary

The campus makes data based decisions and engages in rigorous approval processes when offering instructional courses and programs as well as programs or courses that enhance student learning or provide learning opportunities for businesses and the community

SBVC has not had its own Study Abroad program for many years. The campus does partner with other college through the [AIFS \(American Institute for Foreign Study\) Partnership Programs](#) which maintains academic oversight and customized programs to meet campus curriculum. Students have gone to Salamanca, Spain and London, England. Additionally, faculty have taught in these locations.

Contract education is available at the District through the [EDCT](#) (Economic Development and Corporate Training.) Businesses and individuals can seek training in nanotechnology, food service certification, logistics, and manufacturing. EDCT participates in a number of training grants including the Workforce, Investment Act, Job Development Incentive Training Fund, and California Employment Training Panel. These are not-for-credit programs and distinct from campus operations.

The campus partners will businesses for short-term courses when the opportunity arises. The campus regularly offers business and technology courses at Stater Bros. corporate offices in San Bernardino so that students can obtain a Retail Management Certificate.

Community education is already in place, but offered infrequently. The downturn in the economy has limited the ability of the campus to offer community education courses and the ability of the community to pay registration fees

The Office of Institutional Research, Planning, and Institutional Effectiveness conducts job analyses and other surveys and engages in data analysis. Students participate in a comprehensive matriculation process, which includes assessment and advisement. These are instrumental in identifying the varied educational needs of students and the community. In addition, an extensive list of community advisories provide feedback and information useful in making informed decisions regarding the need for developmental, pre-collegiate, continuing and community education, study abroad, short-term training, international student and contract education programs.

Program and course development are initiated at the departmental level with proposals submitted to the Curriculum Committee, a committee of the Academic Senate. After senate approval, the proposal goes to the Board of Trustees for final approval. The criteria for approval of these courses and programs are determined by each body and are based on need. Implementation is the responsibility of the deans and administrators, and is subject to the availability of adequate resources.

The quality of all instructional courses and programs is assured by both Curriculum Committee procedures before approval of such courses and programs, and a cyclical Program Review process after course/program approval. Community advisories are also instrumental in monitoring the quality of courses and programs.

The Academic Senate developed a Program Discontinuance Policy in 2009 in order to establish an evaluation process for programs that went beyond the curriculum and program efficacy processes. Program Discontinuance was used in 2010 to evaluate 4 programs, Paralegal, Real Estate, Warehousing & Machine Trades, for discontinuance. Real Estate was reaffirmed. The Paralegal program was discontinued, based on limited enrollment as well as a lack of program accreditation by the Paralegal Association. Warehousing & Machine Trades were placed on hiatus, a two-year period for further evaluation and revitalization of a program. The Dean of Applied Technology, Transportation and Culinary Arts worked with Machine Trades faculty, The Machine Trades Advisory Committee and area employers to renovate the program and update curriculum. Now called Machinist Technology the program is showing FTES growth.

The institutional Program Review process, conducted on an established cycle, ensures the continued monitoring and maintenance of all programs and courses. The information provided by this process assists in maintaining and improving the quality of programs and courses.

The Curriculum Committee ensures the quality of instructional courses and programs through the Content Review process. Every program and course undergoes content review on a 6-year cycle. CTE programs and courses complete content review on a 2-year cycle. New courses, degrees and certificates also undergo content review. The importance of content review is emphasized in the Curriculum Handbook.

Content review is defined in Title 5 as:

"...a rigorous, systematic process developed in accordance with sections 53200 to 53204, approved by the Chancellor as part of the district matriculation plan required under section 55510, and that is conducted by faculty to identify the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course, or which students need to acquire through simultaneous enrollment in a corequisite course."

The primary purpose of content review from the California Community Colleges System Office viewpoint is to review prerequisites every six years so that access to education is balanced with academic rigor. These processes shall provide that at least once every six years all prerequisites and corequisites established by the district shall be reviewed, except that prerequisites and corequisites for vocational courses or programs shall be reviewed every two years. Two important consequences of failing to conduct content review are as follows:

- The California Community Colleges System Office may revoke our authority to approve our own curriculum, and

- Course articulation may suffer, meaning that our students would waste time taking courses for which they cannot receive transfer credit.

The SBVC Senate passed a resolution [Date and Evidence] to underscore faculty's obligation to conduct content review:

Whereas Title 5 requires all course outlines to be updated every six years, and this updating is vital to articulation agreements with transfer institutions,

Whereas the writing and approval of curriculum is a faculty right and responsibility under AB 1725, and

Whereas it is understood that courses whose outlines have not been updated may have to be pulled from the college's offerings.

Be it hereby resolved that the SBVC Academic Senate requests that the Administration, working with the Curriculum Technical Committee, provide notice and support (i.e. clerical, funds for adjunct faculty to write curriculum in small departments, process and procedure advice) to the faculty in identifying and completing the content review of outdated outlines, and

Be it further resolved that the SBVC Academic Senate requests any administrator who may be creating or substantially altering course outlines to cease and desist this usurping of faculty rights.

In 2012/2013 the Curriculum Committee approved 295 courses, 54 degrees/certificates, 27 new courses and 11 new degrees. AA-T or AS-T approved programs (by state) in 2012/2013 included Administration of Justice, Communication Studies, English, Mathematics, Sociology, Anthropology, Early Childhood Education, Psychology, Computer Science, Geography, Geology, Political Science were Board approved. In 2013/2014 the campus is at 108% of goal for establishing AA-T or AS-T degrees.

SBVC offers a wide variety of courses, including some of the prerequisites to transfer level courses in Reading and Math as online and/or hybrid classes. Those departments saw the need to help with flexible scheduling for students who needed to demonstrate competency prior to entering college-level classes.

Title 5 of the California Education Code requires that if any of the instruction of a particular course is intended to be offered by Distance Education, then that course needs to undergo a separate review process. **[55206. Separate Course Approval.** *If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures. NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code]* All of the courses approved for Distance Education delivery at SBVC have undergone such scrutiny. SBVC requires that all courses proposed for Distance Education delivery be separately reviewed and approved by the Curriculum Committee, a standing committee of the Academic Senate, before being forwarded to the Board of Trustees for final approval.[\[webpage-Curriculum Committee Handbookhandbook--Click Curriculum Handbook--find DE approval section\]](#)

Self-Evaluation

The institution meets the standard. All faculty are aware of the expectations and the cycles of content review, and programs are held accountable for the currency of their courses during the program review efficacy process. Also, CurricUNET allows any interested party to become

aware of content review cycles. The Curriculum Committee employs a rigorous process yielding course outlines of outstanding quality.

Actionable Improvement Plan

None

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

The College curriculum process that approves courses, certificates and degrees is faculty driven, with the curriculum committee reporting to the Academic Senate. The Curriculum Committee Chair serves on the executive committee of the senate and on the College Council. ([Academic Senate Bylaws: 301; 335](#)), ([AP2225: 376](#)). Programs, certificates and degrees are developed by faculty, in consultation with community needs assessment processes and advisory bodies where appropriate. Student Learning Outcomes are submitted with new courses through the curriculum process. Courses, certificates, and degrees are evaluated and approved by the curriculum committee on a 6 year cycle with the exception of CTE courses undergo curriculum every two year. The Curriculum Committee is made up of faculty from each division. The work of the Curriculum Committee is reported annually to the Academic Senate and College Council.

Program Review is divided into two components (Needs Assessment and Program Efficacy.) Programs complete the efficacy portion of program review on a four-year cycle with the exception of CTE courses which undergo program efficacy every two years. All elements of the program, including curriculum, methodology, resources, and efficiency are reviewed and evaluated. Program Review requires regular reporting of program assessment, program quality and program improvement within its process. All programs are given evaluative comments based on the comprehensive review by the committee. When warranted, programs are placed on probation and requested to submit improvement plans in collaboration with their division dean and the appropriate vice president's office. Program Efficacy documents are public and can be viewed on the [Program Review](#) website. The work of the Program Review Committee is reported each semester to the Academic Senate and College Council.

Student Learning Outcomes are established for all courses and instructional programs offering degrees and certificates. Discipline faculty members collaborate to create and assess outcomes at the course and program levels. Campus faculty collaborated to identify core competencies and the Accreditation and SLO committee identified strategies for assessment of college-wide core competencies. Documents related to these competencies are housed in the department and division offices, the Office of Instruction, and on the Instruction Office Web Page ([Student Learning Outcomes](#).) Course SLOs are assessed every semester.

Through the faculty evaluation process, the students are afforded the opportunity to provide feedback on the quality of the instruction they receive. The involvement of peer and administrative evaluators also provides feedback on the classroom performance of faculty, and adjustments are made to courses and teaching methodologies as appropriate.

Feedback from committee advisory groups generally assists in career technical programs' content development and content review. Also, SBVC students excel in state-wide competitions in various career and technical fields, demonstrating the rigor and integrity of CTE programs and courses. [\[Evidence\]](#)

Courses and programs offered via Distance Education are a part of an academic department and division. There is no separate organizational structure. So the processes to approve and administer DE courses and programs are the same as the process to approve and administer on-campus courses. The technological support for the DE programs comes from the District. Internet connectivity and the Learning Management system are administered through the Vice Chancellor for Technology and Educational Support Services. Faculty teaching via distance education are evaluated on the same cycles and in the same manner as faculty teaching on-campus.

All courses and programs are evaluated through the content review cycle; there is no distinction between DE and on-campus classes at the level of evaluation. The Online Program Committee collects data to compare the success and retention data between DE and on-campus classes and makes recommendations for improvement to the departments.

Self-Evaluation

The college meets the standard. The college has strong, ongoing processes for both curriculum development and review and for program review. The Program Review Committee has undergone its own review of processes each year, and continues to refine and revise its practices to ensure institutional effectiveness. Examples of improvements include decisions to have reviewers meet with programs in advance of review to ensure documents are complete and contain appropriate analysis. Both curriculum and program review processes are faculty-driven, and in both cases, quality is the primary focus of development and approval. Program Review is operating at a Continuous Quality Improvement level.

The Accreditation and SLO Committee plays a pivotal role in ensuring an effective process of formulation, evaluation, and revision of Outcomes processes. Course SLO assessment is conducted every semester. Course and Program SLO analysis is done on a three-year rotation. Faculty are intimately involved in the curriculum and program review processes, including any courses designed to be offered in a distance education format. Faculty initiates the curriculum. Faculty write the program review documents. Faculty monitors the retention and success in the DE courses and programs. And of course, the different disciplines use different criteria and formats for DE delivery. For example, the Spanish online classes require students to communicate synchronously with the instructor via Skype or a similar program that allows the instructor to both see and hear the student. In a course such as philosophy, such synchronous tools are not deemed necessary for instructional purposes.

The ongoing cycle of assessment and evaluation has generated changes in the DE offerings at SBVC. For example, the Chemistry Department offered its basic chemistry course in a hybrid format. However, the success rates for that class were extraordinarily low, so the department made the decision not to offer its basic class in the DE mode. It does offer other classes in a hybrid format. But in this case, the department found that there was a necessary socialization process in the on-campus class that was essential to the success of students in that introductory class and in subsequent chemistry classes.

Actionable Improvement Plan

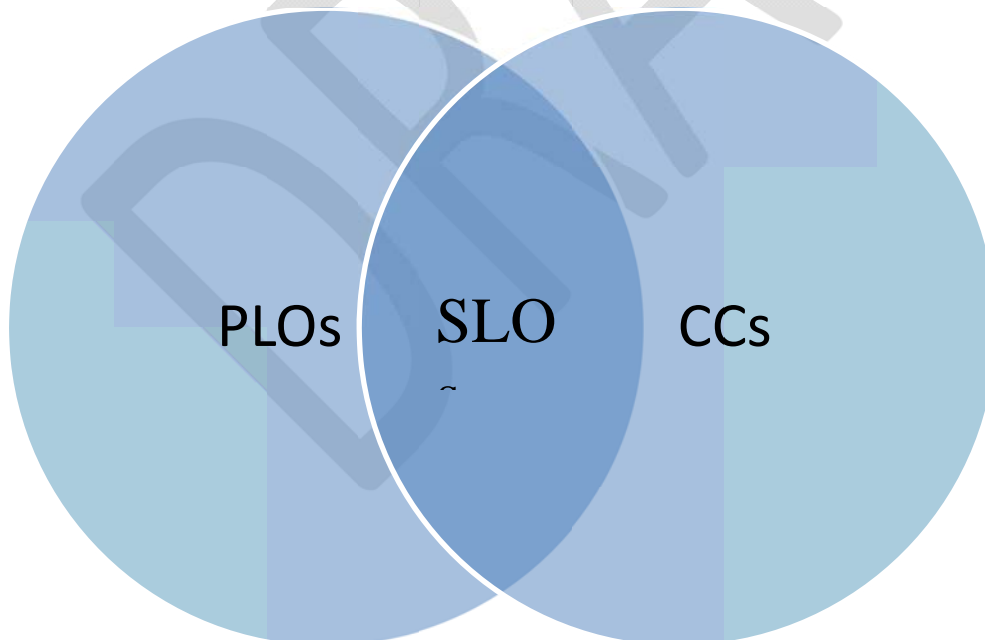
None

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

Competency levels and measurable student learning outcomes are determined by faculty. Faculty are also involved in developing methodologies for assessing SLOs. Assessment of program SLOs has been facilitated by the mapping of course SLOs to program SLOs and college-wide core competencies. The Memorandum of Understanding reached between the CTA and the district has further facilitated SLO formulation and assessment by providing compensation to faculty involved in this task.

All courses that are a part of a degree or certificate are being mapped to Program SLOs and Core Competencies. Courses without a discipline-specific degree or certificate are mapped directly to the Core Competencies. Core Competency maps can be found on the Vice President of Instruction's website. Each discipline has developed its own mapping system using a variety of formats including tables, flow charts, and spreadsheets. ASLO Committee is piloting a standardized spreadsheet as part of a series of workshops lead by Dr. David Marshall to assess Program SLOs instructional programs in 2013/2014 [Evidence Art and RTVF].



Students have a clear path to achieve learning outcomes for courses and programs (degrees and certificates). SLOs are included in all curriculum and course outlines. Course assessments

are inclusive of SLOs. Courses leading to a certificate or degree are being aligned with program learning outcomes.

The student learning outcomes are the same for DE sections and for traditional sections, so there is no distinction based on delivery mode. Assessment and evaluation are done through typical departmental means, focusing on content review, program review, and departmental conversations about quality control.

Self-Evaluation

The institution meets the standard. At this time SBVC tracks outcomes assessment and evaluation using paper processes. In order to obtain an accurate count of SLO assessments a manual inventory of courses reported or evidenced in SLO executive summaries from 2006/2007 – 2011/2012 was completed. A spreadsheet was created for each department which denotes the semesters each course has been assessed. Courses that have been assessed more than once and have an identified cycle are considered to have achieved ongoing assessment. The spreadsheets also note if the course has been mapped to the Core Competencies. Assessment results expressed as a percentage were entered into the spreadsheets. These spreadsheets have come to be known as SLO Archive Data spreadsheets. When the 2012/2013 SLO Executive Summary was completed, that information was added to the spreadsheets.

In Fall 2013 the college, with the approval of the Academic Senate and College Council, moved to a policy of every course, every section, every semester SLO assessment. When assessment data from Fall 2013 was tallied the campus had increased from 71% of courses achieving ongoing assessment to 85% of courses achieving ongoing assessment. This assessment practice will continue through Spring 2015. At which time the campus will engage in dialogue regarding the usefulness and necessity of collection of longitudinal assessment data for courses as a part of the Spring 2015 learning outcomes conversations.

Course learning outcomes are analyzed a minimum of once every three years. Departments submit a three-year analysis cycle and the ASLO Committee tracks departments' progress on course SLOs evaluations [[Three-Year Cycles Spreadsheets](#)].

All degrees and certificates should have program level SLOs, known as PLOs. Ninety-eight percent of programs currently have PLOs. Program learning outcomes will also be evaluated a minimum of once every three years. Program assessment is in its infancy. In 2012-2013, only 2.9% of programs reported having assessed PLOs. That number grew to twenty percent by the conclusion of Fall 2013. The campus is moving forward with PLO assessment. The workshops being presented by Dr. Marshall have been designed to walk programs through a basic evaluation of programs by aligning courses to PLOs. This alignment process will build a better foundation for further PLO assessments. The process allows faculty to see how well courses are aligned with PLOs, if PLOs are adequately measured by the core courses needed for a degree/certificate, identify gaps in course curriculum, and identify SLOs or PLOs that need to be rewritten. In Fall 2014, program assessment workshops will continue. Dr. Marshall will introduce several accepted methodologies for program assessment [[Evidence: PPTs, Feedback](#)].

The ASLO Committee provides Archive Data Spreadsheets and a Three-Year Evaluation Cycle (Course and Program) Completion to the Program Review Committee for use in program efficacy.

Outcomes	Identified	Assessment 2012/2013	Progress Fall 2013
Courses	98%	71%	85%
Programs (Degrees & Certificates)	98%	2.9%	20%
Institutional	100%	100%	Evaluated

Core Competency assessment is measured by mapping courses to Core Competencies. Students who pass a course are considered to have achieved the Core Competencies the course is aligned with. While course, and therefore Core Competency, assessment was taking place, Core Competencies had not yet been evaluated. Data for all courses assessed were aligned with mapped Core Competencies on a spreadsheet. An average pass rate for all students who were assessed and met a course SLO/CC was tabulated for each Core Competency and sub-competency. Additionally, the number of courses and disciplines that are mapped to a Core Competency was tallied. Resulting data was evaluated at the Fall, 2013 Flex Day. The following themes emerged and were presented to the Academic Senate.

- More assessment results were necessary to achieve an accurate evaluation
- A number of sub-competencies needed to be written or consolidated
- Core Competency 7: Quantitative Reasoning had been inadvertently omitted from the Core Competency mapping grid.
- Core Competencies on ethics and cultural awareness were under-represented
- At that time Core Competency maps were introduced Division Deans gave faculty conflicting instructions; some divisions were directed to map courses to three core competencies only; some divisions were directed to fill in the entire grid and designate a level of emphasis for each competency.

The Academic Senate established in institution-set standard for CCs that 70% of students assessed should meet the competency. Based on the available data, the campus meets the institution-set standard. The Senate decided not to remap courses to CCs at this time, rather the Senate felt that in order to remedy the problems identified, a full revision of existing Core Competencies should be done in Spring 2015. Following the revision, courses will be remapped with all division and departments receiving the same instructions and mapping grids.

The Student Campus Climate survey has a series of questions that asks student to reflect on their progress on Core Competencies. During the Fall, 2013 Flex Day workshop, faculty were asked to map the survey questions to the CCs and evaluate the results.

There was a great deal of discussion centering around the

- difference between the percentage of student identifying that their CC skills had improved and the pass rate generated in the Core Competency evaluation.
- Need to know how many courses a student had completed when they took the Student Campus Climate Survey
- Need to know if students entered college with basic skills needs.

The Online Program Committee, has also arrived at “institution set standards” for both retention and success for online courses. That discussion took place over the span of two semesters and will be used to assess the effectiveness of SBVC’s online classes when compared to a state-wide average over a two year cycle. This recommendation was presented for first reading at the Academic Senate Meeting of April 16, 2014 [[Evidence of approval when available](#)].

The role of the faculty in the planning of all these processes is central. The Online Program Committee, Curriculum and Program Review Committees all have a majority of faculty members. Curriculum and Program Review operate under the authority of the Academic Senate. Accreditation and SLO, Curriculum and Program Review Committees are Collegial Consultation Committees where the role of faculty is determined by and guaranteed by Board policies and faculty co-chairs are voting member of College Council.

The achievement of student learning outcomes for a course, a program, a degree or a certificate is the same regardless of delivery mode. The SBVC Student Handbook for Online Classes focuses on “degree completion,” and alerts students to the fact that there is no distinction between student learning outcomes based on delivery mode.

Actionable Improvement Plan

Spring 2015 Campus Conversations on Outcomes Processes

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

Breadth, depth, rigor, and sequencing are issues that are addressed through multiple mechanisms at SBVC. First, these are factors the Curriculum Committee examines closely when considering any new proposals for courses and programs submitted by academic departments. Established guidelines for course and program design require addressing these issues before submission of new courses and programs to the Curriculum Committee, which then evaluates submissions in terms of these guidelines. Later, each program is monitored for these issues as courses and programs undergo program review, ensuring program efficacy, and content review for appropriateness and relevance. In addition, the articulation officer, as liaison with the receiving institutions of transfer courses, provides another layer of assurance that these issues are addressed. The receiving institutions themselves monitor courses and programs and ensure proper sequencing through appropriate course identification and numbering. Various programs, including activities embedded in grant-funded programs, focus on reviewing

articulation pathways in courses and programs, and agreements between institutions, especially if the content evolves and changes rapidly in a given field.

Self-Evaluation

The college meets the standard. High quality instruction is a major emphasis of the professional development program at SBVC. New Faculty Orientation includes instruction in classroom pedagogy and strategies for student success, in addition to effective classroom management. Effective teaching strategies are discussed at events such as the Great Teachers Seminar and campus-based workshops. Teaching/learning styles are addressed in various workshops, as is the role of technology in the classroom and appropriate assessment techniques. The college has also sponsored a Great Online Teachers Seminar to provide support to faculty teaching online, or preparing to teach online. The college Professional Development Program provides many opportunities for faculty to enhance instructional skills in delivering quality education. Depth, breadth and rigor of courses, certificates and degrees are governed by Title V and detailed in the [Curriculum Handbook](#). This is monitored by faculty, through the Curriculum Committee and the Academic Senate.

Actionable Improvement Plan

None

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

To facilitate achievement of its mission to provide quality instruction to a diverse community of learners, SBVC encourages the use of a variety of student-centered delivery modes, methodologies, and teaching strategies.

Student Development courses have been created to facilitate the success of first-year college students. The ACAD 001 course, *Strategies for College Success*, includes a learning styles inventory to assist students in identifying their most advantageous learning mode as part of their strategy for academic success. Various programs have also been developed to enhance the educational experiences of specific student populations. For example, the success rates of African American and Latino students have been enhanced by the Tumaini and Puente programs respectively [Evidence: Basic Skills Proposal p. 3 et seq.]. The Valley Bound Commitment and Supplemental Instruction are also student support programs already in place [Creation dates for Valley Bound, SI, and programs] Students with identified disabilities have the support of a strong Disabled Student Programs and Services (DSPS) office. Both the Extended Opportunity Programs and Services (EOPS) and Success through Achievement and Retention (STAR) programs support first-generation students with academic and financial assistance. In addition, the Honors Program and Learning Communities challenge those students who favor more academic rigor.

Faculty are constantly involved in professional activities to enhance their ability to meet the diverse needs of students. Regular training is offered in the Blackboard course management system. This provides faculty with the tools they need to effectively utilize the online or hybrid modes of delivery. The Great Teachers Seminar and the Great Online Teachers Seminar provide opportunities for faculty to develop and improve teaching strategies to meet student needs. Throughout the academic year there are workshops and seminars designed to enhance

faculty awareness of learning styles, assessments, theories, and strategies and to facilitate integration of this knowledge into the classroom experience. The adjunct faculty orientation in Spring 2014 included an animated dialogue on how faculty identified and accommodated student learning styles and how different learning styles were incorporated in the class assessments [Professional Development](#) offers teaching improvement activities that focus on learning styles. The Student Health Department offers [small group workshops](#) that focus on student's strengths, including learning styles [\[Evidence?\]](#)

To meet the needs of diverse students, the College has employed various delivery modes. An Associate of Arts degree is obtainable either on campus or through a combination of online and hybrid courses, the latter being courses that include face-to-face as well as on line interaction. Campus classes are scheduled during the day, evenings, and on weekends. During the Spring of 2013, SBVC offered 1165 sections, [XX%] of which were offered during evening and weekend hours. Instructional Television (ITV), which involves streaming video, is employed in various courses to assist students in the Big Bear area who may have difficulty attending classes on the SBVC campus.

Supplemental instruction was implemented in STEM fields through the HSI STEM PASS GO and MSEIP grants. The Basic Skills Committee extended SI across the disciplines during the Fall 2013 semester. Supplemental Instruction was written into both the HSI STEM PASS GO grant that started in October 2011, and in the Minority Science and Engineering Improvement Program (MSEIP) that started in October 2012. The first group trained in SI was through the PASS GO grant, in summer of 2012. In the first training, two faculty and one staff member attended the Supplemental Instruction training at the University of Missouri, Kansas City; this was funded by the PASS GO grant. In Fall 2012, a faculty member was trained under the MSEIP grant, and others were trained under both grants in summer of 2013.

After that, the Basic Skills Committee sent faculty to receive training as well, funding a project in Fall 2013 comprising 10 faculty members and 10 students—drawn from the areas of English, Reading, Automotive, Modern Languages, and Music. In spring 2014, the cohort was expanded to 15 faculty members and SIs. The faculty members chose students for the project who were successful in their courses and enlisted those students as SI leaders. The faculty worked with the SI leaders to help them develop workshop topics and curriculum, based on the classroom curriculum, and the SIs presented workshops outside of class to the students in the courses. In addition, SIs provided one-on-one tutoring to students. Faculty members coordinated the SI's workshops and tutoring sessions, met weekly to help guide the supplemental instruction activities, attended regularly scheduled training sessions, and met with other faculty participants to address best practices and encourage dialogue about student learning across the disciplines.

Also, a paired courses model of learning communities was introduced to the college through a mentor college, Community College of Denver, and funded by the HACU Walmart grant; it addressed the need for contextual learning. Students enrolled in two linked courses whose faculty had developed a proposal to collaborate on teaching assignments and classroom approach. Faculty for each pair were free to interpret how they would collaborate; some were present for both linked classes, some overlapped their time in both classes, some prepared joint assignments or assignments with similar components that would emphasize the skills needed in each class but were combined in both. These classes encouraged an interactive model, often with two faculty in the room, so students could experience the relationship between the two subjects and receive two instructors' view of the subject matter and problem-solving approaches. Both students and instructors reported enjoying these linked classes, and in most

cases, students achieved at a higher level in the linked classes than similar students who were enrolled in courses offered in a traditional format. ([James has data on this.](#)) Students considering enrollment in the paired courses are counseled as to the difference in the model, and the counselor works closely with students to recommend these pairings to students who express an interest in or capacity for contextual learning.

The Office of Research, Planning and Institutional Effectiveness maintains statistics on student success and retention for courses offering sections for DE delivery. Student Success and retention for DE sections of a course can be broken out and compared with student success and retention sections for the same course taught on campus. This information is made available to the Program Review committee for inclusion in the Program Efficacy processes. Department are required to respond to and make an analysis of student success and retention in DE courses.

The SBVC website includes a Handbook for Online students. One of the sub-pages in that handbook addresses the issue of learning styles and successful completion of online classes. A link to the University of Houston's self-assessment for online readiness is included there. And many online faculty use that link to help students self-select for the online delivery mode.

Faculty and staff are informed and kept up-to-date about learning needs and pedagogical approaches related to DE through extensive professional development opportunities, a monthly DE newsletter for faculty members teaching online courses, periodic e-mails from the Online Program Committee to faculty members teaching online classes, and a robust presence on the SBVC website.

Distance Education programs at SBVC are aligned with Standard II.A. The [Online Program Committee](#) website provides a comprehensive view of how SBVC meets ACCJC Standards.

Self-Evaluation

The institution meets the standard. Consistent with the mission of SBVC, the diverse needs of the student population are specifically addressed in the curriculum approval process, in which questions of diversity are referenced and responded to (Curriculum Committee Handbook, p.13). Several programs address the needs of specific student populations. For example, the Puente program, with an emphasis on Latino culture, served 58 students during the 2012-2013 school year. The Tumaini program served 20 students, and the STAR (Success Through Achievement and Retention) program served 201 students. The CalWORKs and EOP&S programs also serve the needs of at-risk students. In addition, the Mathematics and Science divisions offer special programming to appeal to underrepresented student groups.

Instructors are provided with programs to equip them with the skills and insights for meeting diverse student needs. Each year, the Great Teachers Seminar and the Great Online Teachers seminar enroll 20 to 30 faculty in each program. They participate in learning how to meet the diverse needs of students. About 50 faculty benefit from this training annually. Also, Professional Development provides a library of print and media resources in support of instruction for a diverse community of learners. Learning communities (e.g., between English and Chemistry) have also been established ([Evidence](#)).

One of the features of the Supplemental Instruction training is that it offers a 3rd day of training after the initial 2 day wherein faculty learns the methodology. On the third training day, they learn how to train others. By the end of several years, many faculty and supplemental instructor student leaders will have been trained.

Actionable Improvement Plan

The college will continue to secure funding for special programs and explore the possibilities of other learning communities, as well as continue implementation of the basic skills initiative and Supplemental Instruction as resources allow.

II.A.2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

The Program Review process includes a Program Efficacy evaluation every four years with the exception of CTE courses which undergo program efficacy every 2 years, per guidelines. The criteria used in this evaluation address factors of relevancy, appropriateness, achievement of SLOs, currency, and planning for future program needs ([Evidence](#)). The program efficacy process includes analysis and response to data on student success including student achievement, student retention, FTES, SLOs and degree and certificate completion rates. Program efficacy addresses currency and relevancy (including articulation) of curriculum and detailed program planning. All programs are subject to this review on an established schedule [[Evidence](#)].

The Office of Institutional Research, Planning, and Institutional Effectiveness provides data on student recruitment, demographics, retention, and completion rates to aid the Program Review and Curriculum committees in evaluating the effectiveness of programs. Departments are able to compare and contrast their program data with campus averages. The information is available on the campus intranet as Educational Master Plan data sheets. (<http://www.valleycollege.edu/~media/Files/SBCCD/SBVC/research/emp-one-sheets-combined-2012.pdf>). In addition, this office also conducts Job availability surveys to help in determining relevance of programs.

As defined by the Outcomes Processes Plan 2013-2015, SLO assessment results for all courses assessed within a department's program review cycle 4 years program efficacy cycle (2 years for CTE departments) will be provided to the Program Review Committee for use in program efficacy.

Departments undergoing program efficacy are encouraged to include any additional data relevant to the field of study.

Program efficacy includes a review of the program curriculum and the overall college curriculum and the place a program holds in the overall college offerings. The cycle of content review conducted by the Curriculum Committee further ensures continued effectiveness.

Self-Evaluation

The institution meets the standard. The program review committee reviews a department's program efficacy document for relevancy, currency and success and makes an overall recommendation. The recommendations are: Continuation, Conditional, Probation, Probation (no documents submitted) and Contraction. The criteria for these recommendations can be viewed on the Program Efficacy Recommendations Rubric [[Link to evidence](#)]. The Program Discontinuance Policy uses the Program Review Committee's recommendation as one of the criteria to consider a program for discontinuance.

Learning outcomes have been identified for 98% of courses and program. Program assessment was addressed in Spring 14 during a series of workshops facilitated by Dr. David Marshall of CSUSB. These workshops were hosted by Professional Development on behalf of the Accreditation and SLO Committee, and the Academic Senate. Campus response to these workshops have been positive and more workshops are planned for Fall 2014 [[Evidence: Professional Development Surveys](#)].

Evaluation of course SLOs has been completed on a three year cycle since 2007. An example of SLO evaluation effecting change in a course can be seen in English 232. In 2009 the narrative evaluation for ENG 232 expressed “The main weakness is in proper attendance and participation in workshop sessions. Though participation in workshops are mandatory and carry point weight, I plan to increase this as well as implement more transparent participation tracking, so students can more clearly see the points they are missing.” This weakness was addressed and the narrative evaluation for ENG 232 noted that “From last SLO assessment in spring 2009, there have been some improvements. Giving the workshops more weight in grading helped to insure students attended workshops and participated.”

Institutional SLOs, called Core Competencies (CCs) , were assessed in Fall 2013 using SLO Archival Data (Course SLO results from Fall 2007 through Spring 2013) and course maps that linked courses to CCs. Discussion of the assessment results took place during Fall Flex Day. Results of this discussion were presented to the Academic Senate and College Council. These collegial consultation bodies adopted a pass rate of 70% as an institution set standard for CCs. Based on this standard, students are achieving CCs.

The SBVC Planning Process flowchart shows that the resulting information and data derived from program efficacy evaluations have been incorporated into the institutional planning process. Programs that successfully complete program efficacy are able to participate in the needs assessment process to requests funds for staff, faculty, equipment and budget enhancement to grow the programs. Program Review Needs Assessment prioritization results are used by the Budget Committee and College Council to determine how identified ongoing and one-time funds for growth should be allocated to improve programs and services. Newly hire faculty and staff including positions hired as a result of Needs Assessment are introduced at All Campus Opening Day meetings each semester. Items purchased with one-time money are approved, then placed in the departmental account so that the items can be purchased through our regular purchasing process.

All courses and programs are reviewed at the college level through a rigorous program review process. Distance education offerings are included in this process as part of the departmental review.

Data on retention and success for online classes are compiled by the Office of Research, Planning and Institutional Effectiveness and provided to the Online Program Committee for deeper analysis. Also, individual departments collect and analyze their own data. One example of data being used for program improvement is the Chemistry department. The Chemistry department offered its basic chemistry class in a hybrid format. However the success and retention rates were low. Upon review of this data, and analysis of the program, the department decided not to offer this class in a distance education format because the retention and success rates for a typical lecture/lab on campus class are much better.

The program review processes are demanding and ensure effectiveness in meeting the mission of the institution. Programs contribute significantly to the strategic initiatives and are responsive to trends in the local and global communities. Student learning outcomes are reviewed and progress in meeting them is required in the evaluation of programs and courses.

Actionable Improvement Plan

The Program Review Committee along with the Accreditation and SLO Committee will conduct a pilot study in Spring 2015 to test the feasibility of combining program SLO assessment with the program efficacy process. The goal of the pilot is to determine if combining processes can reduce reporting while maintaining a rigorous, insightful review process.

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

SBVC has a number of plans and processes essential to the ongoing operation, health and growth of the campus. Campus planning and processes are developed by all campus constitutes in Collegial Consultation committees. Often, as with the development of the Strategic Plan, the views of the entire campus are sought using campus-wide surveys, open forums, and all-campus meetings. Campus plans and processes include, but are not limited to, Educational Master Plan, Strategic Plan, Technology Plan, Matriculation Plan, Enrollment Management Plan, Professional Development Plan, Curriculum process, Program Review processes, Budget process, and Outcomes processes.

One example of strategic planning was the combined session in 2013 on Strategic Planning and Grants. Not only did the discussion focus on the alignment of resources with strategic planning priorities, but it asked community members what they thought the college priorities should be, and they responded with prioritized answers [\[Evidence: additional examples\]](#).

San Bernardino Valley College has both a Strategic Plan and an Educational Master Plan. Each is evaluated regularly, and updated on a cycle of five to six years. Progress made towards benchmarks is presented at campus meetings, both fall and spring semester [\[Evidence: Agendas from fall and spring in-service days\]](#) Planning is facilitated by the Office of Research ,Planning, and Institutional Effectiveness.

During the 2012-2013 academic year, focus groups consisting of students, faculty, staff and community members occurred, yielding critical information for the planning process [\[evidence from James Smith?\]](#) Student learning is an important element of each of these documents with outcomes evaluated at the course, program, and institutional levels according to departmental planning processes. Each department reviews data, goals, and prior goals based on the Educational Master Plan and updates their goals and action plan to reflect current trends, emerging needs, etc. as part of their program review cycle ([Educational Master Plan](#)) ([College Council minutes 2012-2013?](#))([Strategic Plan](#)).

During the Spring semester of 2013, the Interim President asserted that the College Council needed to become more involved in the creation of the Strategic Plan and increased its

meetings to twice per month to accomplish this task. This process served to more fully integrate planning by the various committees responsible for a variety of plans. ([College Council minutes 2012-2013?](#))

The Program Review process evaluates all programs on a four-year cycle, except CTE programs, which are evaluated on a 2-year cycle, per established statewide guidelines. Institutional data is provided for program review processes. Programs present and analyze this data and provide action plans based on this review. Results of program review, including achievement of student-learning outcomes, are considered in requests for resources. The program review committee submits a prioritized needs list to the office of the president for consideration. [Program Review Process and Needs Assessment lists-contact Sheri Lillard] Data are provided to committees responsible for planning. These include Enrollment Management and Diversity, College Council, Professional Development, Technology, Student Success and Support (formerly Matriculation) and Basic Skills. Institutional data are available on the college web site for both internal and external publications. ([Office of Research, Planning, and Institutional Effectiveness](#))

The Office of Research, Planning, and Institutional Effectiveness routinely provides data on; student success and retention, disproportionate impact, special programs, and campus climate. The office maintains results from annual Campus Climate Surveys, and accepts requests to define data for specific programs and studies. All SBVC plans and processes are available to the campus community on the campus website.

Self-Evaluation

The college meets the standard. San Bernardino Valley College makes data-driven decisions, based on its planning processes. The Dean of Research, Planning and Institutional Effectiveness is a full participant on planning committees and is available to other bodies to present data as requested. Research Requests are made via the Office of Research, Planning, and Institutional Effectiveness for all students, staff, faculty and administrators. These requests are prioritized for completion by the dean. Departments and divisions annually review progress towards stated goals and update action plans. Faculty engage in assessment of student learning and have, as part of an MOU signed January 13, 2013, an obligation to participate in ongoing assessment, dialogue and improvement of student learning. [Evidence: MOU 1-13-13] Planning processes are in place, and operate with continuous quality improvement in mind. All planning processes are regularly evaluated and updated as necessary.

Actionable Improvement Plan

SLO assessment and evaluation processes for courses and programs are currently on a three-year cycle. A pilot project to move SLO assessment to a 4-year cycle in conjunction with Program Review will be implemented in Spring 2015.

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

Several departments use departmental course and/or program examinations or components of examinations or projects in determining achievement of student learning outcomes. Included are English 015, which requires a departmental final exam, and Chemistry, which utilizes the American Chemical Society Annualized Exam in partial assessment of its programmatic

outcomes in Chemistry 150 and 151 and Chemistry 212 and 213. The English department holds grading norm trainings each semester. Additionally, the department, as a whole, evaluates the exam and its processes each semester. The chemistry exam is normed on a national level by ACS[Evidence] [Evidence: Nursing Exams].

Self-Evaluation

Discipline faculty work to align assessments with SLOs. Departments that utilize departmental exams review the exams and the results on a regular basis, looking for trends in achievement in addition to evidence of any disproportionate impact.

Actionable Improvement Plan

None

II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

All faculty are required to teach to the course outline of record, which includes stated course objectives as approved by the curriculum committee. Additionally, faculty provide course syllabi which include course objectives, student learning outcomes for the course, and in many instances, college-wide core competencies addressed in the course are also included. Additionally, where appropriate, student learning outcomes for the program, as addressed within the course are included on the course syllabus. Each unit of credit is based on Title 5 state requirements and accepted practices in higher education.

The policies for awarding academic credit for Distance Education programs and traditional programs is the same. Academic credit is not a function of delivery mode. Further, the student learning outcomes for a course remain the same, regardless of delivery mode. Any review of curriculum proceeds through the Curriculum Committee. And a separate approval process for Distance Education courses is required. Each course is reviewed every six years as a part of the Content Review process. At that time, all parts of the unified course outline of record, including the DE approval, are reviewed and adjusted as necessary.

Clarification of the academic credit for DE classes was added to the Handbook for Online Students in the fall of 2012. Furthermore, the College Catalog and the schedule of classes were amended in the summer of 2013 to include clarification for students.

Self-Evaluation

Credit is awarded based on performance measures, which include course objectives, and student learning outcomes. The college adheres to Title 5 section 55002, which specifies the relationship of hours of lecture, laboratory and study.

Actionable Improvement Plan

As the provisions of the MOU dated January 13, 2013 are fully implemented, faculty will participate in ongoing training on assessment and data collection of student learning outcomes, particularly for programmatic assessments.

II.AB.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary

Through the course syllabus, students are informed of the course SLOs. Each department has identified which core competencies have been addressed within each course. Degrees and certificates are awarded upon completion of the coursework and other requirements as stated in the college catalog. The students have therefore achieved a level of competency in each of the identified core competencies and program SLOs concomitant with the completion of all courses required for degrees and certificates.

Courses are the foundation for achievement of SLOs across campus. SBVC has forged strong links between courses and campus Core Competencies [CCs], and course SLOs and programs. The Fall 2013 assessment of CCs showed that the number of students assessed who met SLOs mapped to CCs met or exceeded the institutional-set standard of 70%. [check with James Smith on wording of this statement] [Evidence: Development of CCs; Fall 2013 Flex; Dec Senate Meeting; Spring 2014 facilitated workshops will address this question]

Program SLOs are housed on the Vice President of Instruction's website. Discipline faculty work together to develop SLOs for the degrees and certificates within a department. Dialogue, evaluation and revision of program SLOs were addressed in the facilitated workshops during Spring 2014. The first workshop on Jan 10, 2014 presented an overview of program SLOs and introduced aligning courses to program SLOs using a curriculum map. The second workshop on 2/25/2014 focused on how a curriculum map can be used to determine if course and program SLOs are properly aligned. Based on the feedback from the 1/10/2014 workshop the 3/25/2014 workshop focused on writing effective and measurable program SLOs. The workshop series culminate with the April 8, 2014 activity focused on program evaluation.

Self-Evaluation

The implementation and assessment of college-wide and program-level SLOs is well underway at SBVC. Faculty are committed to student achievement of SLOs and the students are made aware of the SLO expectations and requirements. Degrees and certificates are awarded on successful completion of all requirements of the state and the district Board of Trustees.

Actionable Improvement Plan

Campus wide conversations on SLOs during Spring 2015 are included in the Outcomes Processes plan 2013-2015 to further discuss and shape SBVC's future vision for SLOs at the course, program and campus level.

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary

Courses are included in General Education requirements based on the philosophy of general education as articulated in a statement on page 33 of the 2013-2014 College Catalog [Evidence]. These courses are in alignment with the CSU system and IGETC requirements for

General Education. The statement also delineates core competencies derived from this rationale for general education.

SLOs are a part of the curriculum process. The Curriculum Committee has recently revised guidelines to reflect that student learning outcomes are being used as a basis for inclusion of courses in general education requirements. ([Evidence: Curriculum Minutes](#))

Self-Evaluation

The College Catalog is the primary means of communicating the rationale for general education at SBVC and this general education philosophy is reflected in the degree requirements as shown in the 2013-2014 Catalog pages 33-40.[[Evidence: college catalog pp 33-40](#)]

Actionable Improvement Plan

None

II.A.3.a An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary

The comprehensive learning outcomes derived from general education are articulated as Core Competencies as shown on page 33 of the 2013-2014 College Catalog. These competencies address areas including humanities and fine arts, the natural sciences, and the social sciences. The content and methodology of traditional areas of knowledge are derived from SBVC's philosophy of general education and are congruent with the areas identified in general education requirements determined by the University of California and the California State University systems to which many of our students transfer.

Proposals for courses are submitted to the Curriculum Committee and which the designation of the content and methodologies to be employed in delivery of instruction for that course. Upon submission of those forms, the Committee considers the proposal and ensures inclusion of the appropriate content and methodologies before approval.

Self-Evaluation

Courses are mapped to the Core Competencies described in the College Catalog on page 42. Course SLOs are assessed every semester and evaluated every three years, and are supportive of the CCs.

Compliance with IGETC and CSU GE breadth requirements is ensured by the articulation officer who reviews general education courses on a regular basis. The articulation officer also advises the Curriculum Committee and the Technical Review Committee on compliance with GE requirements. By action of the Academic Senate, any GE course approved by the UC and CSU systems for inclusion in IGETC or CSU GE Breadth is automatically accepted into the corresponding GE category in the SBVC general education requirements.

Actionable Improvement Plan

None

II.A.3.b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary

Skills in oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means are included in General Education requirements and these skills are clearly stated in the college-wide core competencies.

As courses are approved for general education, there is a stringent review by the curriculum committee. Course objectives are evaluated to ensure that expected skill levels meets collegiate standards, and the articulation officer works to ensure that other institutions of higher education accept these courses as equivalent to their own.

Students are achieving the Core Competencies, which are clearly addressed in the GE Breadth requirements at a rate above our institution-set standard of 70%. CTE Advisory committees advise the departments if they notice that students placed with them are lacking skills necessary for the workforce. Programs such as Nursing and Psychiatric Technology have national exams. Historically, our students have high pass rates in these areas [Evidence: Nursing Pass Rates]. [Evidence: Golden Environmental Scan] [Evidence: Data]

Self-Evaluation

Students are successful in achieving outcomes as determined by successful course completion, information from community scan data and advisory committee information.

Actionable Improvement Plan

None

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

Both the core competencies and the General Education requirements incorporate ethics and effective citizenship, appreciation and respect for cultural diversity, aesthetic sensitivity and historical awareness. Courses in ethics and personal social competence address these issues, and theatre productions and art exhibits support these principles. The annual Indigenous People's Festival and Indigenous People's Film Festival held in October underscores ethics and justice for the underrepresented, and the Arts, Lectures and Diversity Committee activities demonstrate commitment to these goals. Tumaini and Puente programs foster cultural sensitivity and leadership as well as community outreach through family and mentor field trips and social events. In addition, Social Science Day and Humanities Day highlight these ideals. The Arts and Lectures Committee sponsors many programs in support of the arts, history, and political decision-making, and Black History Month activities emphasize issues of ethics and justice [Evidence: Events Calendar]. Associated Student Government and Political Science classes regularly organize activity that supports these goals. An example is the annual March in March which brings students and faculty together on a bus trip to Sacramento, where students meet with their representatives and advocate for public higher education. Alpha Gamma Sigma

(SBVCs Honor Society) regularly hosts e-waste donation centers to help eliminate e-waste in our landfills. Our Veteran's Center provides opportunity for advocacy and social responsibility. There are approved ethics statements for managers and faculty, and the Academic Senate in 2013 revised and updated its ethics statement for faculty. A statement of the ethics required for service in the Associated Student Government has also been approved and is integral to the oath of office administered. Faculty and management modeling of ethical behavior promote student observance of these principles.

Board Policy and Administrative Procedures require that student work be completed honestly. Students are held to our policy on academic integrity.

Evaluation

Students are willing to undertake civic, social, and political responsibility through involvement in political campaigns and demonstrations, campus clubs, special events, and campus organizations such as the Associated Students Government. Students have numerous opportunities to demonstrate their knowledge, attitudes, and skills in the areas of ethics, civility, cultural diversity, interpersonal interaction, and aesthetic sensitivity both inside the classroom and through campus life activity. Faculty and managers support the ethics statements through modeling and ethical decision-making.

Actionable Improvement Plan

None

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Within the minimum of 60 units required for a degree, a minimum of 18 semester or 27 quarter units in the major or area of emphasis as determined by the community college district. The Curriculum Committee evaluates all certificate and degree programs to ensure adequate depth and breadth in accordance with Title 5 standards. These programs are also reviewed and approved by the Academic Senate. Courses and programs are periodically updated as required. [Evidence—Catalog]

Self-Evaluation

Every six years a content review process is initiated for every degree. Certificates and vocational programs are evaluated every two years to ensure their adherence to transfer and articulation requirements or industry standards as appropriate. The institution meets the standard in this area.

Actionable Improvement Plan

None

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

Employment standards are considered and are provided by local employers and industry experts who serve on advisory committees. [Evidence: Tech. div. minutes/ Advisory Committee Minutes] Many of these employers hire SBVC students, indicating that the competencies are being met [Evidence: Culinary Art].

Students in a variety of programs are being prepared for external certification as part of their program-level student learning outcomes. These include:

Nursing, Psychiatric Technician, Pharmacy Technician, Machine Trades, Aeronautics, Automotive Technology, Welding, Electricity/Electronics, Water Supply Technology, Diesel Technology, Real Estate, Heating Ventilation Air Conditioning and Refrigeration (HVAC-R), Inspection Technology, Culinary Arts, Human Services (drug and alcohol counseling) and the Police Academy.

Pass rates on external licensure exams are high [Evidence: CTE/Nursing]

Self-Evaluation

Program Review asks for data concerning student completions and certifications by external organizations as part of the efficacy process. [Evidence: Pass rates on external evaluation]

The college will continue to develop processes to track pass rates accurately on external licensure. Strategies for tracking employment rates of graduated CTE students will be developed. The Educational Master Plan will report rates it can obtain for each program that has a licensing requirement.

Actionable Improvement Plan

Develop strategies to track employment rates

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.

Descriptive Summary

All degrees, certificates, transfer options, programs, and courses are clearly described in the SBVC catalog. Each course is described as it is presented in the course outline of record, and core competencies underscored in these courses are listed in the catalog. Students are presented with a syllabus for each course specifying course objectives, and student learning outcomes.

An overview of certificate, degree, and transfer requirements is provided within the online orientation program [Evidence].

The SBVC catalog is updated annually, and is available in print and on the college website for easy access. Deans and faculty chairs are required to ensure consistency between the information appearing in print and online. Students are encouraged to meet with their counselors on a regular basis, to facilitate understanding of requirements, and to be updated on recent information not yet reflected in print media.

Course outlines and syllabi for each section of a course are collected by the Division Dean and checked for inclusion of SLOs. Evaluation of FT and adjunct faculty include an in class observation One item that is observed is adherence to the Course Outline of Record, which includes the Course Objectives. Faculty submits SLO data collection forms to their dean for review.

With the revision of the SBVC website in 2010, the information regarding distance education offerings came under the control of the Online Program Committee. With that change in levels of permission, the committee created a robust hub of information. The Online Program Committee verifies the accuracy of this information every semester. Since the student learning outcomes for a class are the same regardless of delivery mode, the handbook for online students directs students to the portion of the college website that includes all the student learning outcomes for courses and programs.

The printed catalog and the SBVC website are the two primary sources of information regarding courses and programs offered in the distance education format. Two portions of the website also provide extensive information about distance education courses and policies.

Verification that students receive a syllabus with student learning outcomes and that courses adhere to the course outline of record happens at the division level.

Self-Evaluation

The institution meets this standard. Faculty syllabi are reviewed each semester to ensure that students are receiving information regarding student learning outcomes. They have access to the college catalog, both in print and online versions, which includes information regarding courses, programs and transfer requirements as well as degree and certificate requirements including student learning outcomes. Student Learning Outcomes data is collected for every course offered and analyzed on a three-year cycle. Data is analyzed by the departments and reviewed by the Division Deans.

Actionable Improvement Plan

Implement eLumens software for easier SLO tracking, evaluation and analysis

II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

The official clearinghouse of articulation for the California community colleges, the University of California system, and the California State University system, is the *Articulation System Stimulating Inter-institutional Student Transfer* (ASSIST). This agency is cited in the college catalog, class schedule, and other publications relating to transfer (Catalog page 10, FA13 Class Schedule page 136)

SBVC has developed articulation agreements with numerous universities, including those showing low transfer rates for SBVC students, to encourage transfer to these institutions. These agreements are updated annually. In addition, the curriculum process requires the updating of student learning outcomes to ensure continued compliance with comparable courses in articulated universities. Course equivalency is determined at the departmental level, and the Office of Admissions and Records evaluates transcripts from other institutions for equivalence to SBVC courses for eligibility in fulfilling graduation requirements. Articulation agreements are often reviewed when new courses or programs are offered; for example, as part of the HSI STEM PASS GO program, when new courses were developed for Computer Science, these courses were articulated with partner institutions to assure they aligned with student transfer requirements.

The college's articulation officer oversees all the articulation agreements for all programs, including those that offer classes in the distance education delivery mode. The articulation agreements are evaluated when the content review process has an impact on a program. Where there are potential limitations on articulation--such as speech performance classes, science lab classes, and foreign language classes--the articulation officer informs the relevant departments. In addition, the articulation officer is a member of the Online Program Committee and keeps that committee informed of any developments regarding transfer limitations of online courses.

The SBVC website includes a page with information for students regarding transfer and articulation.

There are no instances where prior work experience is used as credit for a specific course offered in a distance education mode.

Self-Evaluation

As of June 2012, all ten of the UC campuses articulate with SBVC, and 17 campuses of the 23 in the CSU system have articulation agreements with SBVC. Eighteen private universities also articulate with SBVC, and this number is growing. These agreements are constantly renewed and updated, as the articulation officer consults with faculty on course revisions and new course development to meet transfer needs of students.(Evidence) SLOs are submitted through the curriculum process for courses, certificates, and degrees, and are available at the Office of Instruction website where they are instantly updated when departments make adjustments.

The institution will maintain our current articulation agreements with UC, CSU, and private universities, and expand when needed to include new partners.

Actionable Improvement Plan

None

II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

In some instances, it is to the students' advantage to utilize current catalogs for their course of study. However, when programs are modified or discontinued, students are guaranteed the right to complete their programs under the guidelines of the catalog under which they first registered, provided there was no break in attendance. To ensure that students make progress toward achievement of their educational goals, department chairs work with counselors and students to provide course substitutions utilizing the Modification of Major form. (Evidence)

The SBVC Discontinuance Policy requires that the campus develop a plan to address the needs of students enrolled in a program that is being eliminated.

The college's website is the primary means of distributing information regarding the online programs at SBVC. The tab on the main page labeled "Online Classes" is a clear and visible entrance to the information needed by students who are thinking about taking online classes and who are already enrolled in online classes. These links are effective in disseminating information because one of the links is almost always in the "most popular" links tracked dynamically by the website. The other space in the website relevant to DE is the Online Program Committee pages. The information there is more administrative and, therefore, more relevant to the college faculty and staff and outside review boards, such as ACCJC, to ensure that the quality of the DE programs is high and the policies and processes are transparent. [[webpage--SBVC Online Classes](#)] [[webpage--SBVC Online Program Committee](#)]

Self-Evaluation

SBVC supports students in completion of programs in progress by utilizing Modification of Major forms when necessary. The institution will maintain the current process of program completion.

Actionable Improvement Plan

None

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public and its personnel, through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

The college catalog is prepared, updated, and reviewed annually by the Office of Instruction. The schedule of classes is prepared each semester, also by the Office of Instruction, based on information provided by the divisions and departments. Schedules are also published on the college website, and updated to reflect any corrections and/or addenda.

The program efficacy phase of program review requires all programs review the college catalog for currency and accuracy.

The Office of Research, Planning, and Institutional Effectiveness publishes an annual Fact Book that includes key statistics about our student population, student success indicators, and other accountability measures. Additionally, a variety of research reports are available on the Office of Research and Institutional Effectiveness website ([Institutional Research Website](#))

[Scorecard data is presented through a link on the home page of the website. This data provides comparison data between SBVC and similar colleges. Accreditation status is also easily located on the college website.]

The Office of Marketing and Public Information is responsible for the communication of the institutional messaging and brand both internally and externally. This office maintains the college Facebook page and Twitter feed. It maintains communication with local press and assists with maintenance of the college website to ensure accuracy and integrity of information.

Self-Evaluation

The institution meets the standard. The San Bernardino Valley College website was updated in 2010, supported by funds from a Department of Education Title V grant, in an effort to improve accuracy and to establish a greater degree of branding for the programs associated with the institution. Corrections are made and documents readily updated in an online format. Departments are able to update information in their respective sections of the website as needed.

Department chair and in-service trainings have been conducted, and will continue on an ongoing basis to ensure accuracy and currency of the website.

Actionable Improvement Plan

None

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary

Board Policy 4030 addresses Academic Freedom, and also details the obligations of academic employees as regards academic freedom. This policy is found on the SBCCD website. ([BP4030](#)). The policy is excerpted in the college catalog ([p. 18 2012-2013 catalog](#).) Board policy (BP 5500 A.1.g) addresses Academic Honesty. The college's belief statement re Academic Dishonesty is also found under "Student Rights and Responsibilities" in the college catalog. The statement begins, "It is the belief at San Bernardino Valley College that students share a responsibility with their instructors for assuring that their education is honestly attained. The college indicates that Plagiarism, Cheating and Fabrication can lead to consequences including receiving a grade of "F" for a class and possible expulsion from the college. ([p. 27 2012-2013 catalog](#))

Self-Evaluation

The college has policies and procedures in place to address Academic Freedom and Academic honesty. Procedures for disciplinary action for students who submit work that was not honestly completed has been addressed using the student discipline process.

II.A.7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

Board Policy 4030 addresses Academic Freedom and details the obligations of academic employees in regard to academic freedom, "Academic freedom shall be guaranteed to all academic employees." Faculty and students are responsible for "distinguishing between established fact and theories and one's own opinion" (p. 18 2012-2013 catalog). This policy is found on the SBCCD website. ([BP4030](#)) and excerpted in the college catalog for the public to view ([p. 18 2012-2013 catalog](#).)

The [Faculty Ethics Statement](#) addresses academic freedom asserting "Respect the stated regulations of San Bernardino Community College District, (provided the regulations do not contravene academic freedom), maintaining our right to criticize and seek revision to improve the regulations of the college". The Faculty Ethic Statement encourages faculty to distinguish between personal convictions and professional views. Stating that faculty should: Show due respect for the opinions and diversity of others through the exchange of constructive criticism and ideas of their colleagues.

Faculty have a responsibility to student to

- Encourage intellectual curiosity and the pursuit of learning
- Demonstrate respect for students as individuals
- Respect individual perspectives and contexts

The Academic senate reviewed and discussed the Faculty Ethic Statement on 3/27/13 and 4/3/13 it was noted that the ethics statement expresses faculty ideals and our good intentions, but isn't designed as an enforcement tool. Statement 3.3 was amended.

The faculty evaluation process includes a student survey. One of the questions on this survey reflects whether an instructor presents information in a fair and unbiased manner. Therefore, student feedback is sought regarding the instructors appropriate application of academic freedom.

Evaluation

The college supports academic freedom and respects the rights of both faculty and students as regards academic freedom. Based on the college's 2012 self-study survey, 81% of students were satisfied with and believed the college supports academic freedom and 86% of faculty reported their belief that faculty are fair and objective in their presentation of course material. Board policy 4030 addressing academic freedom will be included in the next revision of the faculty handbook.

Actionable Improvement Plan

None

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

Descriptive Summary

Board Policy 5500 addresses academic honesty and the college's belief statement regard Academic Dishonesty is found under "Student Rights and Responsibilities" in the college catalog. The statement begins, "It is the belief at San Bernardino Valley College that students share a responsibility with their instructors for assuring that their education is honestly attained. The college indicates that Plagiarism, Cheating and Fabrication can lead to consequences including receiving a grade of "F" for a class and possible expulsion from the college. ([p. 27 2012-2013 catalog](#))

Self-Evaluation

Procedures for disciplinary action for students who submit work that was not honestly completed are in place and followed. The college 2012 Campus Climate Survey (2A.12) indicated that 92% of the students agreed that faculty clearly indicated rules for academic honesty and 100% of faculty stated they were familiar with college policies on plagiarism and academic honesty. In addition, 82% of students were satisfied with the campus academic environment. The district is taking steps to ensure academic honesty and has purchased *Turn-It-In* software to assist in the identification of plagiarism. An Academic Dishonesty Incident Report and Optional Student Contract was developed and approved by the Academic Senate in Spring 2014 [Evidence: Academic Senate minutes]

Actionable Improvement Plan

Professional Development will provide training on Turn-It-In and strategies to reduce plagiarism and other forms of academic dishonesty.

II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary

Employee codes of conduct are communicated in board policies 3410-3570. Student standards of conduct in the classroom and on the grounds are clearly explained in the 2014 course catalog (p 28) [check page]. The college does not seek to instill specific beliefs or world views.

Evaluation

The institution meets the standard. The 2013 Campus Climate Survey indicates that 76% of students are satisfied with the classroom environment on campus. Board Policies are currently under review and codes of conduct will be revised and adjusted as necessary.

Actionable Improvement Plan

Complete review of BP and AP according to a designated cycle, in coordination with the District

II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Descriptive Summary

SBVC does not offer courses in foreign locations.

Self-Evaluation

The institution meets the standard.

Actionable Improvement Plan

None
