San Bernardino
Valley College

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.

Standard II: Student Learning Programs and Services
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II.B.   Student Support Services
The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Descriptive Summary
San Bernardino Valley College (SBVC) uses annual program plans, Educational Master Plan (EMP) One-Page sheets, program reviews and service area outcomes (SAOs-formerly student learning outcomes [SLOs]) to ensure that students from our diverse community are able to benefit from our educational programs. SBVC offers comprehensive student service programs that are intended to support and promote student success amongst a diverse group of students on campus. SBVC's student services programs participate in the program efficacy process of Program Review. Additionally student service programs collect data annually that is used to evaluate program effectiveness and assure the quality of student support services for students. http://www.valleycollege.edu/about-sbvc/office-of-president/college_planning_documents.aspx
SBVC's student services programs work collaboratively with the college's Institutional Research Department to ensure that student support services demonstrate student learning. Student services offices review and assess data on enrollment trends, access to our educational programs and student learning to effectively market our educational programs. Data from the recent environmental scan reveal the enrollment at the college is on par with the demographics of SBVC's service area. Table 1 presents data on the enrollment of the campus compared to the demographics of the district taken from the 2012 Census data.

SBVC's Student Success & Support Program (SSSP) Committee (formally Matriculation Committee) serves as the focal point for ensuring that students from our diverse community have access to educational degree and certificates programs that serve the mission of SBVC. The SSSP Committee works to establish and assess SBVC's admission policies to measure enrollment, access and program outcomes. The SSSP Committee evaluates and measures student access, persistence, retention, matriculation, student learning, and ultimately student success on campus.

Table 1. 2012 Population by Race and Ethnicity

The SSSP Committee is authorized by the Academic Senate to annually review, assess and update the college's SSSP Plan (formally the Matriculation Plan), provides advice on policies, procedures, and implementation of the SSSP components including admission, orientation, assessment, counseling, prerequisites, workshops, follow-up services for at-risk students, training, and research to ensure that the identified needs of students are met to enhance a

supportive learning environment on campus. http://www.valleycollege.edu/about-sbvc/campus-committees/matriculation

Membership in the SSSP Committee is defined in BP 2225. The committee is comprised of the Vice President of Student Services, Director of Admissions and Records, Student Success Coordinator, Dean of Counseling and Matriculation, Institutional Research, Deans with responsibility for basic skills instruction, faculty representatives from English, Reading and Math, other interested faculty, matriculation staff, and students. The goal of the SSSP Committee is to create a responsive, flexible, educationally sound, research based approach to student success and retention on campus. Additionally, discussions on increasing student success occur in the following arenas: Academic Senate meetings, Division/Unit/Program meetings, Enrollment Management meetings, Student Services Manager's meetings, Student Services Council meetings, and College Council meetings. The college's planning model is explained in

Table 2: http://www.valleycollege.edu/about-sbvc/campus-committees
http://www.valleycollege.edu/about-sbvc/office-of-president/collegial_consultation

Table 2: A Diagram of the College's Planning Model
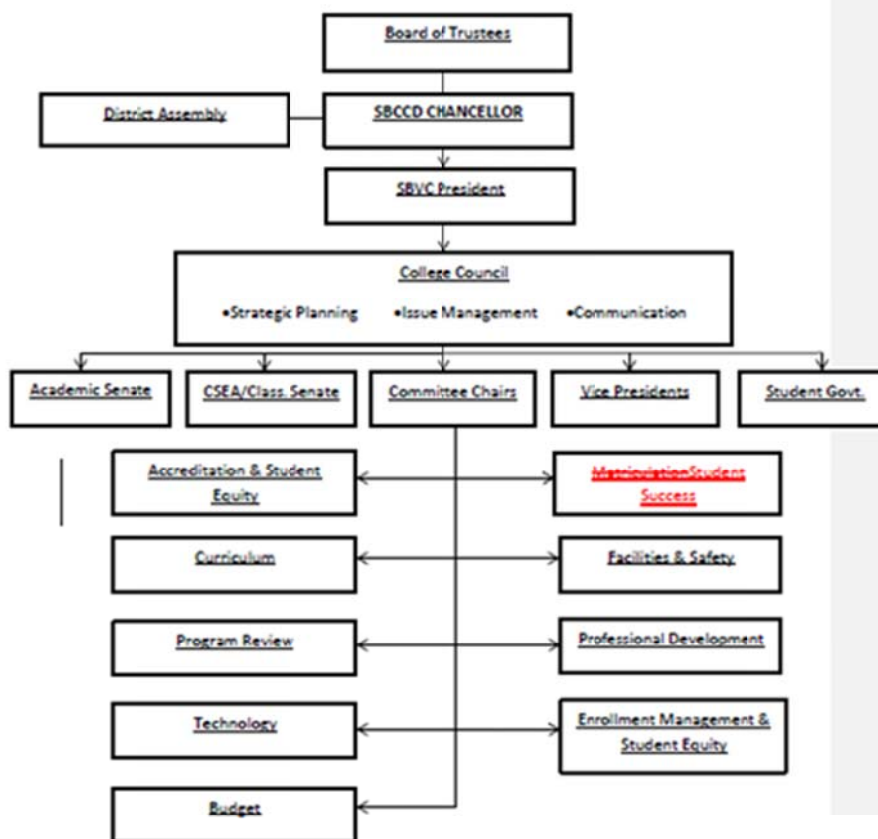
Self Evaluation

The college meets this standard. The description of the students services described above demonstrates the extensiveness of the offerings available to meet the needs of SBVC students. These services rely upon annual program plans, SAOs, program review, and student surveys as tools to improve and enhance the service to students from diverse educational and social backgrounds.

II.B.1. The institution assures the quality of student services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

- **By what means does the institution assure the quality of its student support services? How does the institution demonstrate that these services support student learning?**

Student support services are evaluated systematically through the college's program review process. The program efficacy phase of SBVC's program review process provides a systematic process for evaluating student services programs and services based on a four-year cycle. The needs assessment phase of the program review process addresses the needs of the programs on an annual basis. Student support services are evaluated, as are the other areas of the campus, based on quantitative data supplied by the Institutional Research Office. Program efficacy requires programs to provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals; aid in short-range planning and decision-making; improve performance, services, and programs; contribute to long-range planning; contribute information and recommendations to other college processes, as appropriate; serve as the campus' conduit for decision-making by forwarding information to or requesting information from appropriate committees. Program review needs assessment links to program efficacy and ties directly to program planning.

Service Area Outcomes (SAO's) are an integral part of the program review process and student support services evaluate and address concerns identified through that process. Beginning in 2007, program efficacy documents were revised annually by the Program Review Committee in order to better address student assessment outcomes and track progress on outcomes in student services programs.
http://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review
http://www.valleycollege.edu/about-sbvc/offices/office-vp-student-services

Over the past 7 years, Student Services areas have been asked to address the following questions related to SLOs/SAOs

- **Describe the progress your department has made toward identifying and measuring student learning outcomes for the department (Program Efficacy Document, 2007).**

The following table is relevant only to those Student Services programs that have curriculum (Program Efficacy Document, 2008 & 2009).

List all courses offered by the program	List courses for which SLO's have been developed	For each course, indicate whether SLO's have been measured	For each course, indicate whether information is used for teaching/program improvement

- **What progress have you made on your three-year (SLO/SAO Assessment) plan? Have you implemented any program changes based on assessment results? (Program Efficacy, 2010)**
- **Has your program competed the initial SLO/SAO three-year cycle? If not, provide a timeline for completion (Program Efficacy, 2012).**
- **Discuss the process used to evaluate SLOs/SAOs and what trends were identified. Describe program plans to continuously review and analyze SLO/SAO assessment outcome data to verify SLO/SAO progress. (Program Efficacy, 2012)**
- **Describe program plans to continuously review and analyze SLO/SAO assessment outcome data to verify SLO/SAO progress (Program Efficacy, 2013).**
- **Demonstrate that your program is continuously assessing Student Learning Outcomes (SLOs) and/or Service Area Outcome (SAOs) based on the plans of the program since the program's last efficacy report [Include evidence of data collection, evaluation, and reflection/feedback], and describe how the SLOs/SAOs are being used to improve student learning, and area services as appropriate (e.g., faculty discussions, SLO/SAO revisions, assessments, etc.). (Program Efficacy 2014)**

Linking the institutional mission to programs and services is also embedded into the program review process. Programs and services are asked to address the Strategic Initiative of Institutional Effectiveness (see **Strategic Initiative 3.2).** Additional assessment of area outcomes is accomplished through the use of student and faculty surveys, assessment/reports from the Office of Research and Planning, Student Services Program Plans, and yearly one page Student Services Departmental up-dates to the Enrollment Master Plan. Programs are asked to address the following questions.

- **What is the purpose of the program?**
- **How does this purpose relate to the college mission?**

SBVC's institutional mission reads as follows: "SBVC provides quality education and services that support a diverse community of learners." Providing a diverse community of students with services that support student success and enhance student learning is at the core of student services and programs. Programs and services link to the college's general mission with the programs' individual mission statements—creating specificity and grounding those missions in attainable and concrete goals.

Self-Evaluation
The college meets this standard. Student services are assessed and rely on Program Review, Service Area Outcomes, Student Service Program Plans, student and faculty surveys, yearly one page Student Services Departmental up-dates to the Enrollment Master Plan, as well as

reports from the Office of Research and Planning as tools to enhance and/or incorporate new services to students. The following description of student services demonstrates the breadth and depth of offerings available to meet the needs of students at SBVC.

Examples of the way programs within student services interpret and solidify the college's mission statement follows:

- Counseling Center provides developmental and comprehensive counseling services in the areas of academic, transfer, career, and personal counseling for academic success and personal development of students from the general population. Other interventions and services include follow-up services and referral; online advising; partnerships with feeder high schools; probation/dismissal counseling; learning communities as well as other special populations, i.e., athletes, international students, veterans.

In the last Counseling Department program review cycle, the following were observed:

General Population of Students Rep. Year 2008-2011
Counseling Students-Rep. Year 2008 - 2011

All Students		Counseling students	
Gender	Percentage	Gender	Percentage
Female	58.5%	Female	59%
Male	41.5%	Male	41%

All Students 3-year average		Counseling students	
Ethnicity	Percentage	Ethnicity	Percentage
Asian	4.41%	Asian	4.58%
Black	19%	Black	24.18%
Filipino	1.93%	Filipino	1.89%
Hispanic	49.35%	Hispanic	45.84%
Native American	0.93%	Native American	0.83%
Other	1.18%	Other	1.02%
Pacific Islander	0.75%	Pacific Islander	0.78%
White	20.55%	White	16.08%
Declined to State	1.9%	Declined to State	4.80%
Source Datatel		**Year 2012**	

Those who received counseling services mirror the general population by gender. By ethnicities, a slight decrease for the White and Hispanic students was noticeable although the data covered the review cycle, not the full academic year. With recent student success efforts and more course offerings available, the data may increase in these ethnic groups. (http://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review)

With regard to persistence, a difference is noticeable in the percentages of counseling recipients' completion of courses versus the non-recipients.

Persistence of Counseling Services Recipients and Non-Recipients			
	Completion (with counseling)	Completion (no counseling)	Difference
2009	82%	80%	+2
2010	83%	79%	+4
2011	83%	79%	+4
Average	82%	79%	+3%

The trend suggests that counseling is linked to students' academic progress.
(http://www.valleycollege.edu/about-sbvc/offices/office-research-planning)

- Disabled Student Programs and Services (DSPS) provides programs and services to ensure that students with disabilities have access to all educational opportunities at SBVC. Services are designed to enhance student access to the classroom, to courses, and to campus life. Services include registration assistance, academic and disability adjustment counseling, test facilitation, sign language interpreters, classroom assistance, physical assistance in adapted physical education, specialized tutoring and instruction, vocational guidance, learning disability assessment, liaison services, crisis intervention, adapted computer technology, alternate media, and equipment loan. High Tech Center (HTC) provides a campus location for students with disabilities to learn and acquire new skills in assistive technologies, obtain accommodations of alternate media and Web access www.valleycollege.edu/DSPS
http://www.valleycollege.edu/student-services/specialized-counseling-services/disability-services/assistive-technology

- Extended Opportunity Program and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) is a state funded student services program designed to provide counseling services and financial support to students who are from educationally and financially disadvantaged backgrounds. The program promotes student success through key services such as, academic, personal and career counseling; enrollment assistance; book services, etc. EOPS eligible students who are single, head of household receiving cash-aid may also be eligible to participate in the CARE Program.
In addition, to the services mentioned above the CARE program provides child care grants, field trips, and parking permits. www.valleycollege.edu/eops

- The Financial Aid Office's mission is to help eligible prospective, new, and continuing students attain their educational goals by providing a variety of Federal and State financial aid programs that will assist them with their educational expenses. The Financial Aid Office works with the U.S. Department of Education the California Student Aid Commission, and the Foundation for California Community Colleges to provide federal and state financial aid assistance. The purpose relates to the college mission by helping to ensure that all students have access to a quality education and services regardless of their financial condition, ethnic background, and gender or disability status. The Financial Aid Office works closely with programs that serve diverse student

populations such as Foster Youth, African American males, women, disabled students, re-entry students, AB540 students, and first generation college students, etc. Additionally the Financial Aid Office computer lab assists students complete the FAFSA application, check on their financial aid status and/or make changes www.valleycollege.edu/financialaid

- The SBVC Library provides critical scholarly support services to the campus through its solid and comprehensive collections of learning materials that support campus curriculum. The Library's research collections include books, periodicals, microforms, reference materials, and online databases. The Library maintains an extensive authoritative collection of print materials, a variety of current and retrospective online databases with complete indexing and a high percentage of full-text resources and an assortment of computer resources for student learning. In order to facilitate access to course textbooks for those students who may not be able to afford to purchase them, the Library maintains a Textbook Bank of high-demand textbooks in current use on campus. The Library's Computer Lab contains 117 PCs, 4 Macs, printing services from computers at 20 cents per copy, copiers at 10 cents per copy and technicians to provide assistance http://library.valleycollege.edu

- The STAR (Success Through Achievement and Retention) Program is a comprehensive, federally funded TRIO Student Support Services grant program designed to increase the graduation and transfer rate of students who qualify. TRIO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs. The Program provides counseling and a learning support community that will empower students to complete their educational degree and/or certificate, AA/AS degree or transfer. The participants receive academic, career and personal counseling, workshops, tutoring, filed trips to four-year universities, etc. www.valleycollege.edu/student-services/

- The CalWORKs Program is designed to assist students receiving County CalWORKs to enhance and achieve educational goals and employment self-sufficiency. Qualified students are eligible to receive the following services: book vouchers, book loans, access to computer lab, parking permit vouchers, child care assistance, educational counseling, and employment assistance. www.valleycollege.edu/student-services/ under specialized services.

- The Office of Student Life assists with creating a campus environment that promotes student leadership that complements SBVC's academic curriculum. Programs and services are provided to enhance students' ability to learn and develop the life skills necessary to become productive and caring members of our global society. Participation in campus-wide clubs, student government and educational programs provide students with opportunities to develop and enhance leadership, interpersonal skills, and personal growth. www.valleycollege.edu/current-students/student-life

- The Student Success and Support Program (SSSP) (formally Matriculation) enhances student access to the California Community Colleges and promotes and sustains the efforts of credit students to be successful in their educational endeavors. The goals of the Student Success and Support Program are to ensure that all students complete their

college courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-direct components of the SSSP process. Commencing with the SBVC admission application, students receive services that will enhance their overall college awareness, assist them to match career interests, enhance abilities, needs and educational goals. Additionally, the services are intended to guide students, help them make informed decisions, and ultimately obtain their educational goal.   The SBVC services include admissions, mandatory orientation and assessment/testing, counseling, educational plans, and student follow-up. www.valleycollege.edu/student-services

- The Transfer and Career Services Center provides students access to educational planning to transfer to four-year colleges or universities and/or career counseling. The center provides the following transfer services: appointments to see a four-year college or university representative, transfer and honors counseling, transfer workshops, financial aid information relative to transfer institutions and requirements, assistance with major selection, credit evaluations, a monthly calendar, transfer agreements, field trips to four-year institutions, etc. Additionally, several times a year transfer/college fairs are held. The Center also provides information regarding special programs such as Tap, TAG and Cross Enrollment www.valleycollege.edu/student-services/

- The Veterans Resource Center (VRC) provides assistance and counseling for students (or dependents) who served our country in one of the branches of the US military. The VRC serves as a one stop student services center where admissions and records, academic and professional counseling, assistance with VA paper work and certification process, transition to college, and a host of other services are provided for our veterans. The VRC also provides dedicated computers and tutoring services for veterans. The VRC is a place where students can obtain general information regarding the college's programs and services.   Additionally, it serves as a welcoming and comfortable environment to meet other veterans or simply relax between classes. www.valleycollege.edu/veteransresourcecenter

- The Tumaini Program is a learning community designed to increase academic and personal success among students who are interested in learning about African-American history, literature, and culture. Tumaini instructors and counselors use team building strategies to enhance students' learning potential in and outside of the classroom. Tumaini combines elements of counseling and linked (paired) courses such as Student Development and History to assist students with successfully transitioning into college. The program also provides a designated tutoring component for the participants as well as instructional faculty coaches to assist with their English and math courses. www.valleycollege.edu/student-services/

- The mission of the Puente Project is to increase the number of educationally underrepresented students who enroll in four-year colleges and universities to obtain their bachelor's degrees and return to the community as leaders and mentors of future generations. Puente's Community College Program was established in 1981. Puente has been at SBVC since 1984. Puente is a successful statewide transfer program consisting of counseling, mentoring, and writing components.   www.valleycollege.edu/student-services/ under specialized services. The SBVC Puente Project has been recognized by

the University Regents of California for the years of exemplary services to students and the remarkable educational accomplishments of Puente students.

- The Foster and Kinship Care Education Program provides quality education and support opportunities for care givers of children and youth in out-of-home care. The goal is that these providers may meet the educational, emotional, behavioral and developmental needs of children and youth. www.valleycollege.edu/student-services/ under specialized services.

- The Valley-Bound Commitment Program at SBVC included 200 students in 2012- 2013. What began as a pilot program for 31 students in 2008 has blossomed into an award-winning program that has led to greater levels of student success for hundreds of Inland Empire residents. Since its inception in 2008, participants in the Valley-Bound Commitment (VBC) have achieved higher grades than their peers, continued their education beyond their first year at a higher rate than typical students, transferred to four-year colleges throughout California, and have spoken at Commencement ceremonies. The program is aimed at removing all economic barriers to the first year of college for selected first time college students while providing critical guidance and support that is essential to continue striving towards individual educational and career goals.   The Program has been recognized by the California Community College Chancellor's Office and the San Manuel Band of Missions Indians for outstanding services to students. www.valleycollege.edu/student-services/

- The Welcome Center's (established fall 2014) goal is to be a one-stop facility where students may obtain information regarding academic programs and student services support programs as well as general campus information. The center also provides computers for quick access to admissions application, class schedule, Web Advisor, online student orientation, financial aid, and a variety of campus publications www.valleycollege.edu/student-services/ click on specialized services

- The Office of Outreach and Recruitment serves as a liaison to feeder high schools and the community at large. The Office of Outreach and Recruitment collaboratively established an SBVC Student Services Outreach Team that encompasses representatives from Admissions and Records, Assessment, Counseling, and Financial Aid. Under the umbrella of outreach and recruitment, the team coordinates on-campus and off-campus programs for perspective students and parents via presentations and workshops at feeder high schools and community events. Outreach staff assists prospective and re-entry students in completing the application, enrollment and matriculation process, etc.
http://www.valleycollege.edu/student-services/counseling/outreach-and-   recruitment-office

Regarding Distance Education and this standard:

- In 2003, the foundational document for SBVC's "Online College" affirmed that there will be "functional equivalence" for student services offered to students taking online classes. That is, although the service might not be identical, it should function as if it were equivalent. This functional equivalence is monitored by the Online Program Committee. The monitoring is embedded in the Online Learning Plan of the Online

Program Committee. Relevant information is communicated through various constituency groups, including the Academic Senate, Instructional and Student Services Cabinets, etc. to college council.

- The college prepares DE students to be successful by offering a self-assessment or readiness test for online learning. The assessment originates at the University of Houston, but is readily applicable to DE classes at SBVC. Further, SBVC has developed a Blackboard shell titled "Learning to Learn Online." Students who work through the screens of this self-paced "class" are introduced to the basic structure of Blackboard as well as the basic "soft skills" necessary for success, such as time management and organizational skills.

- A counselor is assigned to assist online students and holds online counseling sessions.

- The library offers 24/7 access to a reference librarian online

- Tutorial services and writing center services are available online.

- The Online Program Committee monitors data on success and retention for online classes. This data is made public on the SBVC website.

II.B.2 The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

II.B.2.a. General Information

Descriptive Summary

The SBVC catalog is printed annually. It is available in the bookstore at a cost of $6.00, and is available online at the SBVC website in PDF format. The official college name, address, phone number, and email address are listed on the front cover, as is the college's educational mission (*SBVC provides quality education and services that support a diverse community of learners*). The 2013-2014 catalog lists six parts. (http://www.valleycollege.edu/academic-career-programs/college-catalog).

The first page of Degree, Certificate, and Transfer Information in the college catalog lists programs, degrees, and certificates. Subsequent pages in Part II detail the associate degree requirements, vocational certificate programs, and transfer requirements to colleges and universities.

Course Descriptions contains the course numbering system, and all information related to course offerings, degrees, certificates, and careers available**.**

The district academic calendar and SBVC campus calendar are also included at the end of the catalog. The district calendar can also be downloaded from the district's website: http://www.sbccd.org/District_Faculty_,-a-,_Staff_Information-Forms/Academic_Calendars.aspx. A map of SBVC campus is on the back cover.

The catalog contains general information, admission regulations, enrollment and orientation/assessment process (fees and refunds for enrollment are included), academic standards and policies (includes academic freedom statement, acceptance of non-discrimination policy, sexual harassment, student grievance, and complaint procedures), student awards and honors, services for students (includes learning resources and support services), financial aid programs, student rights and responsibilities (academic honesty), and campus safety.

The Administration and Faculty section contains a list of administrators with degree types listed. The list of faculty contains the year hired, discipline, highest degree earned, and institution from which the degree was obtained. A list of Professors and Administrative Emeriti follows.

San Bernardino Community College District Board of Trustees members are also listed in the catalog.

Self-Evaluation
The institution meets the standard. General information about the college including its mission, course program and degree offerings, Academic Calendar, academic freedom, Financial Aid, and Library and Learning Support Services are included in the catalog. The catalog also lists the disciplines and degrees for all faculty, the position and degrees for all administrators and the Board of Trustees.

Actionable Improvement Plan
None

II.B.2.b. Requirements

The catalog provides this information in compliance with the standards. Part I of the college catalog includes information about admissions and fees. Current fees are listed in the class schedule each semester and on the website. Additionally, information on degrees, certificates, graduation, and transfer requirements are included in Part II. This information is replicated in other locations as well including the website and in part the schedule of classes.
www.valleycollege.edu

Self-Evaluation
The institution meets the standard. Information on admission requirements, student fees and financial obligations, degree, certificates, graduation and transfer are readily available in the College Catalog. The information is repeated on the campus website. The catalog also includes admission requirement and student fees and obligations.

Actionable Improvement Plan
None

II.B.2.c. Major Policies Affecting Students

All district board-approved policies are available on the district website at Board/Policies/Boarddocs:http://www.boarddocs.com/ca/sbccd/Board.nsf/Public?OpenFrameSet.

Though navigation to the board documents is somewhat circuitous, particularly for the student unfamiliar with the structure of the district, once there the reader can click on board policies or administrative regulations for printable, downloadable documents in a variety of policy categories, such as Board of Trustees, General institution, Academic Affairs, Student Services, Business and Fiscal Services, and Human Resources. Student Services policies and Administrative Regulations include the following:

Student Services Policies and Administrative Regulations

5010	Admissions
5015	Residence Determination
5020	Non-Resident Tuition
5030	Fees
5033	Refunds
5035	Withholding of Student Records
5040	Student Records and Directory Information
5050	Matriculation
5055	Enrollment Priorities
5080	Course Adds and Drops
5140	Disabled Student Services and Programs
5150	Extended Opportunity Programs and Services (EOP&S)
5200	Student Health Services
5210	Communicable Disease, Students
5300	Student Equity
5500	Standards of Conduct
5530	Student Grievances
5540	Student Grade Appeals
5550	Speech: Time, Place and Manner

District Assembly is currently undertaking a thorough review of all Board Policies and the accompanying Administrative Procedures, in consultation with the campus constituency groups. Additionally, a new cycle of review is being implemented.

Self-Evaluation
The institution meets the standard. Major policies affecting students are available on the District website and undergo periodic evaluation using collegial processes. The College Catalog also includes important academic policies on student load, types of credit given, prerequisites, co-requisites, departmental advisories, incompletes, withdrawal from courses, final examinations, grades and transcripts. Further the catalog includes policy information on probation and dismissal, non-discrimination, open enrollment, sexual harassment policy, academic freedom and grievance policies and procedures.

Actionable Improvement Plan
The college will participate in the newly implemented cycle of BP and AP review.

II.B.2.d. Locations or Publications Where Other Policies May be Found

Descriptive Summary
Overall, the SBVC catalog is accurate, well-organized, and readable.

The college has a production timeline for the college catalog that includes systematic updating of board documents and curriculum updates and review by instructional deans and faculty department chairs, and the vice presidents of Administrative Services and Student Services. The Vice President of Student Services in turn elicits division, program and service area updates from the Dean of Counseling and Matriculation, faculty chairs, directors and coordinators for their specific areas. The departments of English, Reading, and Math annually update their course sequencing flow charts during this process. In addition, the divisions of Math and Science coordinate the sequencing of their course offerings.

The articulation officer updates the policy for acceptance of the College-Level Examination Program (CLEP), Advanced Placement (AP), Defense Activity for Non Traditional Education Support (DANTE/DSST), International Baccalaureate (IB), associate degree general education, IGETC, CSU GE-Breadth, CSU Lower Division Transfer Pattern Project, and UC and/or CSU transfer designation to each course.

Once all divisions and departments have reviewed areas of responsibility, including personnel changes, introductory paragraphs of each division and/or department, certificate/degree information, and course listings, the recommended changes are forwarded to the Office of Instruction and are incorporated into the final document by the Schedule/Catalog Data Specialist. The Vice President of Instruction, deans, articulation officer and faculty chairs review the printed proof of the catalog, and final changes are made. Program Review also requires programs to review the college catalog for accuracy during the program efficacy process.

The Vice President of Instruction and the Schedule/Catalog Data Specialist review the final proof and send it to the printer. All catalog information is then placed on the college website, http://www.valleycollege.edu. A PDF version of the catalog can be downloaded from the website. The outside printer delivers the blue-line proof to the Instruction office; corrections are made, if appropriate, by replacing corrected pages. The final corrections are incorporated into the publication. Within ten days, the final print copy is delivered and distributed.

The college catalog includes an alphabetical listing of policies for students, including address changes, attendance, cheating and plagiarism, board policies, and so forth. Any policies and procedures not readily available in the catalog are available on the District Website. Information included in the catalog is consistent with the website at the time of publication.

The Online Student Handbook was created to inform online students of the policies and procedures that directly relate to Distance Education at SBVC. http://www.valleycollege.edu/online-classes/handbook-students-online

Additionally, the campus' new website, launched in 2010, contains PDF copies of all publications. Information contained in the catalog is duplicated on the website in the appropriate sections.

A detailed description of the Student Grievance and Due Process policy is also included in the 2013-2014 catalog. There is a Hearing Committee comprised of a maximum of two faculty or two classified staff members, two students, and one administrator. Upon review of the Hearing Committee's report, the Vice President or designee shall make a final determination. Within five (5) working days following receipt of the report of the Hearing Committee chairperson, the Vice President or designee shall provide a written notification to the student(s) and to the employee(s) directly involved in the issues as to the final determination. A record of student grievance is maintained for five years from the time of determination in the Office of Student Life.

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

Self-Evaluation
The college meets this standard. The college catalog is kept current, undated annually and well organized. The Table of Contents directs users to campus information and policies, degree certificate and transfer information, Core Competencies, Course Description and identifies administrators, faculty and advisory committees. There is a master index at the end of the catalog and a current Academic Calendar on the final page.

The catalog is keep current through the efforts of the Schedule/Catalog Data Specialist in the Office of Instruction who sends catalog pages to appropriate divisions and departments to be verified and updated. The Program Review also specifies that departments must review their catalog data for accuracy during their program efficacy.

The student complaint/grievance policy is published and record of student grievance is maintained for five years from the time of determination in the Office of Student Life

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary
Program review is conducted by every Student Services program on the designated cycle.. The process examines student services within the context of SBVC's Strategic Initiatives. Access, campus climate and culture, institutional effectiveness, partnerships, student success, and technology undergird research conducted. http://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review

Another avenue of research is the Service Area Outcomes/Student Learning Outcomes All Student Services offices have developed and measured at least one learning outcome. Results have been subsequently used in the improvement of programs and services. www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review

Akin to the program review process is the Educational Master Plan Department One-Page Data Sheet. The One-Page Data Sheet contains a summary of the following -- assessment of services, program goals, challenges and opportunities, and action plan. The document is a vital part of the college's planning documents. (www.valleycollege.edu/about-sbvc/office-of-president/college_planning_documents

SBVC conducts a campus climate survey. The 2013 SBVC Campus Climate Survey yielded an overall positive feedback in the factors measured. Worthy of note are the high levels of satisfaction in the areas of accessibility of classes, campus resources and services, and engagement of faculty and staff towards students. http://www.valleycollege.edu/about-sbvc/offices/office-research-planning

Student access, progress, learning, and success, and ways to support them, are also discussed in College Council. The College Council is composed of the president, vice presidents, student body president, representatives of the Academic Senate, Classified Senate, California State Employees Association (CSEA), and the chairs of each of the collegial consultation committees: Accreditation, Budget, Curriculum, Facilities and Safety, Student Success, Professional Development, Program Review, Enrollment Management and Student Equity, Research, and Technology.

The SBVC Strategic Plan is linked to the program efficacy phase of program review. Programs are expected to demonstrate how they are meeting institutional needs with regard to each of the six strategic initiatives. Program Review Needs Assessment requests must also be linked to the strategic initiatives as is the new processes to fund emerging and emergency needs [Evidence: Program Review Documents & Funding Request Documents]

California Senate Bill 1456 mandates, the Learning Compass Program has been created as an integrated thrust of both Instruction and Student Services towards student success. Recently organized during the 2013-2014 academic year, the program's long-term goals are – improve student success in individual courses; increase the number of students who persist to certificate completion, degrees, and transfer; increase the success rates among first-year students; as well as, offer a full-range of integrated educational and student support services. Within the Learning Compass program is the ASSETS Program intended for incoming students from feeder high schools and continuing students in learning communities. The ASSETS Program addresses college preparedness, streamlined transition to college enhanced counseling services integrated within their learning communities. These initiatives suggest the college's purposeful response to current mandates.

The Basic Skills Committee regularly addresses the needs of basic skills students in relation to student services programs. Since 2010, the committee has provided funding for the Counseling Department, Tumaini, and the Puente Project and the college library. For example, the Reading Department piloted an experimental course that allows the top 10% of the students who assess into Reading 920 to opt to take Reading 951- a course designed to provide students with the skills in one semester for enrollment in the English courses. This approach is similar to the "fast-track" courses to college-level math offered by the Math Department. In another example Basic Skills funded to library databases that promote Basic Skills learning, English Language Learner and Learning Express. Librarians then partnered with faculty teaching ESL and basic skills English courses to integrate use of the databases into class instruction.

The Student Success Center offers tutoring including supplemental instruction sessions to almost all courses in both individual and group formats. (www.valleycollege.edu/student-services/tutoring-academic-support/student-success-center). The Writing Center and Reading Laboratories are geared towards assisting students in English and reading courses (www.valleycollege.edu/student-services/tutoring-academic-support/writing-center and www.valleycollege.edu/student-services/tutoring-academic-support/reading-lab). In the same light, the College Library offers library and learning support services; it houses 70,000 volumes

of reference materials and faculty librarians who assist student's to competently research and evaluate resources. The Library has its "24/7 Chat Reference" feature where students who need research assistance can chat "live" with an academic librarian at any time of day or night. Moreover, the Library has a wealth of e-books and online database collection including the Learning Express Library that features widely encompassing resources from college preparation to skills building. The Learning Express Library is a pilot initiative for basic skills students funded by the Basic Skills Committee. www.valleycollege.edu/student-services/library

Similarly, under the overarching category of specialized counseling are the following programs – CalWORKS and Workability III, Disabled Students Programs and Services (DSPS), EOPS/CARE, Foster and Kinship Care Education, Student Health Services, Youth Empowerment Strategies for Success and Independent Living, Puente Project, Tumaini Program, Valley-Bound Commitment, Veterans' Services, STAR Program. Services of these programs and departments are geared towards meeting the needs of special populations while the Counseling Center provides services to the general population. www.valleycollege.edu/student-services/specialized-counseling-services

Over the last decade, a concerted effort has been made to ensure that all learning support services for students taking online classes are available. For example, an online orientation was developed to allow students to fulfill the orientation requirement. http://www.valleycollege.edu/online-classes

Online academic advising is also available. In the horizon is the complete availability of Web Advisor capabilities for education plan revision and degree audits that will allow students to communicate with counselors on their choices or changes of course selections consistent to their educational goals and possess up-to-date, real time evaluation of the extent of completion in their course of study online.

Self Evaluation
The college meets this standard. Through campus committees, plans and processes researches and identifies the learning support needs of students. Student needs are address through established support services, grant funded and categorically funded services, partnerships and innovation.

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

Actionable Improvement Plan
None

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary
The Counseling Department faculty and the Admissions and Records staff make regular site visits to the Big Bear off-site location. To supplement the online counseling available to off-site students, the Counseling Center sends two counselors each semester to the Big Bear Center. Furthermore, these students receive follow-up counseling services via telephone calls and or e-

mail. Representatives from Admissions and Records and the Financial Aid Department also conduct application and financial aid workshops each semester at the Big Bear location. Assessment staff administers on-site assessment on a semester basis. http://www.valleycollege.edu/admissions-financial-aid/admissions-records/admissions/assessment_testing

The college has assigned a dean to oversee the Big Bear program. In addition, an on-site coordinator at Big Bear High School is available three days a week to ensure SBVC students' learning and support needs are met. College representatives from instructional and student services areas work with Big Bear Mountain Centers to make progress toward raising awareness of the needs of off-site students. SBVC has an annual agreement with Big Bear High School to use their facility. Offerings at the site, in coordination with online offerings may lead to certificate completion in Graphic Arts and Business Administration, AA/AS degree, and transfer preparation. http://www.valleycollege.edu/online-classes

The college Library has a diversity of print and electronic material that serves the needs of the student population whether students are on campus or off- campus. Remote access is available to e-books, reference databases, and "24/7 Chat Reference" providing services to students located off campus. The 24/7 Chat Reference provides access to an academic librarian 24 hours a day, 7 days a week. Students can access this resource through Blackboard or from the Library's home page. http://library.valleycollege.edu/

College services at off-site locations and online programs are evaluated in the program efficacy phase of Institutional Program Review. Advisory committees for programs that offer online courses and provide instruction at offsite locations provide input to administrators and faculty regarding the quality of online instruction and offsite facilities. There is a Handbook for Online Students and a questionnaire to assess indicators of student skills, preparedness, and motivation available to students on the college website. Furthermore, the faculty closely monitors the achievement of online students. Data show positive success rates of students. http://www.valleycollege.edu/online-classes

The San Bernardino Community College District centrally hosts the college's course management systems and central help desk. The predominant means of evaluating the services provided for these areas come from surveys regularly disseminated to students, faculty, staff, and administrators. Although these evaluations are typically performed over the website using web-based evaluation tools, there are also periodic reviews of help-desk calls to ensure quality service to constituent groups. Feedback on student and faculty perceptions of service are also received during monthly district-wide Distributed Education Coordinating Council meetings. Data from help-desk calls are quantified monthly, with average evaluations being "excellent" (4.25).

Offsite assessments have been administered to local feeder high schools. A 50% increase in the number of visited local high schools has occurred with four high schools in 2009 to eight high schools in 2012. In addition, before the closure of Redlands Adult School, ESL assessment testing was provided for their students. The number of high school students who were assessed in their local sites has increased incrementally-- 211 in 2009-10; 367 in 2010-11; 443 in 2011-12; and 618 in 2012-13. Career counseling, academic advisement, and abbreviated education plans are afforded these students by the Counseling Department's counseling faculty.

A corollary development in the area of accessibility is college orientation, which can be completed either online or occasionally, on campus whenever requested by students. Online orientation has been made accessible to students since October 2008.

Considerable progress has been made in the areas of expanded online resources, including education plan viewing and online orientation, both of which reduce the need for in-office visits while maintaining student success. In 2011 – 2012 the number of students utilizing online orientation far surpassed that of on-campus (6350 vs. 791). Other areas of progress for accessibility include expanding services to meet diverse cultures, such as, providing multilingual services in Spanish, Mandarin, Russian, and Filipino) made available by bilingual counselors upon student's requests.
https://doclib.sbccd.org/index.php?CurrentDir=/SBVC/AcademicSenate/Program%20Review/Program%20Review%202011_2012/

Every spring, a Student Satisfaction Survey is distributed to all students taking online and/or hybrid classes. The overwhelming majority of students are "satisfied or very satisfied" with their online experience, including the student support services for online students. (http://www.valleycollege.edu/online-classes)

Self Evaluation
The college meets this standard. Distance Education programs at SBVC are aligned with Standard II.B. The Online Program Committee website provides a comprehensive view of how SBVC meets ACCJC Standards. Counseling, Financial Aide, Library and other Learning Support Services are available to online and off campus students. Off-site assessment is conducted at area high schools at the Big Bear location.

Actionable Improvement Plan
None

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary
At the college level, the conversations about what constitutes a "good learning environment" happen throughout the campus and in the individual departments and services. Student development activities come in the form of workshops offered by several departments and programs in Student Services. Topics include self-empowerment, success strategies, leadership development, and the like. Counseling related materials and resources are made available to students either online or via conventional formats. The appropriate departments regularly host transfer Fairs and Job Fairs. Additionally, mentorship of students in the Puente Project and Tumaini program by community leaders in business and education provide support leading to achievement. Also, Student Development courses instill personal, intellectual and aesthetic development as well as personal and civic responsibility. http://www.valleycollege.edu/about-sbvc/offices/office-vp-student-services/specialized-counseling-services

For Distance Education, conversations about what constitutes a "good learning environment" occur in the individual departments, in the Online Program Committee, and in the District's

Distributed Education Coordinating Council. The faculty co-chair and the administrative co-chair of the Online Program Committee represent the college on this district committee.

Self Evaluation
The college meets this standard.

Programs and services that contribute to this environment include Student Life, Student Government, Student Health Services, Athletics, and Service Learning components across campus.

Student Life: The Office of Student Life assumes a leadership role in creating a campus environment that integrates the learning experience and those experiences outside of the classroom to complement the academic curriculum. Student participation in the design and implementation of campus wide programs provides opportunities for the development and enhancement of leadership, interpersonal skills, and personal growth. The office provides structured activities, programs, services, resources and facilities to accomplish this mission.
www.valleycollege.edu/current-students/student-life

The Inter-Club Council (ICC) is comprised of one (1) club representative from each of the chartered clubs on campus and serves as the forum by which clubs communicate and work collaboratively with one another to strengthen and support campus events and activities. The Club Rush event is regularly sponsored by the Inter-Club Council (ICC.) The ICC has a designated time for networking via an established college hour for meetings and events. (www.valleycollege.edu/current-students/clubs/inter-club-council).

Club Missions: Clubs are student focused and intended to provide students with a holistic environment on campus, one that encourages academics and addresses the personal development of the student and his/her interests.

- American Sign Language Club: The goal is to serve as a center for students interested in the Deaf culture spreading deaf awareness on campus and in the community. It gathers and shares information from each other and is on campus to interact with the deaf and hard-of-hearing students and faculty members.
- Alpha Gamma Sigma, Delta Chapter: The mission of this Chapter is to foster, maintain, and recognize outstanding scholarship, as well as, promote cultural and social enrichment. AGS provides students the opportunity to engage in community service activities and aims to award scholarships to its active members.
- Freedom Faith Bible Club: This club stresses peace among Christian denominations.
- Art Club: The Art Club serves as a center for students interested in art activities on and off campus. Members are active in sponsoring visits to local museums, dinners or other events that promote the appreciation for art among students and staff.
- Black Student Union: The mission is to stimulate the intellectual, political, cultural and social growth of SBVC students through enrichment in educational and community programs. A supportive community where students, staff and local residents is formed for members to thrive academically, socially and personally.
- Caduceus: The goal of the Caduceus Club is to foster awareness of health care fields and provide information about the entry process into these fields of interest and to encourage community service and provide four year college level preparatory awareness.

- Campus Crusade for Christ: The purpose of this fellowship is to unite all Christians, and non-Christians alike who are interested in spiritual matters and to peacefully practice their Christian privileges while here at school. Campus Crusade for Christ is interdenominational and encourages its members to pursue high Biblical and academic excellence.
- Computer Science and Computer Engineering Club: An organization passionate about computer science and computer engineering that unites individual computer science and computer engineering enthusiasts to collaborate and develop computer-related solutions as a group.
- Gay-Straight Alliance: This club provides a social group for lesbian, gay, bisexual, and transgender (LGBT) students, staff, faculty and their straight allies. GSA aims to increase visibility and raise awareness of LGBT issues at SBVC, support the coming out process, and organize social gatherings. Membership of this organization is not construed to imply anything about a person's sexual orientation, only that the member is supportive of a diverse community.
- Geography Club: The mission of the Geography Club is to provide a place for those interested in geography to gather while promoting geographical awareness and the use of surveying equipment, in a fun and educational manner.
- Human Services Association: The Human Services Association provides a bonding and networking opportunity for interested human services students and friends. Members organize and participate in alcohol and drug free activities both on and off campus.
- M.E.Ch.A: M.E.Ch.A promotes higher education, leadership development, community service, cultural awareness and educational enrichment.
- Performing Arts Club: The Performing Arts Club defines a process, not an end. Its mission is to shape both a theatre and a community in order to deepen the students' understanding of themselves and the human condition. Artists, audiences, volunteers, students and businesses come together to share a love and enthusiasm for live theatre.
- Psychiatric Technology: The club's mission is to represent and assist the Psychiatric Technology Program and to provide support for its students until graduation.
- Puente Club: The Puente Club works to promote and increase the number of under-represented students who attend colleges and universities and return as leaders and mentors.
- Spanish Club: The goal of the Spanish Club is to celebrate the linguistic and cultural contributions of the Spanish speaking community.
- Voices for Success: The mission of Voices for Success is to build cultural awareness on campus, promote the EOPS/CARE program, create social, recreational, and educational activities and scholarship for the student body, encourage scholastic achievement, and provide community service.

Student Government: The Associated Students offers students opportunities to share in college governance; to interact with professionals; to participate in social and cultural activities; and to create and administer their own programs and support systems that reflect diversity, instill self-reliance, ethical leadership and responsible action.

Student Participation—Collegial Consultation: Campus committees are based on the concept of collegial consultation per Education Code 70902(b) (7). Collegial consultation

provides the opportunity for "effective participation" for students in decisions that affect them, thus encouraging civic responsibility and personal growth.

Student Health Services has a wide array of services for physical and mental health and health information resources including the availability of an online magazine for wellness tips. www.valleycollege.edu/student-services/specialized-counseling-services/health-services

Athletics and sporting events – The Athletics Program hosts numerous sporting events that showcase our student athletes thereby promoting home team spirit, sportsmanship, and sense of belonging beyond Physical education courses. (http://depts.valleycollege.edu/Athletics). A dedicated counselor from the Counseling Department provides counseling services for the athletes' well-rounded development. (http://www.valleycollege.edu/student-services/counseling/athletics-counseling)

Service Learning: Programs such as the Valley-Bound Commitment (www.valleycollege.edu/academic-career-programs/specialized-programs/valley-bound-commitment); Honors Program (http://www.valleycollege.edu/academic-career-programs/specialized-programs/honors-program); Alpha Gamma Sigma www.valleycollege.edu/current-students/clubs/alpha-gamma-sigma) have service learning components. The Valley-Bound Commitment requires 30 hours of community service for program participation. The Honors Program's community service activities are part of the graduation requirements for participants ; Alpha Gamma Sigma sponsors activities such as Electronic Waste Recycling, among other events.

Courses such as POLIT 138 Student Leadership and POLIT 139 Community Leadership have service learning components for participation in student government and campus projects as in the campaign for a "green campus". POLIT 139 encourages participation in -- March in March to Sacramento, as well as, internships. (http://www.valleycollege.edu/academic-career-programs/college-catalog)

Some English courses have service learning components including the production of the college electronic newspaper, *Arrowhead News* and literary magazine, *Phineas*. (www.valleycollege.edu/academic-career-programs/degrees-certificates/english/Arrowhead and www.valleycollege.edu/academic-career-programs/degrees-certificates/english/Phineas-Literary-Magazine.

In the Campus Climate Survey, most student respondents rated themselves "very skillful to moderately skillful" in the areas of defending positions in a debate or discourse; working effectively as leader or participant in a group; assumption of civic, political, and social responsibility, and setting of goals for personal and professional development.

Student support services are evaluated, as are the other areas of the campus, based on quantitative data supplied by the Institutional Research Office. Program efficacy requires programs to: provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals; aid in short-range planning and decision-making; improve performance, services, and programs; contribute to long-range planning; contribute information and recommendations to other college processes, as appropriate; serve as the campus' conduit for decision-making by forwarding information to or requesting information from appropriate committees. Program review needs assessment links to program efficacy and ties directly to program planning. Student learning outcomes are an integral part of

the program review process and student support services evaluate and address concerns identified through that process. In 2006, program efficacy documents were revised by the Program Review Committee in order to better address Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) as appropriate in student services programs.

II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

The Student Services departments and programs regularly undergo evaluation through the program review process, year-end reports, as appropriate categorical program reviews for categorically-funded programs. Through these evaluation vehicles, input from faculty and staff become vital sources in the program planning and design to support student development and success. The Dean of Counseling and Matriculation as well as Directors of specific programs give feedback and/or reports on the status of the services as they relate to student development and success. Also, regular meetings on the departmental, divisional, and Student Services Council are useful to provide feedback and communication among student services faculty regarding counseling services. Upon requests of departments, the Office of Research, Planning, and Institutional Effectiveness provides data as they relate to Student Services departments and programs. As have been repeatedly mentioned in previous sections, the Program Review process, SLO's/SAO's research and evaluation are the main vehicles through which counseling core functions are designed and evaluated. http://www.valleycollege.edu/~/media/Files/SBCCD/SBVC/research/emp-one-sheets-combined-2012.pdf

It is to be noted that counseling services are provided by departments and programs within Student Services, such as, the Counseling Center, CalWORKs, EOPS/CARE, Valley-Bound Commitment, S.T.A.R. Program, Disabled Student Programs and Services, and Transfer and Career Services Center. External to Student Services are programs like the Middle College High School, STEM Program. http://www.valleycollege.edu/student-services/specialized-counseling-services

Counseling services include academic, career, and personal counseling as mandated in Title 5 and elucidated in the California Academic Senate's Standard of Practice for Counselors in Community Colleges and the Role of Counseling Faculty (http://www.asccc.org/). Efforts are concentrated on providing standardized in-house training for counselors in other areas outside of Student Services by way of a training manual designed by the Counseling Department with assigned counselors from the Counseling Department to provide training to new counselors. Moreover, District staff from Technology and Educational Support Services (TESS) invariably gives training on the use of technology within Web Advisor, DATATEL, and SARS environments. Professional Development activities including   New Faculty Orientation and the annual Great Teachers' Seminar are also made available by the Professional Development Committee. http://depts.valleycollege.edu/professional

Forthcoming are the consolidation of training efforts and the enhancement of training processes under the leadership of the Vice-President of Student Services with identified counseling faculty to collaborate in the ongoing training of new and experienced counseling faculty.

In-service and flex activities for professional development including attendance to counseling related conferences afford the counseling faculty currency to changes and thrusts in their effectiveness

areas and competencies. Of late, the focus is on attendance to Student Success Conferences, First-Year Experience, and Paired Courses Leaning Communities, and many more. These activities allow opportunities to expand knowledge and skills and provide depth and comprehensiveness to counseling expertise of the faculty.

SBVC programs that have counseling faculty are: Counseling Center, Middle College High School, STEM Program, Transfer and Career Services, S.T.A.R. Program, EOPS/CARE, CalWORKs, Disabled Student Programs and Services, Valley Bound, and the Student Success Center. Counselors are also assigned to specific academic learning communities, specifically Tumaini and Puente in addition to the Learning Compass initiative. Counseling faculty provide academic, career, and personal counseling as mandated by Title 5. http://www.valleycollege.edu/student-services/specialized-counseling-services

Counseling services and interventions include but are not limited to: crisis intervention, CSU GE-Breadth and IGETC certification verification, educational plan updates and revisions, interpretation of assessment scores and other multiple measures for proper placement into SBVC courses, online counseling, prerequisite checks and clearances, probation and dismissal, graduation evaluation, high school outreach, and basic skills.

Additionally, counselors provide workshops to classes within specific disciplines. These workshops are evaluated by students. Counselors also serve as liaisons to various discipline departments. Transfer major guide sheets are updated by the Articulation Officer and provided to faculty who advise students. The guide sheets are posted on the SBVC Counseling Department website and are available to students.

Another component of counseling is student development. Counselors help to promote goal achievement, proactive success oriented behaviors, motivation, learning, and overall achievement. Counseling service delivery includes sensitivity to students' uniqueness, diverse cultures, learning and motivational needs, as linguistics abilities.

All SBVC programs with a counseling and/or academic advising component are evaluated through Program Review. The Program Review Committee has established a rubric for all programs, which are reviewed on a cycle. The comprehensive process includes a review with the campus strategic initiatives.

To appropriately capture the essential nature, function, and services of Student Services programs, the terminology SAOs was adopted instead of SLOs. Continuous assessment and improvements have been implemented since the last self-study based on the SAOs:

- Mandatory orientation for all first-time SBVC students
- High School Connection with a counselor assigned to conduct outreach including educational plans
- Expansion of online counseling
- Participation of counselor in Student Athlete Study Hall
- Improvement of service delivery to students during peak registration periods, culminating in a reduction in wait time
- Changes to interventions for probation/dismissal students
- Research compiled on counseling services received and basic skills needs

Self-Evaluation
The institution meets this standard

Data from the Office of Research and Planning indicate that students who have received counseling and educational plans have higher GPAs and completion rates than those who have not met with a counselor. (refer to the Institutional Review 2011-2012 Program Efficacy Phase – Counseling Department)

Student appointments are scheduled through the Scheduling and Reporting System (SARS) software. Data are gathered from the appointments and reported monthly. The data include information about basic skills, probation, dismissal, educational plans, financial aid appeals, graduation checks, career and major advisement, online counseling, transfer, veterans, athletes, etc. The SARS student contacts are uploaded into DATATEL, and reports are generated to the California Community College Chancellor's Office. The data provide a foundation for planning for future service enhancements.

At SBVC, counselors are hired in many areas outside of the actual Counseling Center, and the Dean of Counseling and Matriculation supervises primarily counselors in the Counseling Center. For those counselors not directly supervised by the Dean of Counseling and Matriculation, the other supervising deans cooperate and ensure the counselors receive training. Initial counselor training on academic policies and procedures is provided by the counseling faculty in the Counseling Center [Evidence? Training agenda?].

Ongoing training is provided through divisional meetings, departmental meetings, workshops, guest speakers, conferences, and email updates. The Articulation Officer and Transfer Center Coordinator disseminate transfer and articulation related information to appropriate counseling faculty, evaluators, and deans.

The Counseling Department's Student Success Committee's action plan includes the following:
I. Increase College/Career Readiness:
    a) The counseling department plans to meet the requirement of collaborating with the K-12 school system by bringing in a career component through our high school liaison. Currently we have a counselor for the High School and Adult School Connection program who meets with the local high schools on a regular basis. The Counseling Department's Student success committee is creating a flyer on career information and resources for distribution ancillary to the workshops done by our liaison counselor.
    b) For additional information about careers, the Counseling Department plans to have various videos and/or PowerPoint presentation and other online links available to the students on the Counseling Department's web page. Plans for topics presented will include "What to do with a Major in…," Career Technical Careers, Fastest Growing Occupations, and College Culture.
    c) The committee has added an additional component to the welcome letter that students automatically receive from Admissions and Records Office after applying for SBVC. The letter indicates that in addition to the mandatory orientation and assessment test a student will also be required to complete career assessments prior to meeting with a counselor.
    d) The committee has also created several PowerPoint slides to be incorporated to all current presentations both online and in classrooms that have to do with college, career, and how to be a successful student.

II. Strengthen Support for Entering Students:
   a) SBVC already has in place the mandatory orientation and assessment test as outlined by the Student Success Act. In addition to the mandatory orientation and assessment we currently offer a group advising to all incoming students. During this group session, students receive a one to two semester abbreviated education plan and we propose to add a component of career exploration to help prepare students for the classes that they will be taking prior to transfer or gainful employment. We will utilize Career Café as well as other career assessments to achieve this.
   b) In order to help strengthen the support for entering students the Department's Student Success Committee would propose the insertion of the general education sheets for SBVC, CSU, and UC's into the schedule of classes. This will allow student to cross reference their classes with the general education sheets to make sure they are taking classes that will help them achieve their goal. In addition to having the general education sheets available to the students the Counseling Department would propose the insertion of a page from the schedule of classes with all of the degrees and certificates we offer. Having the list of certificates and degrees available to the students will allow them to see any new or removed majors.
   c) The Counseling Department hopes to create presentations relevant to student success and gather YouTube videos which are allowed by Creative Commons license to be featured/hosted by SBVC. These online resources will focus on topics, such as, the differences between the CSU and UC school system, the differences between high school and college, study skills, time management, and college basics.
   d) Currently we have developed a comprehensive educational plan group workshops (for AA/AS-transfer; AA/transfer; certificate programs, nursing, Psychiatric technology, Pharmacy Technology, undecided major/career path) to facilitate comprehensive education planning sessions and corresponding Web Advisor entries. The Counseling Department would like to focus on students who do not currently have a comprehensive educational plan on file. We propose to reach the student population by flyers and class presentations and inform them of the policy change due to the Student Success Act and how they can maintain their priority registration date.
   e) The Student Success Committee has also created a flyer featuring applications students can download on their phone that will help them be successful students. The flyer will include such items as scholarship information, flash cards, bus routes, and planners.
   f) The committee has created a Student Success flyer to inform students of the new changes affecting them due to the implementation of the Student Success Act.
III. Incentives:
   (a) The committee is currently reviewing the approvals required for providing students incentives.
   (b) Basic Skills
   (c) The Counseling Department already has in place a program to help students with basic skills. One of the items includes additional narratives to the orientation to reinforce the importance of completing basic skills early on in the students' college experience.
   (d) All comprehensive and developmental counseling services will include dissemination of information regarding the Student Success Act and its implications to the students' college experience.

Actionable Improvement Plan
- Implementation of the SSSP and Project Assets plans
- Evaluation of the SSSP and Project Assets planning goals

II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

SBVC has a diverse student population. The college addresses the need to promote programs and services that support an appreciation of diversity in a variety of ways seeing that the college's mission is to support a diverse community of learners. http://www.valleycollege.edu/about-sbvc/missions-values

The Program Review Efficacy process requires all programs to provide an analysis regarding identified differences in the program's population compared to that of the general population. If warranted, programs are asked to develop plans or activities to recruit and retain underserved populations, ensuring that programs reflect the diverse nature of the campus. http://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review

The Arts, Lectures and Diversity Committee, Latino Faculty Staff and Administrators Association, and Black Faculty and Staff plan and promote a series of lectures and cultural events designed to celebrate our diversity and enrich the instructional environment of the college. Membership includes the Vice Presidents of Instruction and Student Services or designees, Dean of Arts and Humanities, and interested administrators, faculty, classified staff and students. Many examples of Arts, Lectures and Diversity sponsored events exist. They include storytelling by Jacque Tahuka-Nunez, Ernest Siva, and Malcolm Margolin to celebrate Native American Heritage Month, Reza Aslan, The Face of Islam since 9/11, Dia de Los Muertos, film viewings and Q&A on a variety of topics, Plays performed in American Sign Language, etc. http://www.valleycollege.edu/about-sbvc/campus-committees/additional-committees/arts-lecture-diversity. Events can be found on the College Master Calendar [Look for evidence; posters & emails advertising events].

The curriculum review process requires that each course address diversity as part of the curriculum process. A specific question about how the course addresses issues of diversity is addressed in the rationale/need for the course in Curricunet. http://www.valleycollege.edu/about-sbvc/campus-committees/curriculum

The Office of Student Life promotes and sponsors student clubs that mirror the diversity in the student community—Gay-Straight Alliance, M.E.C.H.A., Puente, Tumaini, Spanish, American Sign Language, etc. Examples of activities include: (a) the Gay –Straight Alliance provided a forum to answer questions on health and relationships and life; (b) the Spanish Club sponsored a Dia De Los Muertos Event; (c) the Veterans Resource Center held a Vets Women's Symposium. http://www.valleycollege.edu/current-students/student-life

Furthermore, our learning communities specifically examine the development of a diversity of students. Specifically, the Puente Program focuses on personal development through the use of

Latino/a literature. The Tumaini Program focuses on personal development through the use of African American history.
http://www.valleycollege.edu/student-services/specialized-counseling-services/puente-project
http://www.valleycollege.edu/student-services/specialized-counseling-services/tumaini-program
In addition, the STEM PASS GO grant affiliates have hosted a variety of events with a specific concentration on diversity including: (a) Women in STEM fields, (b) Men in Mathematics, (3) Veterans and STEM, etc.
http://www.valleycollege.edu/student-services/tutoring-academic-support/stem/hsi-stem-pass-go-grant

Self Evaluation
The college meets this standard

The Enrollment Management Plan developed by the Enrollment Management and Student Equity Committee defines expected outcomes and a self-evaluation component. The Department of Student Life and Student Success Center both participate in Program Review's efficacy process. The Tumaini and Puente Programs are evaluated in conjunction with the Counseling Department's Program Efficacy.

Seventy nine percent of students responding last three Campus Climate Surveys agree or strongly agree that SBVC was "sensitive to needs of students of all backgrounds".

Actionable Improvement Plan
None

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary
The college admission process has, within the past year, undergone an extensive review and revision. The enrollment forms for concurrent enrollment of K-12 students were revised to include a health form to be signed by a parent or legal guardian, a checklist, and a brochure describing the criteria used to determine a student's readiness for college courses. In addition to changes in the paper application, the college is meeting with District Computing Services to revise the online application. In its current form, students reapplying to the college online must print a signature page and bring it in person to the Admissions and Records Office. The new version will allow the entire process of reapplication to be done online, and will allow students to change the information in address and contact information fields. Student feedback and peer input are the primary evaluation tools used to ensure effectiveness (4.35).
http://www.valleycollege.edu/admissions-financial-aid/admissions-records

To ensure compliance with laws, regulations, contracts, and grant agreements governing the district's major fund units, an independent auditor, the firm of Eadie and Payne, conducts tests of internal control over both financial reporting and compliance. The results of that testing are shared with the responsibility center managers. Corrections to processes and tools are implemented immediately when possible. Deliberative planning takes place when necessary to ameliorate issues.

Placement processes are governed by Section 55512a of Title 5 of the California Code of Regulations and they are reviewed by the college's Matriculation Committee, a collegial consultation body whose role is to develop the college Student Success Plan, propose the budget for categorical matriculation funds; advise on policies, procedures, and implementation of matriculation components: admission, orientation, assessment, counseling, prerequisites, follow-up, training, and research. Membership includes representation from Instruction, Student Services, the Office of Research and Planning, and chairs of the reading, English, and mathematics departments. http://www.valleycollege.edu/about-sbvc/campus-committees/matriculation

The Disabled Student Programs and Services (DSP&S) office serves a population that includes a low-incidence of students who may have difficulty benefiting from college-level instruction. To determine whether the student has the ability to benefit, qualified DSP&S counselors carefully review professional verification of disability from psychologists, physicians, clinical social workers, school psychologists, and other professionals with the ability to provide diagnoses and assessments. In addition, the results of standardized tests, which may include intelligence, aptitude, achievement, SAT, ACT, PSAT, and the college assessment are examined. Students who do not appear to have the ability to benefit from instruction are counseled and referred to community agencies, with the capacity to provide instruction at an appropriate level, such as the San Bernardino Adult School. http://www.valleycollege.edu/student-services/specialized-counseling-services/disability-services

Self Evaluation
The college meets this standard

Mandatory assessment was implemented by the college in 2010. The college assessment instruments are designed to appropriately place students in fundamental courses to improve their chances of succeeding in college. Students are assessed in English, mathematics, reading, and ESL. The assessment includes multiple measures and is conducted in the college's Assessment Center and in Disabled Student programs and Services for students who need special accommodations. In fall 2009, the Academic Senate addressed the college's assessment options. The Office of Research and Planning provided a comparative study of the three assessments at SBVC—locally developed tests, Accuplacer, and Compass. Accuplacer was chosen to administer Math and English Assessments and an additional locally developed English test is available for students seeking placement into English 101. Since that time, the assessment instruments have been continuously monitored, evaluated, and adjusted through the collaboration of the Office of Research and content faculty in the Reading, English, and Math Departments.
http://www.valleycollege.edu/student-services/counseling/student_success/assessment

SBVC is an open-entry campus; hence there is an institutional obligation to ensure that all students are placed in courses that match their skill levels. Assessment testing is used for course placement. The college uses a full range of assessment tools for placing students. These assessment tools include multiple-measures tests for math, English, reading, and ESL. Each of these tests in validated by the SBVC Office of Research and Planning. The following validation and reliability studies are produced for each area:

- Content Validity. This process ensures that a valid link exists between course content and the material on the tests.

- Cut-score validity. This study shows that the cut scores are matched to the degree of course difficulty. In concert with the Matriculation Committee, staff of the Office of Research and Planning evaluates the cut-scores used for placement in reading, English, and mathematics yearly and makes recommendations for changes, if appropriate.
- Consequential and predictive validity. This study ensures that students and faculty agree on the accuracy of the placement and that the test is a good predictor of success in a course.
- Test item reliability shows internal consistency within each test.
- Disproportionate Impact. The demographic characteristics of various student groups are examined to determine the percentages of students who are placed in and complete pre-collegiate courses, degree-applicable course and/or transfer courses in reading, English, mathematics, and ESL. A series of studies has been implemented to determine the extent of cultural and linguistic bias in the assessment instruments.

Each of these reports is produced on a schedule defined by the California State Chancellor's Office.

There is no differentiation in admissions between DE and non-DE courses. Similarly, the placement processes are the same for DE and non-DE courses.

Actionable Improvement Plan
None

II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary
The Admissions and Records Office is responsible for maintaining student records. The process to electronically archive records prior to 1981was completed in fall 2013. The San Bernardino Community College District has a policy for the release of student records, which is compliant with the Family Educational Rights and Privacy Act of 1974 (Board Policy and Administrative Regulation 5040). The policy is posted for student access on the SBCCD website
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/5000/5040_Student%20Records.pdf

The Financial Aid Office is governed by both federal and state regulations with regard to the maintenance of student records. Federal regulations governing financial aid require that student financial aid records are kept for three years after the date of the last Fiscal Operations Report and Application Participate (FISAP) which is filed each September 30th following the end of the academic year. The Office of Financial Aid complies with this regulation. State regulations governing state financial aid require that student financial aid records are kept for three years from the last day of the period in which the grants were intended. The SBVC Financial Aid Office complies with this regulation. Financial aid records are now scanned into our ImageNow System and only the Financial Aid staff has access to these records. The SBVC Financial Aid

Office follows FERPA regulations with respect to releasing student records. The policy is posted for student access on the SBCCD website.
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/5000/5040_Student%20Records.pdf

Self Evaluation
The college meets this standard. Student admission records, transcripts and financial aid records are maintained in accordance with State and Federal guidelines. Student records are secures and only released in accordance with Board Policies and Administrative Procedures.

Actionable Improvement Plan
None

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary
Student support services are evaluated systematically through the college's program review process. The program efficacy and needs assessment phases of SBVC's program review process provides a systematic process for evaluating academic, administrative, and student services programs and services based on a three-year cycle. This process identifies needs of the programs addressed annually, and it encompasses the evaluation of student support services. Support services are evaluated, as are the other areas of the campus, based on quantitative data supplied by the Office of Research and Planning. Program efficacy requires programs to: (a) provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals; (b) aid in short-range planning and decision-making; (c) improve performance, services, and programs; (d) contribute to long-range planning; (e) contribute information and recommendations to other college processes, as appropriate; and (f) serve as the campus' conduit for decision-making by forwarding information to or requesting information from appropriate committees. Program review needs assessment links to program efficacy and ties directly to program planning. Student learning outcomes are an integral part of the program review process and student support services evaluate and address concerns identified through that process. In 2006, program efficacy documents were revised by the Program Review Committee in order to better address student outcomes assessment in student services programs.

Self Evaluation
The college meets this standard**.** Student Services are systematically evaluated through Program Efficacy, The Educational Master Plan and SAO assessment processes. Additionally, many areas such and Financial Aid and D.S.P.S. are subject to State and Federal requirements.

Annually, the college participates in a campus climate survey. Table 2 is a snapshot of the data compiled by annual student campus climate survey. Table 2 provides student evaluations of Counseling, Puente, S.T.A.R., Student Activities, Student Government, Disabled Student Programs and Services, EOPS/CARE, Financial Aid, Health Services, CalWORKS, and Career Services. The survey yields information about the percentage of respondents who actually participate in each program as well as a rating for the overall quality of service. . Programs use

this information to improve services and link it to the program review process as evidence of quality. http://www.valleycollege.edu/about-sbvc/offices/office-research-planning/Reports

Table 2 - Which programs or services have you used and how do you rate the quality of their services?

Service	Very Satisfied	Somewhat Satisfied	Not Satisfied
Academic counseling services	58.71%	31.74%	9.55%
Admissions Office	65.69%	29.90%	4.41%
Athletics	69.70%	28.78%	1.52%
Bookstore	73.06%	23.06%	3.88%
Cafeteria	62.11%	30.44%	7.45%
Campus Police	56.21%	24.26%	19.53%
Career Center	72.30%	23.65%	4.05%
Career Counseling	69.59%	19.88%	10.53%
Child Care Center	65.12%	25.58%	9.30%
Disabled Students Programs & Services	74.68%	21.52%	3.80%
Financial Aid Office	59.04%	26.86%	14.10%
Health Services	81.44%	16.76%	1.80%
International Students Services	67.86%	25.00%	7.14%
Library	84.62%	13.33%	2.05%
Student Activities (student gov., clubs, etc.)	71.01%	20.29%	8.70%
Student Assistance Program	74.78%	18.92%	6.30%
Student Life	74.59%	22.13%	3.28%
Transfer Center	66.08%	26.96%	6.96%
Tutorial Services	69.26%	26.41%	4.33%

Evaluation Reports: Quantitative evaluation reports are posted on the Institutional Research site that provides data on student success in order to show transparency of program efficacy. Tumaini (2007-2010 reporting period) reports that students had higher than average retention rates in five of the last seven semesters. In the last four semesters, Tumaini students achieved lower than average course completion rates.

Accreditation and Student Learning Outcomes Committee: Student support services learning outcomes are monitored through the Accreditation and Student Learning Outcomes Committee. The committee generates statistics and regularly reviews guidelines and best practices for all aspects of the student learning process.
http://www.valleycollege.edu/accreditation.aspx
http://www.valleycollege.edu/about-sbvc/campus-committees/accreditation-slo

Actionable Improvement Plan
None

Evidence—Student Support Services