



STANDARD IV

LEADERSHIP & GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Standard IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/ systems clearly define the organizational roles of the district/ system and the colleges.

IV.B.1 The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

The role of the Board of Trustees is to ensure the mission of the San Bernardino Community College District is “to promote the discovery and application of knowledge, the acquisition of skills, and the development of intellect and character in a manner that prepares students to contribute effectively and ethically as citizens of a rapidly changing and increasingly technological world” is achieved.

The Board is comprised of seven trustees elected from the local communities, and two student trustees are elected by their respective campuses according to the SBCCD Board Policy 2060. Each student trustee is entitled to vote in an advisory capacity according to the SBCCD Board Policy 2070. Trustees serve a four-year term, while the non-voting student trustees serve a one-year term. Currently the Board includes the following members:

- Donna Ferracone, President
- Dr. Kathleen Henry, Vice President
- Joseph Williams, Clerk
- Gloria Macias Harrison
- John Longville
- Dr. Donald L. Singer
- Nickolas W. Zoumbos
- Yasmeen Flores, CHC Student Trustee
- Rosalina Sosa Sanchez, SBVC Student Trustee

The members of the board and their brief biographies are listed on the San Bernardino Community College District Website. The members of District Administration can be found on the SBCCD website. The district has the following administrators:

- Chancellor - Bruce Baron
- Interim Vice Chancellor of Business and Fiscal Services - Tim Oliver
- Human Resources Consultant- Dr. Jack Miyamoto
- Director of Facilities & Planning - Vacant
- Director, Fiscal Services - Jose Torres
- Executive Director, Economic Development and Corporate Training - Dr. Matthew Isaac
- Associate Vice Chancellor, Technology and Educational Support Services - Dr. Glen Kuck

Board Policy 2000, describes the general guiding principles of the Board of Trustees’ duties and responsibilities are listed. It identifies the Board’s responsibility to “establish policies for, and

approve, current and long-range educational plans and programs, and promote orderly growth and development of the colleges within the District.” BP 2000 Section A, 1 & 7 outlines the Board’s responsibility for hiring and evaluating the Chancellor. BP Section C addresses establishing and maintaining academic standards, assuring the quality, integrity, and effectiveness of student learning programs and BP 2000 Section B details the board’s responsibility to ensure the financial stability of the institution. Further administrative procedures detail how the board carries out its responsibilities.

Chapter 4: Academic Affairs series of Board Policies states that “the colleges of the district shall offer comprehensive instructional programs in the areas of general education, transfer education, vocational education, learning skills education, community services, and joint programs with business, industry, labor, government, and other accredited educational institutions.” In addition, Board Policy 4100 addresses degrees and certificate requirements.; Board Policy 4220 addresses the standards for scholarship; Board Policy 4100 addresses the Graduation requirements for degrees and certificates offered, while the Chapter 5: Student Services of Board Policies covers a variety of Student Services related items, such as but not limited to admissions, tuition, fees, refunds, student records, enrollment priorities, course adds and drops, etc.

If changes in the Board Policy or Administrative Procedure are needed, SBCCD Administrative Procedure 2045 indicates the process to be used. While board policies may be adopted, revised, added to or amended at any regular board meeting by a majority vote, proposed changes or additions shall be introduced according to Administrative Procedure 2045 and require the collegial consultation process as indicated in Board Policy 2510.

In 2006, the Board of Trustees established a series of District Imperatives which included research on institutional effectiveness. During the Board’s annual study sessions, members review the imperatives with the institutional researchers from both campuses; in addition, in addition, the use of the Accountability Reporting for the Community College (ARCC) data and the 2013 Student Success Scorecard will be used to provide comparative analyses on similar institutions surrounding the college district and within the state. The ARCC and Scorecard data and the District Imperatives’ study sessions help the board in further examining and analyzing the institutional mission and visions, the college’s purposes, as well as having a glimpse at any demographic and economic changes in the local communities. (See District/Board Imperatives and Planning Documents)

In accordance with BP 3250 the “Chancellor shall ensure that the District has and implements a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research.”

The District’s mission, policies and planning documents ensure institutional integrity and address the quality and effectiveness of programs and services. The mission of the San Bernardino Community College District (SBCCD) as indicated in SBCCD Board Policy 1100 is “to promote the discovery and application of knowledge, the acquisition of skills, and the development of intellect and character in a manner that prepares students to contribute effectively and ethically as citizens of a rapidly changing and increasingly technological world.” Affirming the mission is SBCCD Administrative Procedure 4025, which provides that the “programs of the colleges in the District are consistent with the institutional mission, purposes, demographics and economics of the community.”

The SBCCD mission is achieved through the districts' two colleges; San Bernardino Valley College and Crafton Hills College, the Economic and Corporate Training Center (EDCT) and a public broadcasting system (KVCR) by providing high quality, effective and accountable instructional programs and services.

The mission is further supported by the Board Imperatives which reinforce the Board of Trustees commitment to excellence and effectiveness in all the operations, student success, retention and access and to prudent management of all the district's resources.

The Board Imperatives are:

1. Institutional Effectiveness
2. Learning-Centered Institution for Student Access, Retention and Success
3. Resource Management for Efficiency, Effectiveness and Excellence
4. Enhanced and Informed Governance and Leadership

SBCCD's mission is further supported by the District Strategic Plan (DSP) which consists of five strategic directions which are inclusive of the Board of Trustees' planning imperatives defined as "an essential line of forward progress along which the institution seeks to move in the long run, and with which it seeks to align its resources and actions, to realize more fully its mission, it includes:

1. Institutional Effectiveness
2. Learning-Centered Institution for Student Access, Retention and Success
3. Resource Management for Efficiency, Effectiveness and Excellence
4. Enhanced and Informed Governance and Leadership
5. Inclusive Climate
6. Community Collaboration and Values

Each of these strategic directions has corresponding strategic goals that are directly aligned with the EMP goals of SBVC and our sister college, Crafton Hills College. (District Strategic Plan and SBVC EMP).

The Chancellor's position is designated by the Board as an Executive Officer of the District and is established by written policy. BP 2170 Delegation of Authority to the Chancellor outlines the responsibilities of the Chancellor. BP 7250 and AP 7250 currently governs the process for the selection of managers. The Chancellor shall be evaluated once per year for the first two years of employment and every three years thereafter. The board accepts full responsibility for the selection, and termination if necessary, of the chancellor. District / campus member participation should be reflected from the Campus/District survey regarding the chancellor's evaluation. BP 2175 and AP 2175, last updated 5/9/2013, outlines the evaluation procedure for the Chancellor.

The District is in compliance with the majority of the accreditation standards set forth in IV.B. Board members continue to work with the colleges to support the interests of the college. The board takes an active interest in the college and the students it serves. The Board of Trustees members have held office for various lengths of time ranging from one to twelve years. The combined experiences from the Members of the Board of Trustees will continue to support the functions of the district.

The SBCCD Board of Trustees participates in training to enhance their knowledge about the role of board members and about the accreditation process. This district relies on resources for Trustee development from the Community College League of California [CCLC]. Every board member is given a full orientation, including a meeting with the chancellor and the board chair; every board member receives the most recent copy of the Trustee Handbook developed by the CCLC.

The board does not micro-manage, but there is an expectation that they “stay on top” of things through communication and study sessions. The board assesses its own performance using the model from the CCC Trustees league which is closely related to the accreditation standards. The board stays informed about the accreditation standards with timely reports distributed by the chancellor or through information obtained during their study sessions. Members stay informed when individual members report actions on programs (e.g., study session on instructional technology at the campuses, annual meeting on the budget and funding priorities). They also have a Retreat Book which provides guidelines for board members. The institution meets the standard.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

Members of the Board of Trustees are residents within the San Bernardino Community College District and are elected in accordance with BP 2050 and Title V. Trustees are representative of the gender and ethnicity of SBCCD population. Trustees bring a diverse experience to the Board having served in higher education, state government, San Bernardino County and a wide variety of community service organizations.

Members of the Board of Trustees are not owners of the institution. Several board members are retired employees of the District who have served on either, or both, campuses and therefore have a vested interest in the success and integrity of the District. BP 2260 further addresses conflict of interest. The Board of Trustee Code of Ethics described in BP 2010 ensures that board members act in a manner that is free of bias, unaffected to outside pressure, and in the best interest of the community they represent.

Self-Evaluation

The institution meets the standard.

Actionable Improvement Plan

None

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

SBVC's education programs and services, graduation requirements, curriculum development, and the faculty's role in educational matters are aligned with the District. The SBCCD Board of Trustees demonstrates its expectation for quality, integrity and improvement of student learning programs and services, and exercises oversight of the college by means of board rules and administrative procedures that establish standards for the college. The board policies on student learning (Chapter 4) and student services (Chapter 5) are guided by the district's mission, Board Imperatives and District Strategic Plan.

Self-Evaluation

The institution meets the standard.

The District Strategic Plan expresses that "We must maintain a current, meaningful and challenging curriculum. (p. 8)" and BP 4020, related to the curriculum approval process, support this statement. BP 4020 promotes involvement of faculty in curriculum processes, regular review of course and program quality and consideration of job market when developing programs. Changes to the curriculum are approved by the Curriculum Committee, a shared governance committee co-chaired by faculty and the Vice President of Instruction, before being included on the board agenda.

The District identified "The district and both colleges should collaborate in identifying new and emerging areas for curriculum development (DSP p. 64)" as a planning implication in the District Strategic Plan. SBVC's 63 AA/AS degrees and 76 certificate programs includes a wide variety of courses and program that meet this initiative by encouraging self-discovery and expanding knowledge beyond that of traditional curriculum. Examples of these courses and programs include the up-and-coming field of Water Supply Technology, diverse offerings in Human Services, the growing area of Crime Scene Investigation, and the unique art of Glassblowing.

The district is also committed to its mission of preparing students "in an increasingly technological world" in its approach to distributed education.

- The recommended method to apply to SBVC, as well as complete the required orientation, is via the Valley College website (SBVC Website).
- Distance education services are delivered using the Blackboard system and content streaming delivered via EduStream services. "There are 25 associate degrees and 22 certificates in which 50% or more of the required units are satisfied by courses that are approved by San Bernardino Valley College (SBVC) to be offered through "Distance Education" (DE). SBVC's General Education programs also have more than 50% of the courses approved for Distance Education." (SBVC Website).
- The District Technology Strategic Plan (DTSP) represents a macro view of the District's technology needs.
- Technology and Educational Support Services (TESS) provides students archives broadcasts from online tutoring sessions with SBVC faculty and self-assessment opportunities (TESS students).

- Staff Training – Professional and Organizational Development Coordinator coordinates the training, utilizing the resources of the Technology Services area and want to participate in the distributed education environment.

The board's responsibility to the financial health of the college is periodically reviewed along with the colleges' mission statements. Budget reports are also made available to this elective body. Through the district's administrative offices the board ensures that compliance with all state, federal, and local policies are followed.

The Board is aware of SBVC's institution-set standards. Institution-set standards were established by the Academic Senate at the 3/6/2014 meeting. Institution-set standards were presented to the Board on 4/24/2014 and campus performance on standards was presented in conjunction with the ACCJC Annual Report. Future analysis of institution-set standards and use of these standards to improve student achievement and learning will be presented to the Board in conjunction with reporting on the Strategic Plan and the ACCJC Annual Report.

The Board of Trustees regularly receives reports on student achievement and learning from the Office of Research, Planning and Institutional Effectiveness, The SBVC President and the Academic Senate. These reports which contain analysis, results and improvements include, but are not limited to, the Scorecard Report and its predecessor the ARCC Reports, The ACCJC Annual Report, The ACCJC Implementation of Student Learning Outcomes Update Report, The Strategic Goals and Initiatives and Educational Master Plan and Accreditation Self-Study.

Actionable Improvement Plan

None

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The Board of Trustees of the San Bernardino Community College District is the governing body of the district. The Board is established by, and derives its powers and duties from, the Constitution of the State of California and the Statutes of California as adopted by the Legislature and issued in the California *Education Code* (70902) and set forward in board policy 2040. The roles and responsibilities of board members are further described Education Code 70900-02 and the directives of Board Policy 2000. The code of ethics is set forth in Board Policy 2010 (BP 2010). The board does delegate authority for day-to-day operations to the Chancellor and senior executives in Board Policy 2170.

The board monitors progress on student learning and the district imperatives at its annual retreat. The board oversees the accreditation process and receives copies of all accreditation reports. The board is apprised of and assumes responsibility for all legal matters associated with the campus. Financial integrity is paramount and the district has maintained significant reserves which helps it weather state funding fluctuations throughout the past years.

Self-Evaluation

The institution meets the standard. The Board of Trustees has final authority regarding district policies, administrative procedures, contracts, legal and budgetary matters, and personnel

decisions within the guidelines set by district policy and state statutes. The College Brain Trust Report states that the district has a “strong fund balance position and manageable unrestricted general fund long term debt “

Actionable Improvement Plan

None

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

District board policies and administrative procedures are available on the district website. The various board policies listed here represents different areas mentioned concerning the Board of Trustees: including the board authorization (BP 2040), board membership and eligibility (BP 2050), duties and responsibilities (BP 2000), organization and election of officers (BP 2100), Board imperatives (BP 2270), code of ethics (BP 2010), self-evaluation (BP 2020), communications among members (BP 2030) and Board meeting operating procedures (BP 2120), etc. In additions, other areas such as public participation (BP 2140), minutes (BP 2150), inspection of public records (BP 2160), delegation of authority to the chancellor (BP 2170), evaluation of chancellor and presidents (BP 2175), authorized signatures (BP 2180), gifts to the district (BP 2190), board's negotiations representative (BP 2200), public presentation of initial collective bargaining proposals (BP 2210), committees of the board (BP 2220), collegial consultation (BP 2510), compensation for board members (BP 2230), board health and welfare benefits (BP 2240), board travel (BP 2250), and conflict of interest (BP 2260) are also included.

Self-Evaluation

The institution meets the standard. The district website can be accessed at: www.sbccd.org or www.sbccd.cc.ca.us. The website contains the District Missions, Board meeting agendas and minutes, Board and Administrative Policies, Board Imperatives, District Strategic Plan and other essential documents. Board Policies reflect what ACCJC standards are addressed by those policies.

Actionable Improvement Plan

None

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

The Board of Trustees uses district policies to guide its functioning and inform its practice as a board. A comprehensive review of all policies and procedures is continuing through all constituency groups (District Assembly, College Council, Academic and Classified Senates) and the Board considers whatever advice constituencies or individuals offer. For policies and regulations that affect academic and professional matters, the board relies primarily on the advice of the Academic Senates of both institutions; on matters defined as within the scope of bargaining interests, the board follows the requirements and conventions of negotiations. All board policies except the Human Resources section were revised before the 2008 self-study. Since then, the Human Resources section was updated as well as several other policies

including AP2510. In Spring 14, in consultation with the Community College League of California [CCLC] the board brought forth an aggressive plan to review all Board Policies and Administrative Procedures. SBCCD subscribes to the CCLC (Community College League of California) policy service, which updates the district on necessary changes to board policies.

Self-Evaluation

The college meets the standard. There has been infrequent deviation in reference to other Board Policies. As noted above BP/AP 2045 was not adhered to during the development and passing of BP 6610. Similarly, when the Board devise the plan to review all the Board Policies and Administrative Procedures, several Board Policies specifically regarding the Board of Trustees, such as BP 2200 (Board Duties and Responsibilities) were submitted to District Assembly as information items only. District Assembly during the 3/4/2014 meeting directed the Chancellor to advise the Board to allow revisions of these items according to AP 2045, Board Policies and Administrative Procedures. As of 4/1/2014 those information items have been revert back to regular revisions in accordance to AP 2045.

Since the last self-study report, a number of policies and administrative procedures have undergone revision and have been reviewed through District Assembly and other governance structures before final approval by the board. Board policy 2045 (BP 2045) and Administrative Procedure 2045 (AP 2045) describes the process for review of policies and regulations. However, recently the development of Board Policy 6610 was made and adopted unanimously by the Board without following the prescribed AP 2045's specific instructions which include "the Chancellor, through the collegial consultation process, has the authority to develop has the authority to develop new Board Policies and Administrative Procedures." This newly approved board policy had not gone through the process described in BP 2045, since it had not received any input from the college nor from the district office. The goal in this adopted policy (11/14/13) was to develop a local hire policy for district capital improvement and construction projects.

Actionable Improvement Plan

To ensure that Board and Administrative policies are reviewed and updated on a regular basis the CCLC consultant has developed a 5 year review cycle for all Board and Administrative Policies.

IV.B.1.f . The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

BP 2110 outlines procedures for education and professional development for the Trustees. The board holds annual retreats that include the chancellor, other key district personnel and, when appropriate, the college presidents with the intention of addressing annual strategic planning and goal setting. Board members are encouraged and supported to attend meetings, conferences and workshops that contribute to their professional development. Orientation of new members is addressed in BP 2110, additionally, now board members participate in the Community College League of California (CCLC) new member workshops. For example, during September 2012 the Board of Trustee held its planning retreat in order to go over the 2011-2012 Board Self-Evaluation, and the 2012-2013 Proposed Board Goals and Reaffirmation of Board Imperatives.

Any vacancy on the board is filled by special election or provisional appointment in accordance with the provisions of the Education Code and BP 2080. Vacancies are caused by any of the events specified in the *Government Code* or by failure to elect. Any resignation must be filed in writing with the County Superintendent of Schools.

Student Trustees vacancies are filled for the unexpired annual term by the Associated Students. A vacancy exists in the student board position when the student board member resigns from the board. A vacancy may occur if the student board member misses three consecutive board meetings without authorization, is enrolled for fewer than twelve (12) units, or does not maintain a cumulative grade point average of 2.0 in accordance to Board Policy 2060. The unit load and the GPA are to be maintained during the entire term of office.

Self-Evaluation

The institution meets the standard. Board members participate in a variety of conferences, workshops and events to further their understanding of issues and concerns related to governing the colleges of the San Bernardino Community College District including CCLC Trustee Conference (11/22/2013) and CCLC Effective Trustee Workshop (12/16/2013). Orientation to the board is provided by the chancellor along with their opportunity to attend CCLC new member workshops. [\[Evidence of conferences/workshops attended\]](#)

Actionable Improvement Plan

None

Board Goals and Priorities, approved on 9/22/13, focuses on enhancing new trustee education including a new Trustee Handbook. This handbook would include updated information on Accreditation.

IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

The board is committed to assessing its own performance as a board in order to identify its strengths and areas in which it may improve its functioning. To this end the board has established the following processes for evaluation:

- The board and the chancellor shall establish goals and objectives to be accomplished each fiscal year.
- A report will be completed by the chancellor on the accomplishments of the board goals and objectives at the end of the fiscal year and will be submitted at the board retreat.
- During the annual planning session each board member will complete the self-evaluation instrument according to Board Policy 2020 and submit it to the chancellor.
- The chancellor shall synthesize the annual report and the self-evaluation and information will be shared with the board.
- The board shall meet in open session to complete a final review and assessment of the board.

Self-Evaluation

The institution meets the standard. The 2012-2013 Board Self-Evaluation Study was completed and reported at the Board of Trustee's meeting on 8/22/2013.

Actionable Improvement Plan

None

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

Board Policy 2010 presents the code of ethics along with 13 responsibilities. The oath for a board member is as follows: *As a member of the San Bernardino Community College District Board of Trustees, I will perform my duties in accordance with my oath of office. I am committed to serve the individual needs of the citizens of the District. My primary responsibility is to provide learning opportunities to each student regardless of sex, race, color, religion, ancestry, age, marital status, national origin, or handicap.*

Self-Evaluation

The institution meets the standard. The 13 responsibilities include the performance of board duties effectively and credibly, work with fellow Board members cooperatively, vote fairly and without bias, represents all community members, welcome the active involvement of students, employees and citizens of the District, and striving to provide the most effective college board service possible. There have been no known ethical issues that have arisen or been addressed by the board.

Actionable Improvement Plan

None

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary

Administrative Procedure (AP) 3200 Accreditation sets for the requirements for preparation for reaffirmation of accreditation. AP 3200 includes the following requirements regarding preparation of the self-evaluation and participation of the Board of Trustees.

- The development of a self-study report and any other materials necessary to support accreditation or reaffirmation of accreditation shall begin no less than two years before the accreditation visit.
- The college president shall appoint an accreditation liaison officer (ALO), who will be responsible for coordinating all necessary activities in preparation for the visit by the visiting team and subsequent reports and visits. Each college shall have an Accreditation Steering Committee with members from faculty, management, the classified staff, and students.

- The self-study report shall be made available to the faculty, classified staff, managers, and student leaders for review and comment before it is sent to the Board of Trustees for approval.
- The Self Study and any subsequent reports required by the ACCJC shall be approved by the SBCCD Board of Trustees before they are submitted to the ACCJC.

Self-Evaluation

The institution meets the standard. The board has been aware of the evaluations from previous accreditation visits. The ALO presents all reports to the board first before sending them to the Accrediting Commission. The board typically addresses accreditation at one of its study sessions each year.

AP 2015 establishes the Accreditation and SLO Committee {ALSO Committee} and a shared governance committee. The charge of the ALSO committee states that the committee “prepares the self-study, prepares for the accreditation team site visit, follow up on implementation of accreditation recommendations, performs assessments as needed, and prepares any follow-up reports or documentation. SBVC has been focusing on accreditation since 2011 and preparing for the self-evaluation for over two and a half years. SBVC’s current ALO is the Vice President of Instruction, Dr. Haragewen Kinde. The Accreditation and SLO Committee [ASLO Committee] meets bi-monthly, or as necessary, to support the writing of the self-study document and any other reports as required. The Accreditation Committee meeting minutes since 2006 can be found at the Accreditation website. The ASLO committee members have attended conferences in regards to Accreditation and Student Learning Outcomes. Reports to ACCJC are distributed to shared governance groups for feedback and approval. The ASLO Committee began making presentations, facilitating workshops and working with constituencies regarding the 2014 self-evaluation study in Fall 2012.

San Bernardino Valley College Accreditation Self-Evaluation Team

Accreditation Liaison Officer:	Dr. Haragewen Kinde, <i>Vice President of Instruction</i>
Self-Evaluation Faculty Chair:	Dr. Celia Huston, <i>Professor, Library and Learning Support Services</i>
Distance Education:	Dr. Julius Jackson, <i>Professor, Philosophy and Religious Studies/Online Program Committee Co-Chair</i>

Standard I: Instructional Mission and Effectiveness

I.A Mission and	
I.B Institutional Effectiveness	
Co-Chairs:	Dr. Haragewen Kinde, <i>Administrator, Vice President of Instruction</i> Dr. Jeremiah Gilbert, <i>Faculty, Mathematics, Academic Senate President</i>

Committee Members:	Corrina Baber, <i>Classified, Schedule/Catalog Data Specialist, Instruction Office</i> Henry Hua, <i>Dean, Mathematics, Business and Computer Information Technology</i> Dr. Julius Jackson, <i>Professor, Philosophy and Religious Studies</i> Patricia Rossman, <i>Faculty, Physical Education and Athletics</i>
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Standard II: Student Learning Programs and Services

II.A Instructional Services Co-Chair:	Dr. Kay Weiss, <i>Dean, Arts and Humanities</i>
Co-Chairs:	Dr. Horace Alexander, <i>Associate Professor, English</i>

- Committee Members: Algie Au, *Assistant Professor, Biology*
Joan Backey Murillo, *Faculty, Biology*
Dr. Julius Jackson, *Professor, Philosophy and Religious Studies*
- II.B Student Services Co-Chairs: Dr. Ricky Shabazz, *Administrator, Vice President of Student Services*
Dr. Paula Ferri-Milligan, *Professor, English*
- Committee Members: Dr. Ailsa Aguilar-Kitibutr, *Professor/Counselor*
Rose King, *Classified, Tutorial Coordinator, Student Success Center*
Cindy Parish, *Articulation/Counselor, Counseling (Retired)*
Marco Cota, *Dean, Counseling*
Gina Curasi, *Faculty/Counselor*
Timothy Forrest, *Student*
Paula Venegas Alvarez, *Student*
- II.C Library and Learning Resources Co-Chairs: Dr. Ricky Shabazz, *Administrator, Vice President of Student Services*
Dr. Celia Huston, *Professor, Library and Learning Support Services*
Committee Members: Sue Crebbin *Assistant Professor, Physical Education and Athletics*
Ginny Evans-Perry, *Assistant Professor, Library and Learning Support Services*
Patti Wall, *Associate Professor, Library and Learning Support Services*

Standard III. Resources

- III.A Human Resources Chair: Dr. Susan Bangasser, *Dean, Sciences*
- Committee Members: Angela Grotke, *Classified, Secretary I, Social Sciences, Human Development and Physical Education*
Guy Hinrichs, *Associate Professor, Applied Technology, Transportation and Culinary Arts*
Sarah Miller, *Classified, Laboratory Technician, Biology*
Nori Sogomonian, *Associate Professor, Modern Languages*
- III.B Physical Resources Chair: Scott Stark, *Administrator, Vice President of Administrative Services*
- Committee Members: Elaine Akers, *College Nurse, Student Health Services*
Sarah Miller, *Classified, Laboratory Technician, Biology*
Dr. Susan Bangasser, *Dean, Sciences*
- III.C Technology Resources Chair: Rick Hrdlicka, *Director, Campus Technology Services*
- Committee Members: David Bastedo, *Professor, Biology*
Dr. Julius Jackson, *Professor, Philosophy and Religious Studies*
- III.D Financial Resources Chair: Scott Stark, *Administrator, Vice President of Administrative Services*
- Committee Members: Girija Raghaven, *Classified, Accountant, Grant Development and Management*
Dr. Ed Millican, *Dean, Social Sciences, Human Development and Physical Education*
Dr. Celia Huston, *Professor, Library and Learning Support Services*

Standard IV: Leadership and Governance

IV.A Decision-Making Roles and Processes

Chair: *Algie Au, Assistant Professor, Biology*

IV.B Board and Administrative Organization

Committee Members: *Dr. Gloria Fisher, Administrator, Interim President*
Dr. Horace Alexander, Associate Professor, English
Christie Gabriel-Millette, Research Analyst, Research, Planning and Institutional Effectiveness
Albert Maniaol, Interim Dean, Applied Technology, Transportation and Culinary Arts
Girija Raghaven, Accountant, Grant Development and Management
Cassandra Thomas, Laboratory Technician, Chemistry

Additional Resources for all Standards

Dr. James Smith, Dean, Research, Planning and Institutional Effectiveness
Dr. Julius Jackson, Professor, Philosophy and Religious Studies/Online Program Committee Co-Chair
Dr. Kathleen Rowley, Director, Grants Development and Management
Nicole Williams, Administrative Curriculum Coordinator, Instruction Office
Dena Peters, Administrative Secretary, Accreditation Committee

Prior self-study reports were made available to all segments of the campus community, including faculty, classified staff, managers, and students for review and comment before the Board of Trustees approval. Drafts of the 2014 self-study were made available to the campus for review and comments beginning Fall 2013. Portions of the documents were reviewed by various collegial groups, such as the Academic Senate, Instructional Cabinet, the Accreditation and Student Learning Outcomes Committee, College Council, and other various constituency groups. In addition, a series of draft study sessions for the entire campus were held during Fall 2013. First Draft Forum that presented how SBVC meets the standard were held in February - March 2014. The second draft was made available to the campus and reviewed by constituency groups for input and feedback in April and May 2014.

Data provided in the Self-Study report are accumulated from the various results of the campus climate surveys, demographics reports, enrollment data, student performance data, graduation data, transfer data, as well as State and Federal mandated reports findings, which are all made available on the [Office of Research, Planning, and Institutional Effectiveness website](#).

The Trustee Handbook includes information about the accreditation process. The board keeps abreast of accreditation standards and expectations by requiring the campuses to provide accreditations updates. SBVC's accreditation process was presented to the Board on 4/25/13. Dr. Barbara Beno, President of the ACCJC, did a presentation to the Board of Trustees which covered how the actions of the Board impact campus accreditation and the Board's responsibilities in the Accreditation process. [\[Evidence: Meeting date & minutes\]](#)

The 2010 Follow Up Report, 2011 Midterm Report, the 2014 Focused Progress Report as well as the 2012 and 2014 Substantive Change Reports were submitted to the Board of Trustees as well as the Midterm Report. The board took the opportunity to discuss both reports with the Accreditation Liaison Officer at the time of submission. The 2014 Reaffirmation of Accreditation Self-Evaluation was reviewed by the Board of Trustees at their April 24, 2014 study session.

The final Self-Evaluation will be presented to the Board of Trustees for approval prior to submission to ACCJC.

Actionable Improvement Plan

The ASLO Committee will present 2014 Self-Evaluation to the campus population in Fall 2014

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

BP 2000 specifies that the Board of Trustees is responsible for the selection and evaluation of the Chancellor. The job description for the chancellor details the responsibility and authority granted to this individual to administer board policies. As stated in Board Policy 2170 "The Board in consultation with the Chancellor shall develop the job description and goals and objectives for performance. " BP 7250 and AP 7250 addressing the hiring of management employees are the only policy and procedure that can be applied to hiring the chancellor. According to the Board Policy 2175, the Chancellor should be evaluated by the Board in compliance with the employment contract and the process indicated by the Administrative Procedure 2175.

Board Policy 2170, the board clearly delegates to the chancellor the executive responsibility for administering the policies adopted by the board and executing all decisions of the board requiring administrative action including but not limited to, the administration of colleges and centers, recommending appropriate actions needed to be taken when no written board policy is available, as well as the acceptance of written resignations and conferring with the District legal counsel for matters of the District. The Chancellor is expected to perform the duties contained in the Chancellor job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions. The board holds the Chancellor accountable for the operations of the two colleges and the district office.

The SBCCD Board of Trustees is effective in dealing with policy matters because they follow CCC Trustee's guidelines. The board is committed to an update of Board Policy and/or Administrative Procedures with the participation of collegial consult groups from the colleges while continuing to be consistent with the law as informed by the CCC Trustees. Administrative regulations in this district are approved at the District Assembly meetings. The board receives new administrative procedures as an information item as they surface while the Administrative Procedures represents the implementation phases of their perspective board policies.

The board ensures sufficient information on institutional performance, educational quality, and financial integrity to meet its high expectations. The expectations are set at the start of the year and throughout the year. For example, the board reviews all purchases over \$50,000. All

information such as Board meeting dates, and meeting agendas and minutes from the board meetings are made available online.

Self-Evaluation

The institution meets the standard. The Board has selected evaluated and clearly delegated authority to the Chancellor.

Although not specifically written for hiring executive managers, AP 7250 was the only procedure that addressed hiring of managers when the Chancellor was hired. The manner of the Chancellor screening process and appointment deviated from the procedures outlined in AP 7250. The Chancellor was hired at the Vice-Chancellor of Fiscal Services in 2009. He was appointed Chancellor by the Board of Trustees in 2010. A screening committee for a permanent Chancellor was convened and the committee members chose not to forward any candidates to the Board. On April 4, 2011 the Board of Trustees held a special meeting and conducted interviews from the hiring pool for chancellor despite the recommendation of the screening committee. Although AP 7210 (line 537) allows second screening committee to review the applicant pool to ensure qualified applicants for faculty have not been overlooked, AP 7250 does not include that language. The Chancellor was appointed by the Board of Trustees on 4/21/14.

There is contradiction between BP 2000 and AP 2175 in regards to the Chancellor's evaluation. BP 2000 states that the Board of Trustees must "Evaluate annually, in writing, the Chancellor's performance using selected evaluation instruments." This conflicts with AP 2175 which states "The Chancellor will be evaluated once per year for the first two years of employment, and every three years thereafter. Evaluations may be held on a more frequent basis when deemed necessary by the Board of Trustees."

As evidenced in Standard III A as of this writing the Chancellor was evaluated by the Board of Trustees under the terms of his contract in 2012 but not according to AP 2175. The Chancellor 2014 evaluation according the AP 2175 has been concluded and the Chancellor's contract extended for four years.

Actionable Improvement Plan

BP 2431 specifically addressing the hiring and recruitment of executive managers such as the Chancellor and Campus Presidents is being developed.

IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

The previous president of SBVC Dr. Debra Daniels utilized shared governance processes and transparency in leadership before her resignation in February 2012. The Educational Master Plan, Strategic Planning Initiatives, and the SBVC Planning Model were developed under her leadership. These documents built a strong foundation based on integration of planning, budget and institutional effectiveness and created a culture of data driven decision making on the campus. In the fourteen months following Dr. Daniels resignation the campus had two short-term interim presidents as well as the current long-term interim president. The campus weathered this period well because shared governance and integrated planning was part of the campus culture and systems were already in place to ensure continuity in campus operations.

The current interim president, Dr. Gloria Fisher, is continuing the practice of utilizing established practices, but has also initiated processes to evaluate and update the Education Master Plan and the Strategic Plan to maintain currency and relevancy. She has identified and acted on the several campus wide needs including a Governance Handbook, a means for requesting funding for emerging or emergency needs, and guided the ad-hoc Budget committee of the College Council to a shared governance committee. Additionally, due to workflow considerations in Human Resources Dr. Fisher facilitated the development of a system for filling vacant positions and funded the first growth positions hired in several years.

IV.B.2a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

The SBVC President reports directly to the Chancellor and works through College Council on strategic planning, issue management and communication. The President delegates authority appropriately to administrators and other constituent groups in keeping with their responsibilities and with shared governance processes.

Over the last two years, the campus has had four campus presidents, all with their own personalities and leadership styles. When the last permanent College President resigned in February 2012, the Vice President of Instruction was appointed as the first Interim President, which preserved continuity in leadership of the college. When this interim president resigned in December 2012, another long-time district administrator was selected to serve as the second interim President. Due to unforeseen circumstances, this interim president stepped down as of April 2013, a third interim president was selected by the Chancellor. Dr. Fisher is a long-time college administrator who advanced from the faculty.

Collegial Consultation is embraced at SBVC and the president adheres to the governance structure outlined in AP 2510. As such, the president delegates responsibilities and work with administrators, shared governance committees, and campus committees as appropriate. Classified staff, students and administrators are encouraged to participate in committees. Administrators are assigned to a committee either by their specific job description or according to their interests. Classified staff members notify the Classified Senate President, CSEA chapter President or the committee chair about their choice of committee. Faculty, as required by SBCCDTA contract, have an obligation to participate on assigned committees. Committee assignments of faculty's are managed by the Academic Senate, and the term of services for faculty is two years; the two-year term is designed to maintain a stability of faculty membership within a committee. Meeting schedules are designed to be stable within these two-year cycles in order to allow faculty to better plan their contractual committee assignment with their teaching obligations. This egalitarian approach to committees allows for broad-based participation. As a result, decisions are made collaboratively creating campus buy-in and participation, which generally leads to institutional improvement.

The days and times for various committee meetings can be found in the SBVC Governance Handbook produced by the Office of the President each year.

Self-Evaluation

The institution meets the standard. Our current interim president understands the purpose of collegial consultation and has worked to increase the value placed on the input and participation of the college. She has worked on transforming the purpose and the scope of the College Council, which is the main decision-making body on campus.

For example, College Council has now been identified as the governing body that approves special funding requests. At the May 8, 2013 College Council meeting, emergent and emergency needs were presented to College Council. The president advised College Council to appropriately allocate funds as needs arise. It was clear to College Council during this meeting that some requests were emergency needs, while others should be submitted through Program Review through the needs assessment ranking process. So the president clarified the purpose of the request process and confirmed that non-emergency needs should be approved through the program review process, and emergency needs should not be intended to circumvent our collegial consultation process. College Council has since worked with the Budget Committee to create an application process for emergent and emergency needs requests.

Actionable Improvement Plan

None

IV.B.2b. The president guides institutional improvement of the teaching and learning environment by the following:

- ***Establishing a collegial process that sets values, goals, and priorities;***
- ***Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;***
- ***Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and***
- ***Establishing procedures to evaluate overall institutional planning and implementation efforts.***

Descriptive Summary

College Council, and other shared governance groups, continue to review the mission, values, goals and priorities of the college on a regular basis. The linkage of institutional research, institutional planning, and resource allocation can be seen in campus plans and processes, in particular, the Strategic Plan, Program Review processes and the Budget Allocation Model. The strategic plan is developed by the Office of Research, Planning and Institutional Effectiveness using feedback from the entire campus and is guided by the college president. Program review needs assessment is a data driven process that is inclusive of the campus mission, strategic initiatives and learning outcomes and is used to identify institutional needs. For example, the Fall Needs assessment 2013 short report and prioritization lists can be found on the Program Review website. The Priority planning documents from 2008-2011 can also be found at the Office of the President's website. Results from the aforementioned reports are submitted to the president, so college programs can undergo proper funding review by College Council.

The Online Program Committee and the Vice President of Instruction monitor the curriculum regarding distance education delivery. In 2012, SBVC submitted a Substantive Change Proposal to the ACCJC. That Substantive Change Proposal was approved by the Commission in June, 2012. By 2014 distance education had grown to 25 associate degrees and 22 certificates that had either crossed the 50% distance delivery threshold or were very close to crossing that threshold. SBVC submitted another Substantive Change Proposal that was approved by the commission in June, 2014.

The Office of Research, Planning and Institutional Effectiveness reports to the president and fulfills the campus's data and research needs. Office of Research, Planning and Institutional Effectiveness regularly produces reports that support the work of campus committees and accepts research requests for customized data. The Dean of Research, Planning and Institutional Effectiveness keeps the President apprised of the institutions performance.

Self-Evaluation

The institution meets the standard. The President ensures that College Council continues to be the central functioning unit for planning; while allowing process and procedures for evaluating overall planning is in place. Informational presentations on the college's strategic goals and planning are held regularly during the college's opening days or in-service days. Program review is scheduled to take place every 4 years, while the planning cycle continues to take place every 5 years.

The president uses a variety of ways to keep the campus informed, such as producing the President's report, open-forums, and an all-campus meeting. For example, the president shared a list of current college matters in the January 2014 Opening Day, the topics of her presentation includes student services goals, the campus communication chart, Budget Allocation model, and how that links to the college's planning.

Institutional Reports and research requests can be found on [the Office of Research, Planning and Institutional Effectiveness website](#).

To continue the effectiveness of college functions, college planning documents undergo regular review and evaluations. The Strategic Planning document, Educational Master plan, Strategic Initiatives and benchmarks are all readily made available at the [Office of the President's website](#)

Actionable Improvement Plan

None

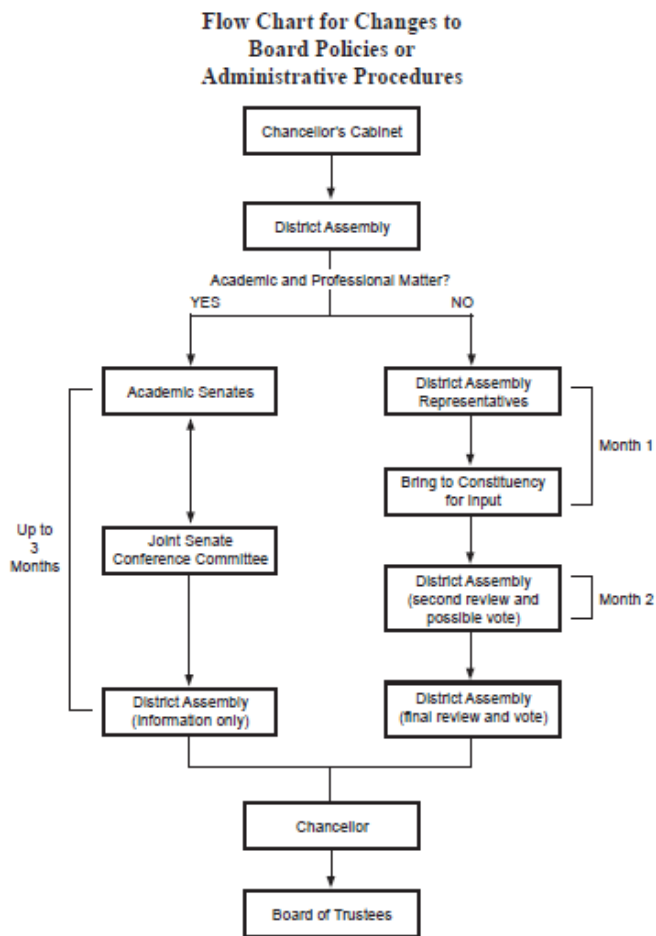
IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

The District Assembly is responsible for reviewing and implementing governing board policies. The president, an ex-officio member of District Assembly routinely evaluates the alignment of institutional practices to board policies through discussions in College Council and in the President's Cabinet and works in conjunction with the vice presidents of the college to monitor the implementation of the statutes. Through the involvement of the different constituency groups any and all changes in college practices and policies are immediately reflective upon

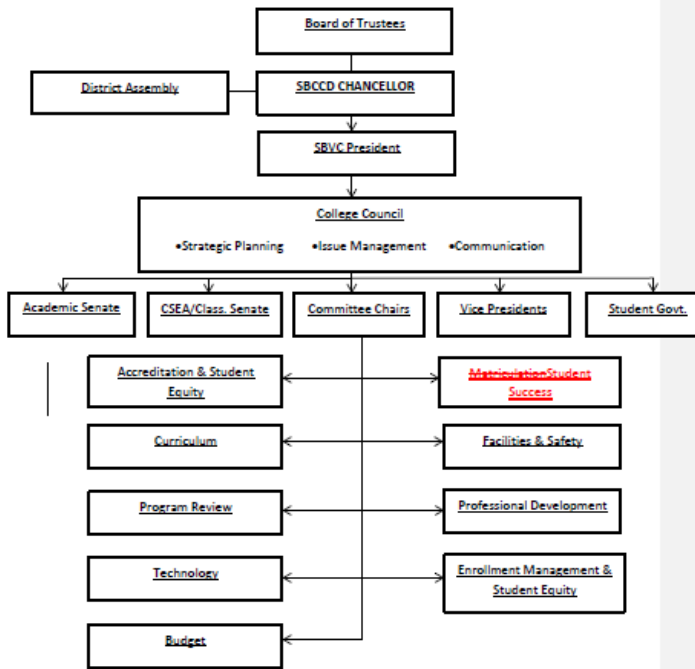
adoption. Additionally, the district and campus governance structures allow for governing board policies to be reviewed at all levels to ensure alignment of institutional practices, policies and the mission.

The Flow Chart for Changes to Board Policies or Administrative Procedure from AP 2045 shows how addition of new or revising of existing BP or AP moves from the District Assembly to the appropriate constituent groups.



9-9-11

Further, the campus governance chart from AP 2510 show how District Assembly interacts with College Council and other shared governance groups.



Self-Evaluation

The institution meets the standard. The president works with College Council to ensure that institutional practices and decision making processes are aligned. For example, when the Budget Committee was established special care was taken to ensure that its charge was inclusive of the Mission, aligned with Program Review Processes and the Strategic Plan. The charge and membership of the Budget Committee was properly reviewed and approved by College Council, as well as Academic Senate and Classified Senate before being added to AP 2510 for approval. Another example where the president and campus processes were instrumental in ensuring adherence to campus policies is the proposed K-12 Bridge Project between SBCCD, SBUSD and a non-profit public benefit corporation. The president brought the MOU to the attention of College Council and Academic Senate noting concerns that the MOU would inaugurate changes in current campus practice, and indicated that this specific MOU had not been established through the appropriate SBVC processes. [Evidence 9/4/14; 9/18/14 Academic Senate Minutes]

Actionable Improvement Plan

None

IV.B.2.d. The president effectively controls budget and expenditures.

Descriptive Summary

The president reviews budget summaries on a regular basis and is the ultimate decision maker for the college’s expenditures, the president holds the responsibility centers accountable for

their budgets [\[evidence\]](#), with appropriate expenditures to support their respective areas. While the president is well informed on making these decisions, information is also provided through established processes on campus. Because of this approach to budget control, the college maintains a balanced budget.

During Fall 2013, the SBVC budget committee was formed as an Ad Hoc committee of College Council for further assistance in the development and revision of the campus's funding issue. The Budget Committee was officially established as a shared governance committee and added to AP 2510 in Spring 2014. The charge and membership of the Budget Committee was mutually agreed upon by College Council, the Academic and Classified Senates. The Budget Committee also developed a Funding Model for Needs Assessment requests and emerging or emergency needs; and upon agreement by College Council, the adoption of the emerging need funding request application process was established. The Budget Committee identifies unexpended funds and tracks the campus fund balance. The committee recommends to College Council what portion of the fund balance that should be spent to fund one-time needs.

College Council including the president as the chair, reviews the prioritized needs assessment lists from Program Review and fund requests up to the amount recommended by the Budget Committee. College Council reviews requests for emerging or emergency needs on a case by case basis.

Self-Evaluation

The institution meets the standard. Although there have been multiple interim presidents in the office during the last couple years in SBVC, the college has a robust program review process in place that allows continuous reviews and evaluations of the college's educational service needs. The program review recommendations are sent to the president's office for the final decision-making step on campus. With the reintroduction of the campus budget committee, the president will gain additional insights for campus budgetary controls and make informed decisions on budget allocation.

For example in Spring 2014, based on the projected fund balance from 2013/2014 Budget Committee recommended that \$1,000,000 should be used fund Program Review Needs Assessment Request that can be accomplished with one-time funds.[\[Evidence: Budget Committee minutes; College Council minutes\]](#). College Council used the Needs Assessment Prioritization list to guide which requests to fund.

Actionable Improvement Plan

None

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The president of our campus has always represented our institution to the surrounding communities and participates in institutionalized outreach efforts.

All presidents have maintained memberships in and continued to represent the college in the following groups and associations:

- Hispanic Association of Colleges and Universities
- San Bernardino Area Chamber of Commerce
- Big Bear Chamber of Commerce
- American Association of Community Colleges
- Association of CA Community College Administrators
- CA Community College Athletic Association

All presidents maintained relationships with San Bernardino Unified School District and California State University San Bernardino.

The Student Success Summits organized by two past presidents in 2010 (verify date) and 2012 brought together community representatives from San Bernardino and Chino Valley Unified School Districts, the San Bernardino County Superintendent of Schools, Cal State San Bernardino, and the San Bernardino County Board of Education stand as an example that community events can survive changes in leadership.

Self-Evaluation

The institution meets the standard. The challenge of maintaining community relations during a period of interim presidents has been mitigated by the appointment of leaders who have long relationships with the campus, the district, and our communities.

The addition of the Business Conference Center, designed to be a destination for regional conference and meetings, has enhanced the campus ability to host community events. The campus hosted an AB86 Regional Town Hall meeting in December 2013.

Since her appointment in April 2013 the current interim President has attended or hosted 49 conferences, events or meetings at the State and Regional level. She has continued campus relationships with San Bernardino Unified School District, San Bernardino Kiwanis, San Bernardino Chamber of Commerce, the San Bernardino Symphony and the Inland Empire Education Council. The current interim president maintains communication with the campus community. She has established a "College Hour" from 12:30 – 1:30 on Tuesdays and Thursdays when the fewest classes are in session and encouraged clubs and committees to hold events during this time. All campus forums have reemerged on timely topics including equity and budget. The current interim president has established open office hours on Mondays from 12:30 – 1:30 so that any faculty, staff, students or community member can drop in without an appointment and talk to her about their concerns.

Actionable Improvement Plan

Hire a permanent president for San Bernardino Valley College during the 2014-2015 academic year.

IV.B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IV.B.3.a. The district /system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Descriptive Summary

SBCCD Organization clearly delineates and communicates the operational responsibilities and functions of the district ([see Organizational Structure](#)). [Organizational Charts](#) The outline of the [District Strategic Plan 2011-2014](#) further defines district responsibilities:

- provides an integrated framework within which the Board, the district, and the colleges can work toward coordinated goals over the long term
- facilitates effective pursuit of the mission of the district
- promotes efficient use of district and college resources in the long term
- helps the district and colleges anticipate challenges and take advantage of opportunities
- guides further planning and decision-making at all levels

As outlined in the [Administrative Procedure 2225](#), SBVC has a written collegial governance document that includes (a) the vision; (b) a compliance statement with the California Education Master Plan and Education Code; (c) the college mission statement; (d) the college values statement; (e) the governance philosophy; (f) the structure of the collegial consultation process; (g) the charge of the College Council; (h) standing committees, including their charge, membership, and reporting structure; and (i) management staff and reporting structure.

[Chapter 6: Business and Fiscal Services](#) and [Chapter 7: Human Resources](#) of Board Policies and Administrative Procedures also communicates the responsibilities and limits of the District.

Self-Evaluation

The institution meets the standard. As per the ACCJC recommendations following 2008 Self-Study the District has created an annual program review process that evaluates the effectiveness of the District. District Program Review is aligned with the District Strategic Plan, Board goals and Board imperatives. The campus participates District Program Review by completing a District Campus Climate Survey. Results of the annual [District Program Review](#) are also available online.

In order to be sure that campus employees know who to contact for assistance at the [District Help Sheet includes frequently dialed number and provides direction on who to call for services is distributed to the campus. The District Help Sheet, Organizational Structure\) and Organizational Charts are also accessible online.](#) The [District Strategic Plan](#) is available on the District website, along with a streamlined [brochure](#).

IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.

Descriptive Summary

[District Assembly](#) was created to provide a feedback system between the district and the colleges to review district policy and assign appropriate committees to resolve issues. Members are elected and the presidency of the District assembly rotates each year between the two colleges. The [Constitution](#) can be found outlining the purpose, membership, election procedures, duties of officers, meeting norms and the composition of the executive council.

The Chancellor's Cabinet, comprised of the Vice Chancellors (VC Fiscal & Business Services, VC Human Resources, Associate VC Technology & Educations Support Services) and Campus Presidents. They meet twice a month and they have cabinet retreats quarterly and acts a primary conduit for exchanging information and ideas between the district and campuses. Recent topics addressed by the Chancellor's Cabinet have been the College Brain Trust Report and the Hays Salary Study. Chancellor's reports are shared with the campuses via [Chancellor's Chat](#) newsletter and provide updates on information that supports the functions of the college. Board retreats and goal-setting allow for an assessment of the effectiveness of system services.

The Distributive Education Coordinating Council, TESS (Technology & Educational Support Services), District Marketing and Outreach committee, District Strategic Planning committee, Economic and Workforce Development Coordinating committee, District Budget committee, as well as Sustainability Plan committee generally develop, monitor, and update various activities based on data but also solicit campus input with appropriate distribution of college members in each group. Information or potential action items are brought back to the campus community with the intent of improving services of the colleges.

Self-Evaluation

The institution meets the standard. All District services are regularly evaluated using the [District Program Review](#) process. District receives evaluative data from the satisfaction surveys sent out to the populations served by the District. District plans are integrated with the campus and include assessment and self-evaluation components. For example the [District Technology Plan](#) is aligned with the District Strategic Directions (p.12) and San Bernardino Valley College Technology Plan (p. 15). District Technology Goals (p. 16-24) assign a responsible party to each goal and tracks progress and accomplishments. AP 2045 assures that any changes to Board Policy and Administrative Procedure is reviewed by District Assembly and appropriate constituent groups.

IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

- **What is the district/system's method of distributing resources to its institutions? Is the district/system based in a realistic assessment of needs of each institution? Is it a fair process?**
- **Is the district/system's resource distribution method data-driven? Does it reflect the needs and priorities of the institutions?**

Descriptive Summary

The district's distribution of resources is dependent upon the source of funds. For the most part, the largest source of revenue that comes to the district is in the form of general apportionment from the state chancellor's office. The most significant factor in determining the amount of general apportionment is the generation of full-time equivalency of students (FTES). The District calculates a three-year rolling average of FTES generated by each campus. General apportionment is then allocated based on this average. In recent years, this amounted to 70% to SBVC and 30% to CHC. The district does receive other sources of revenue from local, state and federal sources that either is allocated 100% to one particular campus (e.g., grants), 60%/40%, or 50%/50% (e.g., safety money and block grants). The rationale behind the last two allocation splits is mainly due to economies of scale. Historically, base budgets have been identified as accounts.

Self-Evaluation

The District Budget committee is responsible for planning and generating the resource allocation model; where the distribution of funding is primarily based on the college's FTES throughout the academic years. The [resource allocation model](#) from the previous years including 2010 to 2011 can be found at the [District Budget committee website](#).

The District commissioned the College Brain Trust to do a Resource Allocation and Utilization Study, referred to in this document as the College Brain Trust Report. The report noted that the District Resource Allocation Model "follows the same construct as SB361 which is the funding mechanism for the district and all other community college districts in California. (p. 10)" and noted that the mechanics of the model appear to be sound.

The College Brain Trust Report expressed some concerns and made recommendations in several areas that directly apply to the District and resource allocation including;

- Funding District Operations
 - "district office operations assessment does not have any specific parameters for how it is established, increased or decreased. To the degree net costs increase, the impact is felt directly by the colleges and the programs they offer for the students. The current method of determining the district office assessment appears to be out of synch with the basic principles of fairness, transparency, and providing proper incentives." (p. 13)
- Funding District Wide Assessments
- Changes to the Resource Allocation Model
- Developing Multi-Year Budget Projections

The Chancellor's Cabinet response to the College Brain Trust Recommendations were modified and [endorsed](#) by the District Budget Committee.

Actionable Planning Agenda

Develop multi-year budget projection

IV.B.3.d. The district/system effectively controls its expenditures.

- **What are the institution's financial control mechanisms? Does the institution follow standard good practice in fiscal management?**
- **Does the institution consistently end the fiscal year with a positive ending balance?**
- **What do the institution's most recent annual independent audit reports and audited financial statements reveal about control of expenditures?**

Descriptive Summary

The District follows the Budget and Accounting Manual (BAM) guidelines at the state level produced at the state chancellor's office (Title 5). Standard good practice is covered in policy and administrative procedures (first of 6000 series).

The institution consistently ends its fiscal year with a "significant" solid positive ending balance. The College Brain Trust Report states that "The district has a very solid reserve position, limited and manageable long term debt and a board of trustees committed to maintaining a stable operation as evidenced by the board action of March 2013 when the board directives for the 2013-14 budget were approved." No audit exceptions have been reported by outside auditors.

Self-Evaluation

The institution meets the standard. The district effectively controls its expenditures. District reserves, when used, minimize the impact of state budget cuts on the colleges. The College Brain Trust Report make several recommendations on how the District reserve can be used to decrease financial burdens placed on the college by district-wide assessments such as KVCR, EDTC and other post employee benefits.

The College Brain Trust Report notes that the district financial software Financial 2000 does not contain strong position control mechanisms and that accessing expenditure data through Financial 2000 is cumbersome.

Actionable Improvement Plan

None

IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Descriptive Summary

The college president serves as a member of District Assembly and Chancellor's Cabinet which provide a mechanism for communication between the district, the chancellor and the college. The college president's position or job description is described in the [Management/supervisor's job description](#) at the District Human Resources website. The evaluation procedure of the

college president is described in [Administrative Procedure 7251](#); where different appointees are included from the different constituent groups of the campus. As appropriate, the college president's evaluation might also include a campus-wide survey.

Self-Evaluation

The institution does not meet the standard. There is no BP or AP that clearly delegates responsibility and authority of the campus to the campus president. AP 7251 does not include mechanism for the evaluation of interim appointees. There is no BP/AP that addresses the hiring or appointing of an interim president.

Actionable Improvement Plan

BP/AP delegating responsibility and authority of the campus to the campus president is currently being developed.

IV.B.3.f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary

The chancellor and district use several mechanisms for communicating with the colleges. The district provides annual reports pertaining to finance, personnel and demographics. District-wide committees such as Chancellor's Cabinet, and District Assembly facilitate the sharing of information, which is brought back to the college.

Communication also takes place through the collegial consultation process via the Academic, Classified and Student Senates at the college. The chancellor sends out by email to all district staff, a monthly letter discussing local and statewide decisions and issues facing the district and colleges. Information resources include the district's computer information system. This system holds student information that may be used by the college for operations and budget information through the district financial information and purchasing software, Financial 2000. The district website provides a variety of information about the district, the board of trustee, board agenda, and board meeting minutes and recordings for public access.

Self-Evaluation

The institution meets the standard. District Assembly membership include all campus constituencies. District Assembly members are expected to report out the constituent groups. In the communication model used by the district, effectiveness of the communication relies heavily on the assumption that consistent and timely sharing of information between entities occurs and that that information will be shared vertically with college staff that are responsible for the day-to-day operation of the colleges. SBVC campus climate surveys indicate decreasing satisfaction with communication. This trend has been noted. The SBVC Communication Flow Chart to remind committee members they have an obligation to report to their constituents and to indicate where constituents can go for additional information. SBVC Shared Governance Handbook have been created to clarify campus shared governance processes, campus planning documents and campus processes.

In some cases, as in the communication of changes to fiscal and human resource procedures, changes may be instituted prior to information or training of staff.

Actionable Improvement Plan

None

IV.B.3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

The District relies on the different district and college groups to report their process concerning the District Strategic plan, for example the [2012 Progress Report on District Strategic Plan](#) aligns the specific goal with its appropriate objective(s), action(s), point person(s), status, progress, and the documentations regarding these goals. The District Strategic Planning committee is the governing body that is responsible to align college’s goals and strategic initiatives to the Board’s imperatives while balancing the district level strategies with measurable outcomes.

District Program Review is conducted annually and results are reported to the Board of Trustees and posted on the District website.

Self-Evaluation

The institution meets the standard.

Actionable Improvement Plan

None