San Bernardino Valley College
Institutional Self-Evaluation Report

**SELF-EVALUATION REPORT OF EDUCATIONAL QUALITY AND
INSTITUTIONAL EFFECTIVENESS
IN SUPPORT OF REAFFIRMATION OF ACCREDITATION**

Prepared and Submitted by:

San Bernardino Valley College
701 South Mt. Vernon
San Bernardino, CA 92410

Submitted to:

The Accrediting Commission for Community and
Junior Colleges of the Western Association of
Schools and Colleges

July 25, 2014

TABLE OF CONTENTS

TABLES

Page

FIGURES AND MAPS

Page

ACRONYMS

ACSA	Association of California School Administrators
ADA	Americans With Disabilities Act
AED	Automated external defibrillator
ALO	Accreditation liaison officer
AP	Administrative procedure
APR	Annual performance review
ARC	Annual required contribution
ARCC	Accountability Reporting for the Community College
AS	Associated Students
ASCCC	Academic Senate for California Community Colleges
ASG	Associated Student Governance
ASLO	Accreditation and Student Learning Outcomes Committee
ASSETS	Avenues for Students' Strengths, Excellence, Thriving, and Success
AV	Assessed valuation
BAM	Budget and Accounting Manual
BI	Bibliographic instruction
BOG	Board of Governors
BP	Board policy
Cal-Pass	California Partnership for Achieving Student Success
CARE	Cooperative Agencies Resources for Education
CBT	College Brain Trust
CC	Core competencies
CCCCO	California Community Colleges Chancellor's Office
CCCPRO	Community College Public Relations Organization
CCCS	California Community College System
CCLC	Community College League of California
CCR	California Code of Regulations
CDR	Cohort Default Rate
CEPA	California Environmental Protection Agency
CLEP	College-Level Examination Program
CMS	Course management system
COE	Common Origination and Disbursement system
COR	Course outlines of record
CSEA	California School Employees Association
CSU	California State University
CTA	California Teachers' Association
CTE	Career Technology Education
CTS	Campus Technology Services
CUPA	Certified Unified Program Agency
CUV	Carnegie Unit Value
DANTE/DSST	Defense Activity for Non Traditional Education Support
DBC	District Budget Committee

DCS	District Computing Services
DE	Distance education
DECC	Distributed Education Coordinating Council
DPR	Department of Pesticide Regulation
DSA	California Division of the State Architect
DSP	District Strategic Plan
DSP&S	Disabled Students Programs and Services
DTSC	Department of Toxic Substance Control
DTSP	District Technology Strategic Plan
EDCT	Economic Development and Corporate Training
EDTC	Employment Development Training Center
EEO	Equal employment opportunity
EHS	Environment, Health and Safety Committee
ELL	English Language Learner
EMP	Educational Master Plan
EOP&S	Extended Opportunities Programs and Services
ESL	English as a Second Language
FAFSA	Free Application for Federal Student Aid
FEMA	Federal Emergency Management Agency
FERPA	Family Educational Rights and Privacy Act of 1974
FISAP	Fiscal Operations Report and Application to Participate
FMP	Facilities Master Plan
FMP	Facilities Master Plan
FSC	Facilities and Safety Committee
FTEF	Full-time equivalent faculty
FTES	Full Time Equivalent Students
GASB	Governmental Accounting Standards Board
GE	General education
GOFA	Government Finance Officers Association
GPA	grade point average
GSA	Gay-Straight Alliance
HACU	Hispanic Association of Colleges and Universities
HIS	Hispanic-Serving Institution
HTC	High Tech Center
IB	International Baccalaureate
ICC	Inter-Club Council
IGETC	Intersegmental General Education and Transfer Curriculum
IT	Information Technology
ITV	Interactive television
JPA	Joint Power Authority
LEED	Leadership in Energy and Environmental Design
M&O	Maintenance and Operations Department
MEChA	Movimiento Estudiantil Chicano de Aztlan
MCHS	Middle College High School

MOU	Memorandum of Understanding
MSEIP	Minority Science and Engineering Improvement Program
NFPA	National Fire Protection Agency
OCLC-WMS	Online Computer Library Catalog World Share
OEP	Office of Emergency Preparedness
OPEB	Other Post-Employment Benefits
OPEB	Other Post-Employment Benefits
ORT	Off Reservation Training
OSHA	Occupational Safety and Health Administration
PALM	Program for the Advancement of Leadership for Managers
PLOs	Program learning outcomes
POST	Peace Officer Standards and Training
RAC	Resource Allocation Committee
RAM	Resource Allocation Model
RTVF	Radio, Television, Video and Film Department
SAOs	Service area outcomes
SARS	Scheduling and Reporting System
SBCCD	San Bernardino Community College District
SBCCDTA	San Bernardino Community College District Teachers Association
SBCS	San Bernardino County Sheriff
SBVC	San Bernardino Valley College
SEOG	Supplemental Educational Opportunity Grant
SERP	Supplemental executive retirement plans
SI	Supplemental Instruction
SLOs	Student learning outcomes
SMSR	Scheduled maintenance and special repair
SNAP	Software
SPAR	Student Progress and Achievement Rate
SPSS	Statistical Package for the Social Sciences
SSC	Student Success Center
SSSP	Student Success and Support Program
STAR	Success Through Achievement and Retention
STEM	Science, Technology, Engineering and Mathematics
SWACC	State Wide Association of Community Colleges
SWOT	Strengths, weaknesses, opportunities, and threats
TAG	UC Transfer Admission Guarantee
TAP	Transfer Alliance Program
TESS	Technology and Educational Support Services
TMC	Transfer Model Curricula
TRANS	Tax revenue anticipation note
TTIP	Telecommunications and Technology Infrastructure Program
UC	University of California
USDE	U.S. Department of Education
VA	Veterans Affairs

VBC	Valley-Bound Commitment
VPAS	Vice president of administrative services
VPI	Vice president of instruction
VPSS	Vice president of student services
VRC	Veterans Resource Center
WOW	Week of Welcome
WPA	Works Progress Administration
WSCH	Weekly student contact hours

Certification of the Institutional Self-Evaluation Report

Date: July 25, 2014

To: Accrediting Commission for Community and Junior Colleges,
                Western Association of Schools and Colleges

From: San Bernardino Valley College
                701 South Mt. Vernon, San Bernardino, CA 92410

This Institutional Self-Evaluation Report is submitted for the purpose of assisting in the determination of the Institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

_____

Bruce Baron, Chancellor, San Bernardino Community College District

_____

Donna Ferracone, President, Board of Trustees, San Bernardino Community College District

_____

Dr. Gloria Fisher, Interim President, San Bernardino Valley College

_____

Dr. Haragewen Kinde, Accreditation Liaison Officer and Co-Chair, 2014 Self-Evaluation, San Bernardino Valley College

_____

Dr. Celia Huston, Co-Chair, 2014 Self-Evaluation, San Bernardino Valley College

_____

Dr. Jeremiah Gilbert, President, Academic Senate, San Bernardino Valley College

_____

Cassandra Thomas, Classified Senate President, San Bernardino Valley College

_____

Brandon Brown, President, Associated Students of San Bernardino Valley College

Certification of Continued Compliance With Eligibility Requirements

1. **Authority**
   San Bernardino Valley College (SBVC) is a public two-year community college operating and awarding degrees and certificates under the authority of the State of California, the Board of Governors (BOG) of the California Community Colleges, and the Board of Trustees of the San Bernardino Community College District (SBCCD).

   SBVC is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). This organization is recognized by the Council on Postsecondary Accreditation and the U.S. Department of Education (USDE).

   SBVC also offers programs accredited by the California State Board of Registered Nursing and the National League for Nursing Accrediting Commission.

2. **Mission**
   SBVC's mission statement identifies its reason for being: "San Bernardino Valley College provides quality education and services that support a diverse community of learners." This statement is clearly defined and is appropriate to a degree-granting institution and its constituency and reflects SBVC's commitment to student learning. The mission statement was adopted in 2007 and is reviewed by campus constituencies and reaffirmed or modified (if indicated) on an annual basis by the College Council. The Board of Trustees approved the mission statement. The mission statement appears in all significant documents of SBVC including the Strategic Plan, the schedule of classes, the official College Catalog, and the College's website.

3. **Governing Board**
   The Board of Trustees of the SBCCD is made up of seven voting members, elected from the communities served by the District, and two student representatives (nonvoting), elected by their respective campuses. The Board of Trustees is responsible for the quality, integrity, and financial stability of the entities within SBCCD, including SBVC. The Board of Trustees adheres to its conflict of interest policy.

4. **Chief Executive Officer**
   Dr. Gloria Fisher has served as the interim president of SBVC since her appointment by the Board of Trustees effective April 11, 2013. At that time, she also served as the vice president of student services (VPSS). Effective January 6, 2014, with the appointment of a permanent VPSS, Dr. Fisher's full-time assignment is as president. Board policy grants her authority to administer board policy at SBVC. She does not serve on the Board of Trustees.

5. **Administrative Capacity**

   SBVC has 26 administrators, including one president, three vice presidents, seven deans, one associate dean/director, 11 directors, two managers (includes academic and classified managers), and one program administrator. Of these, nine are currently employed in interim positions. There are currently five vacant positions that are being evaluated. All permanent managers were hired through a competitive, open process, which included screening committees and a representative from the SBCCD Human Resources Office. All administrators have appropriate preparation and experience to provide the administrative services required to support SBVC's mission. The number of positions is sufficient to provide the administrative services necessary to support SBVC's mission and purpose.

6. **Operational Status**

   SBVC is a comprehensive college that meets the educational needs of its community. It offers a wide range of academic and vocational programs leading to degrees, certificates, transfer to four-year colleges and universities, career advancement, job training, lifelong learning, and personal enrichment in support of both its mission and the mission of the California Community College System (CCCS). SBVC has been in continuous operation since 1926.

7. **Degrees**

   SBVC offers programs leading to 66 Associate of Arts (AA) and Associate of Science (AS) degrees and 74 certificates (effective fall 2014). Included in these are six AS for Transfer (AS-T) and eight AA for Transfer (AA-T) degrees. Most courses satisfy the requirements for either majors or general education (GE).

8. **Educational Programs**

   SBVC considers student demand and need in determining the degree and certificate programs, as well as course objectives, University of California (UC) and California State University (CSU) requirements, and/or recommendations from advisory committees related to the needs of businesses and industry. Content review, program review, student learning outcomes (SLOs), and faculty evaluation contribute to courses that are of high quality and rigor. Certificate and degree programs have identified SLOs. Most degree programs are two academic years in length.

9. **Academic Credit**

   Academic credit is given in semester units based on the Carnegie Unit Value (CUV) system and Title 5 of the California Code of Regulations (CCR) minimum standards. One credit hour of work is equivalent to one hour of lecture or three hours of laboratory per week based on a term of 18 weeks. Information regarding academic credit is published in SBVC's catalog.

10. Student Learning and Achievement

SBVC developed collegewide SLOs, referred to as core competencies (CCs), in 2004. The CCs are available on SBVC's website and in the course catalog. The student service areas have defined service area outcomes (SAOs). Academic departments have defined SLOs for their programs and courses, which are also available on SBVC's website. Course-level SLOs appear on class syllabi and are attached to course outlines of record (COR). Program and course-level SLOs must be submitted with new courses and through the content review process. SBVC is engaged in a cycle of assessment of SLOs at the course, program, and college levels. Executive summaries have been submitted to the Office of Instruction on an annual basis. In 2013, summaries began to be submitted on a semiannual basis. Data on attainment of SLOs are now collected every fall and spring semester, for every course, regardless of where or how it is offered, beginning in fall 2013. The analysis cycle remains every three years. The faculty regularly engage in dialogue regarding student learning and strategies for improvement of student learning and assessment. In addition, institution-set standards were established in 2013-2014. Dialogue on institution-set standards began in the College Council, Academic Senate, and Online Program Committee. At the February 9, 2014, Academic Senate meeting, the Senate set the institution-set standard for course completion, degrees awarded, and transfer at one standard deviation below the mean over a seven-year period. The College Council endorsed the institution-set standards on March 12, 2014. Additionally, the Academic Senate approved at its May 7, 2014, meeting institution-set standards for success and retention in online programs. SBVC will not fall below the state average in these areas for over three consecutive semesters.

11. General Education

All academic and vocational degree programs include a GE breadth requirement. There are three pathways to the AA/AS degree. The CSU GE breadth and Intersegmental General Education and Transfer Curriculum (IGETC) are the most common; however, a third option for SBVC graduation includes more locally identified needs for GE. Course objectives are considered in recommendations for inclusion in College GE requirements as these are reviewed by transfer institutions. GE requirements include demonstrated competence in writing and computational skills as well as foundational level courses in the major areas of knowledge. The CCs (institutional SLOs) reflect the GE requirements. Degree credit is consistent with levels of quality and rigor appropriate to higher education as reviewed by transfer institutions.

12. Academic Freedom

SBCCD Board Policy 4030 (BP4030) defines the rights and obligations of academic freedom for all academic employees. Additionally, the California Teachers' Association (CTA) contract with the SBCCD addresses academic freedom (Article 6). SBVC provides faculty and students with the freedom to explore all knowledge appropriate to their discipline.

13. Faculty
SBVC employs 156 full-time faculty and 379 part-time faculty. The CTA agreement sets forth the process of evaluation for faculty, along with their responsibilities, which include contributions to campus service on committees. Assessment of student learning has been addressed in a Memorandum of Understanding (MOU) between the CTA and the SBCCD, signed on January 30, 2013.

14. Student Services
SBVC offers many student support services that assist students in completing their educational and career goals. These services include Academic and Career Counseling, Articulation, and Athletics programs; a Career/Transfer Center; a Child Development Center (CDC); Financial Aid; Matriculation/ Assessment; Orientation; Outreach/Recruitment; a comprehensive Library; a Student Health Center; Student Life and Student Government; a Student Success Center (SSC; tutoring); Student Ambassadors; and a Welcome Center. SBVC also offers services designed for special populations of students. These services include CalWORKS, Disabled Students Programs and Services (DSP&S), Extended Opportunities Programs and Services (EOP&S), Puente Project, Success Through Achievement and Retention (STAR), Tumaini Program, and a Veteran's Resource Center (VRC). All programs support the mission of SBVC.

15. Admissions
In support of the mission of the CCCS, SBVC provides access to all who can benefit from education. SBVC maintains an open-door admission policy consistent with the California Education Code and Title 5 of the CCR.

16. Information and Learning Resources
SBVC's Library maintains a collection of books, microforms, reference materials, e-books, and online databases, all selected and coordinated to meet the varied needs of the current diverse student population as well as to provide the opportunity for lifelong learning for the campus community. E-books and online databases are available in house on 37 research computers and remotely via the Internet. In addition, 107 computer workstations are housed in the Library Computer Laboratory, including some equipped with adaptive software. There are 31 computer work stations in the Instructional Laboratory Classroom. Online student services have expanded with an E-mail the Librarian service. There is also Question Point, a 24/7 reference service that permits students to receive help from reference librarians 24 hours a day, seven days a week. This service is available for all courses, regardless of where or how they are offered.

The SSC provides tutoring services in most disciplines. The Writing Center provides tutorial assistance to all interested students who seek assistance with writing assignments, including an online Writing Center tutorial service. There is an open

computer lab, housed within the Reading Lab, which provides an additional 20 computer workstations and minimal tutorial assistance.

17. Financial Resources

SBCCD's funding structure ensures SBVC's financial stability. The College governance structure considers program review and the Strategic Plan and utilizes the mission statement to support decision making in the allocation of resources.

18. Financial Accountability

Annual financial audits are conducted by externally contracted certified public accountants. These audits are reviewed by the Board of Trustees. SBCCD's business manager provides the financial audit for interested stakeholders.

19. Institutional Planning and Evaluation

SBVC has several mechanisms by which institutional planning and evaluation occur. Program review is a two-step process with needs assessment and program efficacy phases that occur each year. Rubrics are established to ensure fair reviews for each program. The Office of Institutional Research provides data and reports from surveys that are used for decision making. Information is available on the institutional research website. The SBVC Strategic Plan and the accompanying initiatives were developed via collaborative processes that included campus and community input. The plan guides the College in its goal setting and accountability. Benchmarks are provided to ensure SBVC is reaching its targets. The initiatives are integrated into program review and all budgeting procedures, as well as year-end reports and self-evaluation of managers.

20. Integrity in Communication With the Public

SBVC publishes a catalog annually and makes it available in both print and electronic versions. The catalog prominently displays the official name of the College along with its address, telephone number, and website. SBVC's mission is presented in the first section, which provides College information. Course, program, and degree offerings; academic calendar; program length; financial aid information; and availability of learning resources are featured. Additionally, the names of the governing board members appear on page 2, and the administrators and faculty are listed, with their degrees, at the back of the catalog. All admissions requirements, fees, and degree/certificate/ graduation requirements are listed, as well as the major policies that affect students, such as academic dishonesty, nondiscrimination, acceptance of transfer credits, student standards of conduct and disciplinary procedures, grievance and complaint procedures, sexual harassment, and fee refunds. In addition, suggestions for improvement and safety can be made by the public on the website. Complaints regarding unlawful discrimination or sexual harassment can be filed via forms found on SBCCD's website. Information to the public regarding informal and formal complaint processes is provided in Administrative Procedure 3430 (AP3430).

21. **Integrity in Relations With the Accrediting Commission**

SBVC's and SBCCD's Boards of Trustees are committed to adherence to the eligibility requirements, the Accreditation Standards, and the ACCJC policies. All required reports have been submitted in a timely manner. SBVC regularly communicates with the Commission regarding changes (e.g., recent substantive change proposals). SBVC is committed to working with the Commission and has served as host for a regional training activity. SBVC complies with all Commission requests, directives, decisions, and policies, and strives for all documents to be complete, accurate, and honest.

Certification of Compliance With Commission Policies

Policy on Distance Education and Correspondence Education

SBVC complies with this policy. SBVC's mission statement identifies its reason for being: "San Bernardino Valley College provides quality education and services that support a diverse community of learners." This mission statement is found on the cover of the SBVC catalog and on SBVC's website (0.1).

Distance education (DE) offerings at SBVC do not alter or supplant the mission of the College; those offerings are a way of advancing SBVC's mission by using technology to increase student access to quality education and services that support a diverse community of learners. Two of SBVC's strategic initiatives—initiatives that grow out of the mission—are "access" and "technology." Thus, there is a clear correspondence between the mission of SBVC, its strategic initiatives, and the existence of courses approved for DE delivery (0.2).

All courses are the same in content, rigor, and quality, no matter what the mode of delivery as the course outline of record. SBVC requires that all courses proposed for DE delivery be separately reviewed and approved by the Curriculum Committee, a standing committee of the Academic Senate, before being forwarded to the Board of Trustees for final approval.

In 2006, SBVC finished the transition from a paper process for course approval in the Curriculum Committee to a process driven by CurricUNET, a statewide database program designed to assist California Community Colleges with their curriculum development and approvals. As a part of this transition, the Online Program Committee realized that the required separate approval for DE courses needed clarification. Specifically, Title 5 of the CCR states that any course that is approved for DE delivery must demonstrate that there will be "regular effective contact" between instructor and students in the class.

> 55211. Instructor Contact. In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district-governing boards shall ensure that: (a) All approved courses offered as distance education include regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.

The Online Program Committee developed standard definitions that identified the types of contact included in DE courses. Although separate approval for DE courses has been in place for over 30 years, this clarification was a significant addition to the CurricUNET process. That process includes the initiating faculty having a conversation with a co-chair of the Online Program Committee, creating a detailed description of the rationale for DE delivery, including sample assignments focusing on the appropriateness of DE delivery for the content of the course, and, finally, listing the appropriate contact types that constitute a

minimum baseline for each section of the course offered in the DE format. The listed contact types clearly identify the regular effective contact that happens in each course and clearly state how the class will fulfill the quality control measures regarding regular effective contact with co-chairs of the SBVC's Online Program Committee and SBCCD's associate vice chancellor of technology and educational support services, thereby ensuring that approval for DE delivery meets the highest standards of SBVC and SBCCD.

The definition of DE by ACCJC includes a requirement that DE courses demonstrate that there is "regular substantive interaction" between faculty and students. This is one of the major distinctions between DE and correspondence education drawn by ACCJC. In 2011, the Online Program Committee discussed the Title 5 requirements and the ACCJC requirements and decided that at SBVC "regular effective contact" is equivalent to "regular substantive interaction." When SBVC fulfills the Title 5 requirements of the State of California, the accreditation requirements of ACCJC are simultaneously fulfilled. Thus, the rigorous approval processes in place at SBVC initially demonstrate that the relevant Commission policies regarding DE are being addressed (0.3, 0.4).

SLOs are defined for courses and for programs and are identical in traditional courses and those offered in an online environment. SBVC affirms the importance of SLOs as a way to continually improve instruction. This process is clearly documented at the division level, and the data are housed in the office of the vice president of instruction (VPI). SBCCD has purchased a program, eLumen, to assist the campuses with the collection and tracking of SLO data. The intent of SBVC is to assess "every SLO in every section in every semester" beginning in fall 2013. This includes all online sections. The use of eLumen will streamline the collection and analysis of SLO data.

SBVC has submitted two substantive change proposals (2012 and 2014) to ACCJC as online offerings have increased. Both proposals have been accepted by the Commission.

One element of SBVC's Comprehensive Quality Control Process deals with student authentication. In the summer of 2008, Congress passed legislation that included language with implications for online classes. As stated in Section 496 of the August 14, 2008, Higher Education Opportunity Act (HEOA), "Accrediting agencies must require institutions that offer DE or correspondence education to have processes to establish that the student who registers is the same student who participates in and completes the work and gets the academic credit." The implementation of this law is being taken seriously by accrediting agencies such as ACCJC. The key issue is in knowing that the student who is doing the work in an online class is the student who is getting credit for doing the work in the online class. The language of the conference committee that drafted the compromise legislation is clear that using an authentication system with a student login, such as Blackboard, is sufficient to meet the spirit and letter of the law. All students enrolled at SBVC are issued a secure username and password for access to the Blackboard learning management system. Those usernames and passwords are unique to each individual, and students are encouraged to change their passwords after initial login and frequently thereafter. In addition to the secure

login, the Comprehensive Quality Control Process for online classes includes a checklist of other ways to ensure student authentication (e.g., internal, instructor-controlled password protection for exams; techniques to limit cheating on exams; extensive writing and revision tasks through the semester; "plagiarism certificates"; "ethics certificates"; and informal Google checking for plagiarism). This is an opportunity for faculty to reflect on other ways to make sure that the students who are getting credit for a class are, indeed, the students who are doing the work in the class as well as an opportunity to reflect on the pedagogy (andragogy) of online learning. SBCCD's Office of Distributed Learning has purchased and is now implementing Turnitin as a formal way of assessing whether students' writing is their own work or borrowed from other sources.

SBCCD's Distributed Education Coordinating Council (DECC) has explored more technology-intensive approaches to student authentication, such as Acxiom Identity-X Authenticate. However, such reliance on technology has been seen as a very narrow approach to solving the problem. The discussions at this point favor what WCET calls "prevention" approaches to academic integrity and student authentication (0.7).

Student authentication resides in a larger arena of academic integrity. The login screen to SBVC's Blackboard site includes a bold reminder about academic integrity and verification of student identity: "By clicking on a course link in Blackboard, I affirm that I am the student who is enrolled in the course. Furthermore, I affirm that I understand and agree to follow the college's regulations regarding academic integrity. Failure to abide by those regulations may result in disciplinary action, up to and including expulsion from the college." This affirmation is also included on the Blackboard landing page. Secure, password-protected login to Blackboard, reminders of the importance of academic integrity upon login and upon entrance into a Blackboard shell, and faculty-specific interventions to prevent plagiarism and verify identity constitute SBVC's multilayer approach to student authentication (0.5).

Policy on Institutional Compliance With Title IV

SBVC complies with this policy. SBVC participates in the Federal Perkins Loan Program. SBVC has a small amount of money to award in Perkins Loans each academic year. First consideration of these loan awards is typically given to students with exceptional financial needs as well as students enrolled in the nursing, psychiatric technician, and sheriff's academy programs. Other students are considered on an individual basis. For the past three years, the percentage of students receiving loans has been approximately 0.003 percent, as detailed in Table 1:

Table 1. *Federal Perkins Loan Program Awards Totals Report*

Aid year	Perkins loans	Dollars disbursed	Non-institutional loans	Dollars disbursed	Enrollment	Percentage of students receiving loans
2010-2011	21	$34,750	16	$117,587	19,169	.002
2011-2012	13	$15,500	36	$287,734	16,593	.003
2012-2013	9	$ 8,000	35	$318,835	15,441	.003

SBVC's default rate does not require a default reduction plan; however, the Financial Aid Office has established a default management plan to help educate students on the consequences of taking on college loan debt and the importance of repayment. SBVC's default rate is summarized in Table 2:

Table 2. *SBVC's Default Rates Three-Year Fiscal Year 2010 and 2009*

OPE ID	School	Type	Control	Programs		FY2010	FY2009
127200	San Bernardino Valley College, 701 S. Mount Vernon Ave, San Bernardino, CA 92410	5	Proprietary	Perkins direct	Default rate	48.28	27.08
					# in default	14	13
					# in repay	29	48
					Enrollment	19,169	21,305
					% calculation	0.002	0.003

Enrollment data. To provide context for the Cohort Default Rate (CDR) data, SBVC includes enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, fiscal years reflect the academic year ending on June 30 prior to the beginning of the cohort year (e.g., fiscal year 2010 CDR will use 2008-2009 enrollment).

SBVC evaluates all student loan requests on a case-by-case basis and has the federal authority [Higher Education Act (HEA) Sec.479(A)(c), 34 CFR 685.301(a)(8)] to reduce or deny loan requests for students who, based on professional judgment, are at serious risk for loan default or unsatisfactory academic progress. High levels of indebtedness (including loans from other colleges), coupled with unsatisfactory academic progress, are common indicators for students to be at high risk for default. A student loan request may be denied or reduced for one of the following reasons:

- Student has not met SBVC's satisfactory academic progress (SAP) standards.
- Student has already borrowed the maximum appropriate amount for a community college.
- Student appears to be in default or delinquent on financial obligations.

SBVC requires that all first-time borrowers of Perkins Loans complete an entrance counseling session. The entrance counseling session is provided to students online. During the entrance counseling session, students are informed on how student loans and promissory notes work. Additionally, SBVC emphasizes the importance of repaying loans, describes the consequences of default, and shows student loan borrowers sample monthly repayment amounts and options. SBVC collects as much contact information about student borrowers as possible during entrance counseling to facilitate future contact if needed.

SBVC requires all student loan borrowers who graduate, leave their program of study, or enroll in 6 units to complete an exit counseling session. The exit counseling session is provided online. Exit counseling is an effective way to prevent defaults and is often the last opportunity that borrowers have to work with someone at SBVC regarding their student loans. The exit counseling session provides in-depth counseling that focuses on fully explaining repayment plans and choices that fit the students' needs. SBVC recognizes that timely and accurate enrollment reporting to the National Student Loan Data System or the guarantor is required by federal regulation and promotes school and student success. SBVC agrees there is a direct correlation between late or inaccurate enrollment reporting and loan defaults. This monthly activity ensures that borrowers receive their full grace period and further ensures that contacts from the loan servicer, such as correspondence and telephone calls, occur in the appropriate timing and sequence.

The director of the Financial Aid Office is exploring financial literacy programs to help all students, not just borrowers, become financially responsible adults. The director plans to implement a comprehensive program with student success tools, financial education, default prevention, and financial aid management.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

SBVC complies with this policy through the College Catalog, class schedules, College's website, and other forms of social media. SBVC uses several forms of institutional advertising to ensure integrity and responsibility in marketing, student recruitment, and representation of the College's accredited status to prospective and current students. The following list is an overview of how SBVC promotes its educational programs on and off campus:

A. Advertising, Publications, and Promotional Literature

SBVC utilizes the College Catalog and class schedules, which are available in print and electronic formats, to inform the public of its educational programs and services. These publications are clear and updated electronically to ensure that they are factually accurate. The College Catalog and class schedules offer information on SBVC's education program and display the regulatory and enrollment information as required by Standard II.B of the ACCJC Accreditation Standards.

B. Student Recruitment for Admissions

SBVC relies on qualified faculty and staff who are knowledgeable about the College's admissions policies and procedures for financial aid. The Outreach and Recruitment Office is the primary recruitment unit on campus. The Outreach and Recruitment Office's objective is to provide prospective and current students with access to SBVC through recruitment and outreach efforts in the local community. The Outreach and Recruitment Office disseminates admissions information, major sheets, and other SBVC information at feeder high schools and community events. Under the direction of the outreach coordinator, trained student ambassadors serve as representatives at college fairs, community events, and high school visits. Together, the outreach coordinator and student ambassadors work to assist current and prospective students with admissions and successfully transitioning into college.

C. Representation of ACCJC Accredited Status

SBVC maintains its accreditation status and informs the public of accreditation activities via the SBVC website. The current accreditation status with the ACCJC is also published in the 2013-2014 College Catalog (page 5). Additionally, the College Catalog includes statements that "SBVC's Nursing Program is approved by the California Board of Registered Nursing and accredited by the Accreditation Commission for Education in Nursing" (p. 5).

Policy on Institutional Degrees and Credits

SBVC complies with this policy. The college conforms to the 60-unit semester credit-hour standard. Requirements are on page 33 in the College Catalog. Graduation requirements for the AA degree have the following criteria:

A. A student must complete 60 units of degree-applicable work with an overall grade point average (GPA) of *C* (2.0) or higher in all courses.
B. Depending on the major, a student must achieve a grade of *C* or higher in each course to be counted for the major. Courses completed for a Certificate of Achievement that also fulfill requirements for an AA degree must be completed with a grade of *C* or higher.
C. For associate degrees for transfer, a student must complete a minimum of 18 semester units in the major or area of emphasis.

SBVC ensures that a credit hour meets accepted academic expectations through BP/AP4020. The definition of a credit hour is on page 10 of SBVC's catalog. SBVC has established procedures to ensure that curriculum complies with the definition of "credit hour" or "clock hour," where applicable. SBVC's Curriculum Committee ensures that a credit hour meets accepted academic expectations. SBVC complies with the ACCJC's assessment of clock-to-credit-hour conversion formula.

Policy on Institutional Integrity and Ethics

SBVC upholds and protects the integrity of its practices through its mission statement and institutional strategic initiatives, commitment to diversity, policies and procedures, and compliance with the California Education Code and other relevant regulatory requirements. SBVC regularly reviews its institutional plans and educational policies to ensure that they are current and accurate.

SBVC completes and submits all required reports to the Accreditation Commission, California Community Colleges Chancellor's Office (CCCCO), state and federal governments, and any other body requiring information about the College. SBVC ensures that information related to its mission, strategic initiatives, educational programs, admissions requirements, student services, tuition and other fees, financial aid programs, and policies related to transcripts, transfer of credit, and refunds of tuition and fees is accurate and readily available to the public. The College Catalog, schedule of classes, and website are the main sources of information with regard to SBVC's educational programs and institutional policies. SBVC's accreditation status is published in the catalog.

SBVC has policies to ensure academic honesty, integrity in hiring, and prevention of conflict of interest violations. The College Catalog, schedule of classes, and related policies and procedures address how violations of integrity are addressed. Due process protections for employees are also addressed in collective bargaining agreements.

SBVC utilizes established policies and procedures to receive and address complaints, which may be submitted confidentially and anonymously, regarding questionable accounting practices; operational activities that are in violation of applicable laws, rules, and regulations; or questionable activities that may indicate potential fraud, waste, and/or abuse. SBVC regularly reviews its policies and procedures through its collegial consultation process to ensure they are equitably and consistently administered. SBVC welcomes accreditation site visit teams and provides assistance and support to peer evaluators so that they may perform their duties.

Policy on Contractual Relationships With Nonregionally Accredited Institutions

SBVC does not contract responsibilities for programs or services such as recruitment, admissions, student support, online support, instructional curriculum materials, and student

authentication processes with any nonregionally accredited organizations. SBVC retains full functional responsibility for all of its programs and services.

INTRODUCTION

History of San Bernardino Valley College

An election to establish the San Bernardino Valley Union Junior College District was held on March 26, 1926. With no formal opposition to the formation of SBVC, the issue carried by an overwhelming majority: 3,079 to 118, or nearly 30 to 1. The first Board of Trustees was elected on May 7 of the same year. The five nominees (E. M. Lash, N. A. Richardson, Frank H. Binney, T. Fred Robbins, and Charles J. O'Connor) ran unopposed and were elected by a small voter turnout.

On June 23, 1926, the Board of Trustees met at a site on the east side of Mt. Vernon Avenue equidistant between the downtown areas of San Bernardino and Colton. It was suggested that approximately 30 acres in the northwestern section of the parcel being inspected would provide the ideal location for the new college. The Board of Trustees directed that an appraisal be made. About a month later, an offer was made to the owners, Swan and Barton, to purchase the desired land for $1,500 an acre, contingent upon voter approval of a bond issue. The offer was accepted in early August, and an election was called for September 23, 1926, to vote on bonds in the amount of $485,000 to cover the costs of the land purchase and the initial building construction. The bond issue passed by a vote of nearly 25 to 1 (3,512 to 141).

The 1927-1928 SBVC faculty comprised 11 men and six women. Nearly 300 students enrolled for the fall semester of 1927, with the freshmen outnumbering the sophomores nearly six to one. Fifty-four courses were offered, nearly all with a strong academic orientation. A number of College clubs were organized, including Y'se Women, La Sociadad Hispanica, the Indian Paint Brush (Art), Sock and Buskin (Drama), the Forensics Club, the Honor Society, a Women's Athletic Association, and a Junior Lions' Club. A number of dances, parties, teas, and receptions were scheduled throughout the year, and newspaper accounts of the time indicate that they were usually well attended.

The effects of the Great Depression were felt on campus in the early 1930s. In 1932, one of the members of the Board of Trustees was asked to identify ways to economize costs associated with the upkeep of the grounds and buildings. In addition, SBVC decided to defer buying books for the library. In May of 1932, the faculty accepted a 5 percent reduction in salary. But a year later, SBVC's financial situation had become dire, and only 17 instructors received assurances of a full-time job. Several instructors were let go, while nine had their positions reduced to half time. Salary reductions also followed.

From 1936 to 1938, SBVC's financial situation seemed to recover. Additional buildings were added, providing employment for over 500 individuals in the area. The auditorium was accepted by the Board of Trustees in October 1938, and during that same month, the Drama Department presented Shakespeare's *As You Like It* as its first production. In other construction projects, State Emergency Relief Administration funds were obtained to construct a Greek Theatre, and Works Progress Administration (WPA) funds were used to build concrete bleachers for the stadium and a new vocational building.

The fall of France in 1940 and the passage and implementation of the Selective Service Act had a sobering effect on the SBVC campus. After the United States' entry into World War II, the number of male students on the campus decreased drastically. Total daytime enrollment dropped to less than 200 during the 1943-1944 academic year, and women made up the majority. In the spring of 1943, the contracts of seven instructors were terminated, and the following year, four more were released.

Many of the male faculty went off to war. Eleven instructors were granted leave to enter military service, and two others were given leave to take war-related civilian jobs. The war impacted the college in other direct ways in both curriculum and campus activities. The vocational building, completed in the fall of 1941, was used to house a number of Off Reservation Training (ORT) courses. Courses in radio equipment repair and battery maintenance were also offered. During the first months of the war, rigid security regulations were imposed on those assigned in the ORT program. A stockade-like fence was constructed around the shop building, with armed sentries. One of the more interesting assignments undertaken by SBVC during the war years was the teaching of English to Italian war prisoners at Camp Ono, north of San Bernardino.

The war affected campus life in many other ways. Students promoted the sale of war stamps and bond drives. Receptacles were placed on the campus to collect scrap metal and donations of articles of clothing for the Red Cross and other war-relief agencies. A Red Cross workshop was set up in the Science Building to teach students to fold bandages. Knitting lessons were given for students who wanted to make apparel for those in the service.

In the last months of the war, after the defeat of Germany in 1945, the tempo subsided. Even earlier, some of the first veterans returned to campus in 1944, and a Veterans' Club was organized. By the fall of 1945, the faculty men who had been on military leave began to return, and veterans enrolled in SBVC in ever-increasing numbers. A big expansion in enrollment came a year later in 1946 with the addition of many new faculty members and a rapidly growing student body.

By the 1960s and 1970s, changes in curriculum mirrored the changing social and economic conditions. The Civil Rights Movement resulted in a substantial increase of minority students. Occupational courses were in great demand, and courses in psychology and philosophy also became popular.

Student attitudes toward other phases of traditional college life also underwent a transition. Attendance at assemblies and convocations declined noticeably. Activities such as homecoming also suffered because of both a lack of student interest in football and the growing feeling that such events had no social relevance. Dress codes, which had previously been accepted by students and faculty alike, were all but forgotten.

Racial and political confrontation came to the campus early in Dr. Art Jensen's administration. A story in the SBVC newspaper that was critical of a presentation made by

an off-campus speaker at a Black Culture Day program led to a demand by the Black Student Union that the paper's faculty advisor and student author be dismissed. Another confrontation occurred when four students locked themselves in the staff lounge of the Campus Center, a pressure tactic that eventually led to the establishment of a Chicano Cultural Center on the campus. Student concern was also expressed by demonstrations in opposition to the Vietnam War. During the period of greatest activism, a free speech area, with a permanent podium, was established at the southeast corner of the Quad, in front of the Campus Center.

Faced with increasing enrollment and a cap on state funding, SBVC faculty and administration held a forum in 1991 to discuss "Whom Shall We Serve?" Initiatives to bring new populations to the campus were reduced, while state-mandated tuition was increased, resulting in a sharp decline in enrollment. An earthquake in 1992 severely damaged the book stacks on the main floor of the Library, causing the facility to be closed down for the summer while repairs were made.

During the winter break for the 1995-1996 academic year, trenching began to determine the vulnerability of the campus to future seismic activity. The results of the study revealed that seven of the 15 buildings on campus straddled or were near the San Jacinto earthquake fault and would eventually have to be taken down.

A high point of SBVC President Donald Singer's tenure was a visit to the campus by President Bill Clinton in February 1995. President Clinton spoke to a standing-room-only crowd in the Snyder Gym and also met with a select group of students, faculty, and administration to discuss educational issues of the day.

In 1997, SBVC President Sharon Caballero was presented with an immediate challenge. There was a pressing need to identify a funding source to build new facilities to replace seven buildings that straddled the San Jacinto fault line, which traversed campus. A combination of District and College efforts as well as contacts with the Federal Emergency Management Agency (FEMA) resulted in the positive outcome of a state commitment of over $40 million to erect replacement structures.

In 2002, voters passed Measure P, a local bond measure totaling $190 million benefiting SBCCD and its two sister colleges. Steven Ehrlich, a noted architect, was hired to design the new buildings for the Library, Administration/Student Services, Campus Center, Health and Life Sciences, and the Art Building and Gallery at SBVC. These buildings were completed between 2005 and 2006. At the same time several outdated buildings were demolished, and three buildings were retrofitted.

The SBVC campus suffered a number of setbacks beginning in 2004 when fires in the San Bernardino Mountains and within the city ravaged homes of employees and students. The following year, flooding occurred in many areas, and one of SBVC's exceptional employees, Maureen Brady Martinez, lost her life while crossing an intersection that began to flood on

her way home. In times of crisis, employees have rallied to support the less fortunate. A holiday basket social has evolved over the years to support individuals in need. Twelve homeless students received $100 at Christmas, and 13 students affected by the fires received $600 from the basket donations. The December 2007 event garnered over $4,000 to support the scholarship program.

In 2008, SBCCD asked voters again to approve funds to complete work laid out in SBCCD's Master Plan. Voters approved a $500 million general obligation bond, Measure M, to complete construction projects at SBVC and Crafton Hills College (CHC). In fall 2008, SBVC began another phase of construction with a phasing in of three new buildings on campus and a fourth across Grant Street and the demolition of the old North Hall, the Physical Sciences Building, the Chemistry Building, and the Maintenance and Operations (M&O) Building. Four new buildings opened in 2010: North Hall, Media and Communications, Custodial, and M&O. The new M&O Building was soon converted to the Diesel instructional program, with M&O and Custodial using the same building. In fall 2011, another new three-story building opened, the 56,000-square-foot Physical Sciences Building, the campus's first Leadership in Energy and Environmental Design (LEED) certified building.

The SBVC campus now features new access points, sweeping walkways, vistas, and an expansive greenbelt area. As visitors, staff, and students traverse the college grounds—from the administration building to the Campus Center—the area now equals the size of the Pasadena Rose Bowl. The revamped Business Building is pending a Silver LEED Certification from the U.S. Green Building Council. The auditorium is currently under renovation to improve safety and bring it into Americans with Disabilities Act (ADA) compliance and will be reopened in fall 2014. A new athletic center is in the design phase with construction to begin in fall 2014.

Since the last accreditation visit, there have been a number of personnel changes at the SBVC campus. Three presidents (Dr. Debra Daniels, Dr. Larry Buckley[*], and Dr. Glen Kuck[*]) have guided the college. Dr. Gloria Fisher[*], who has worked at the college as a faculty member and administrator for the last 20 years, is currently serving as interim president.

The vice president positions have undergone a number of changes as well. There have been two VPIs (Dr. Kay Ragan[*] and Dr. Larry Buckley). SBVC's current VPI is Dr. Haragewen Kinde. Three individuals have held the position of VPSS (Mr. Damon Bell, Dr. Gloria Fisher[*], and Mr. Joe Cabrales[*]). The current VPSS is Dr. Ricky Shabazz. Two people have served in the capacity of vice president of administrative services (VPAS; Mr. Mike Perez and Mr. James Hanson). The current VPAS is Mr. Scott Stark.

---

[*]*Note*. Indicates interim positions.

In recent years, SBVC has been able to provide a number of innovative programs, including the implementation of paired courses, supplemental instruction (SI), and expanded tutoring services for students, through the award of more than $7 million in grant-funded projects. In 2011, SBVC was selected as the only two-year college in the nation to receive a grant from the Hispanic Association of Colleges and Universities (HACU) for colleges and universities that face challenges in retaining and graduating Hispanic students and that are willing to commit to a collaborative two-year project focused on increasing Hispanic academic success. Only three higher education institutions were selected in total, and they were subsequently matched with a mentor institution to share information about and implement successful practices. Also in 2011, SBVC was awarded $5.5 million for a USDE Hispanic-Serving Institutions Science, Technology, Engineering and Mathematics (HSI STEM) and Articulation PASS GO project focused on STEM degree completion for Hispanic and other minority students and the development of model articulation and transfer agreements between two- and four-year HSIs. In addition, SBVC has received a National Science Foundation Advanced Technology Education grant for a project to recruit and train women and minorities to enter the field of water and wastewater technology.

One of SBVC's strengths is the variety of academic and support services provided to students. SBVC has found that student success courses, learning communities (such as Valley-Bound Commitment [VBC] for low-income students), faculty mentoring, curriculum redesign, guidance, tutoring, recruitment efforts, and celebration programs in STEM have resulted in improved achievement for students. The services provided to students include personal counseling, career counseling, workforce education and job placement, a VRC, programs and services for disabled students, tutoring, academic advising and matriculation, transfer services, vocational rehabilitation, and childcare for students who are parents. There are several tutoring centers on campus specifically dedicated to assisting students in need of academic help.

SBVC presently offers 74 certificate programs and 66 degree programs. SBVC also maintains one of the most diverse and comprehensive vocational programs in its region with 11 programs, from Aeronautics to Water Supply Technology, and has more than 170 distributed education courses. For transfer students interested in enrolling in a four-year college or university, SBVC offers 13 AA-T and AA-S transfer degrees that guarantee admission into the four-year CSU and UC systems.

Despite challenges unique to SBVC, such as a massive construction project, and statewide budget cuts felt throughout the educational system, SBVC has remained committed to improving SLOs, testing and refining new instructional practices, and increasing emphasis on data collection to assist in decision making. Guiding principles at the heart of SBVC's endeavors have included improved educational access, honoring diversity, and collegial consultation.

Demographics

As discussed in the previous section, SBVC initiated new construction and landscaping after the discovery of the earthquake fault under the campus in 1997. These improvements continue to change the visual appearance of the campus. At the same time, demographic changes have transformed the ethnic character of the campus. The ethnic breakdown of the campus in fall 2013 was 62 percent Hispanic, 15 percent White, 14 percent African-American, and 4 percent Asian (see Figure 1 for a complete breakdown). Over the last 30 years, the campus has undergone an ethnic transition, from majority non-Hispanic Whites in the 1980s to a current majority of Hispanic students (see Figure 2). Demographic shifts of this magnitude rarely occur in such a compressed timeframe. This transition is having an impact on a wide range of programs and services including outreach, counseling, and cultural event planning.

Among those who are currently seeking to increase their skill and knowledge base, a large portion are Hispanic; therefore, SBVC is designated as an HSI and is eligible for a number of federal grants. Due to the federal HSI designation, SBVC has been invited to apply for additional grants through private foundations. The majority of SBVC students reside in ZIP codes where the median household incomes are significantly below the state median (see Maps 1 and 2 for location of student residences and the areas' median household incomes). In addition, the ZIP codes where the majority of students reside contain the lowest college-going rates in the state (see Figure 7 and Table 4). Finally, demographic forecasts project a 10 percent population increase in SBVC's service area, while high school graduation rates are projected to decline over the next 10 years. These demographic factors will present the campus with new enrollment challenges.
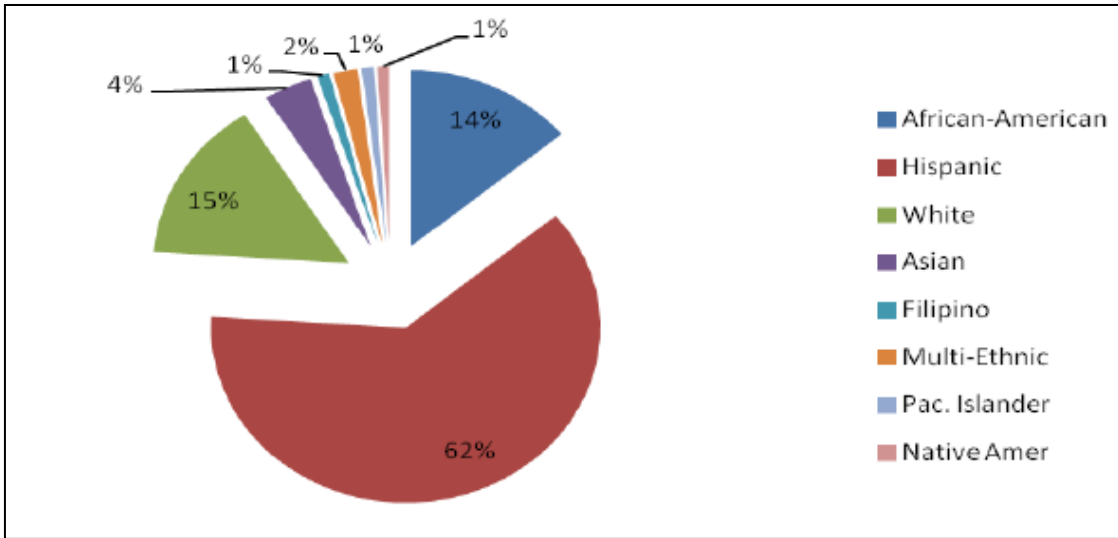
Figure 1. SBVC student ethnicity, fall 2013. From California Community College Chancellors Office, http://datamart.ccco.edu/Students/Student_Term_Annual_count.aspx.
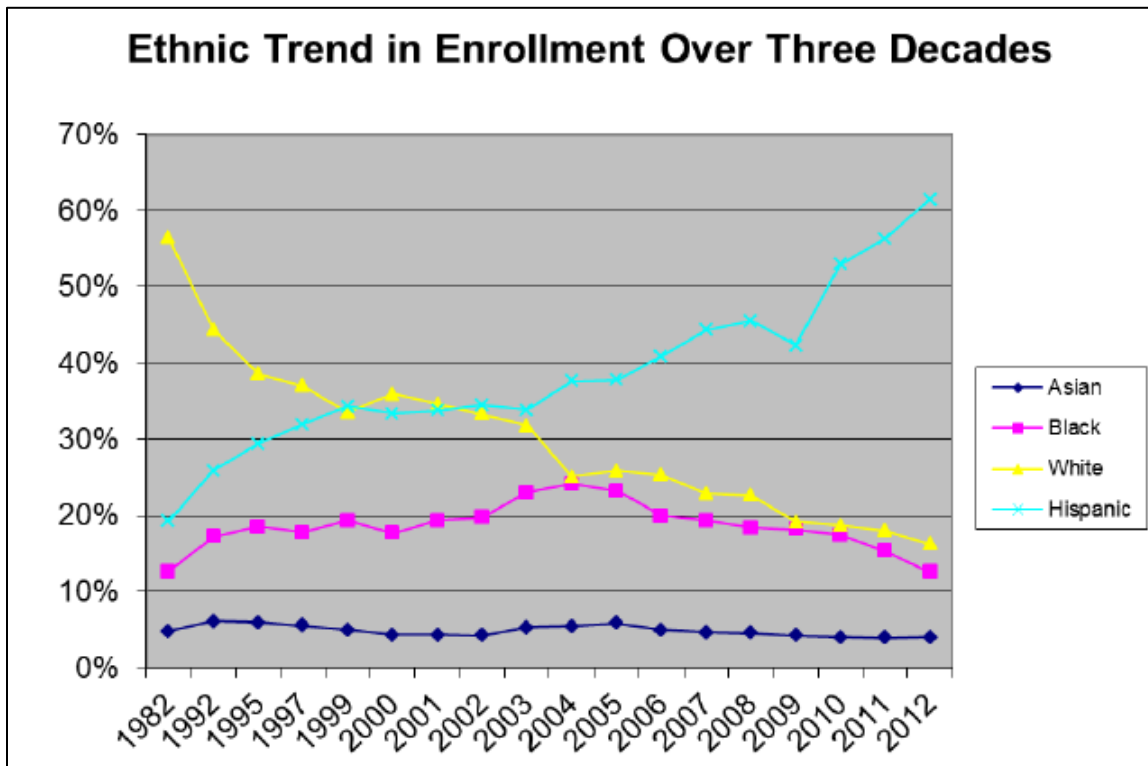
Figure 2. Ethnic transition trends. The ethnic labels for African-Americans have changed over the last 30 years, as can be seen in the figure above where they are referred to as Black.

After the most recent economic downturn, as with most of the community colleges in the state, SBVC's enrollment declined. Several of the tables and figures in this section highlight the impact of the enrollment challenges between 2008 and 2013 as a result of the economic downturn. However, even with these drops, the Inland Empire and area surrounding the campus is experiencing population growth, which has been projected into the foreseeable future. Last year, the fall class of entering first-time students was more than double the number entering five years ago (see Table 6). In fall 2009, there were 792 first-time students; in fall 2013, the number had increased to 1,630. This is reflected in the falling average age of students. Figure 4 shows an increase in younger students and a decrease in older students. Full-time equivalent students (FTES) hit a low point in spring 2010 and fall 2011. The low point for unduplicated headcount was in spring 2013—during a time when the FTES was on the rise. This was primarily due to an increase in the courses taken by the average student (see Figures 11, 12, 13, and 14).

Results of campus and community surveys indicate that SBVC is viewed as the most stable institution in the community. The two most recent economic downturns—one in the 1990s and the other in 2008—resulted in the loss of many local businesses and nonprofit organizations in this area (see Figure 2). As the economic recovery develops, SBVC stands as a beacon of hope for those who want to prepare for a future that will require greater skills and knowledge.

Within the student decline, Whites have shown the greatest percentage decline at SBVC from nearly 60 percent in the early 1980s to 14 percent in 2012. African-Americans have fluctuated between 12 percent and 22 percent and now stand at 14 percent, slightly higher than the African-American representation in the surrounding ZIP codes.

Table 3 shows that SBVC student groups are roughly proportional to their representation in the community of residents. African-Americans and Hispanics are slightly overrepresented, and Whites are slightly underrepresented. The Asian student population is exactly proportionate to the community percentage.

Table 3. *Campus Ethnicity Compared to Immediate Service in Early 2012*

2012 population— race & ethnicity	Service area count	Service area %	Campus %	Difference
Asian	83,719	6%	6%	0
Black	137,706	10%	16%	+6
Hispanic	780,357	55%	59%	+4
Other	40,597	3%	3%	0
White	377,767	27%	17%	-10
Total	1,420,146	100%	100%	0

Gender on the SBVC campus has been stable over the years, with women outnumbering men by about 10 percent. This gap shrinks somewhat during periods of economic stress because higher unemployment results in more men returning to school (see Figure 3).
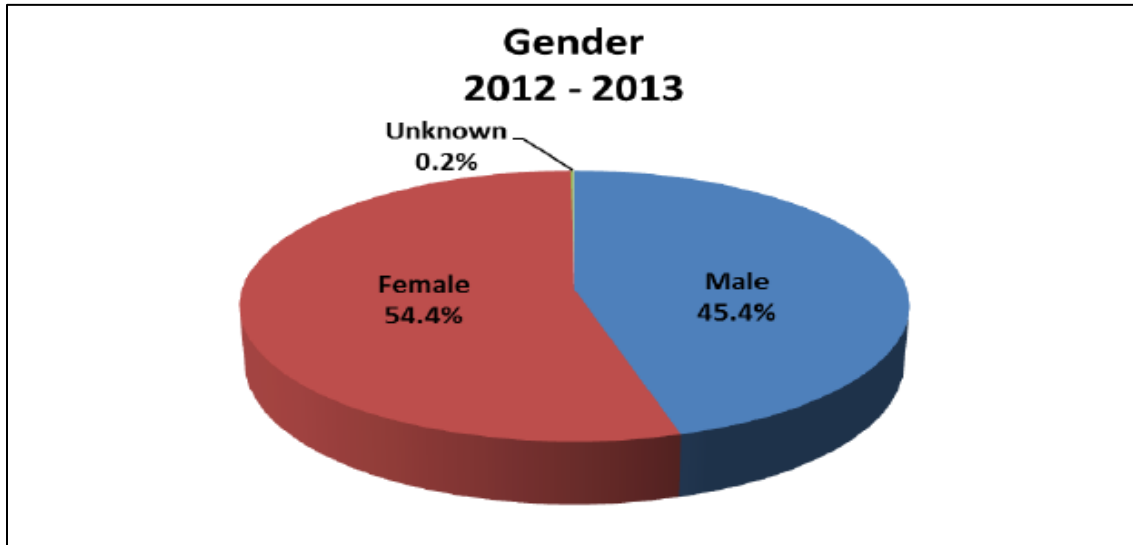
Figure 3. Gender 2012-2013.

Figure 4 shows how, in recent years, the age of SBVC students has declined. This is also reflected in the average age of the student population. In 2009, it was slightly over 29 years of age. In 2013-2014, it fell to under 28 years of age.
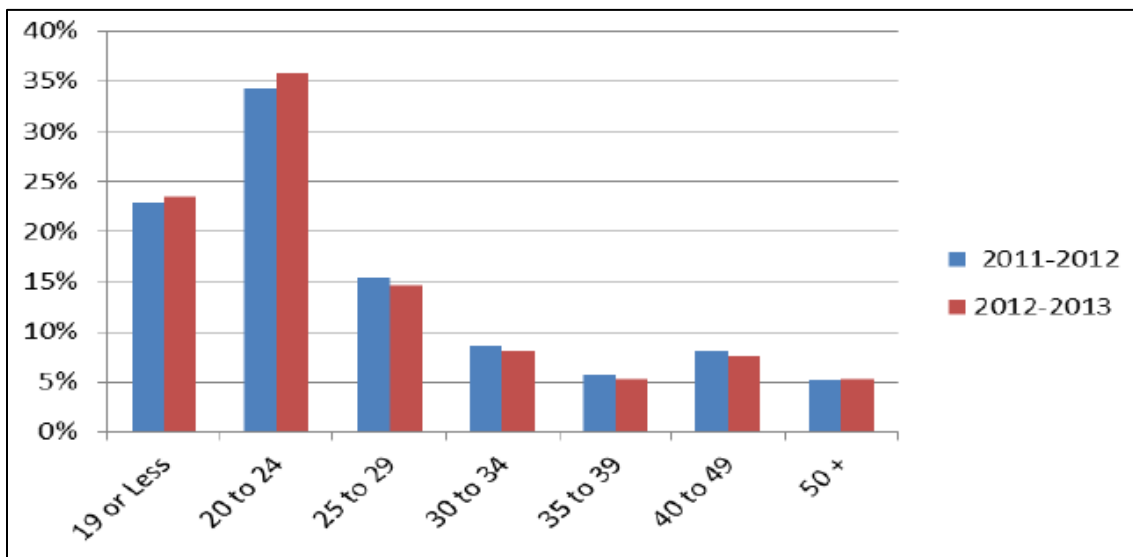
Figure 4. Age comparison. From SBCCD Datatel 2014.

Table 4 shows the demographics for the ZIP codes where approximately 80 percent of the SBVC students live. Many of them are characterized by lower household incomes and higher-than-average poverty rates. These demographics show how essential SBVC is to the community's well-being.

Table 4. *ZIP Code Summary*

Top 25 ZIP Codes Where SBVC Students Resided in 2012 – 2013									
Zip code	City	Count of students in this zip code	Percent of students in this zip code	Estimated Population	Median household income	Percent with some college	Percent with a college degree	Percent below poverty level	Population Density (per sq. mile)
92324	Colton	1,624	10.1%	60,197	$45,314	14.7%	12.1%	21.8%	2,089
92376	Rialto	1,398	8.7%	83,211	$43,934	12.1%	9.1%	19.2%	2,440
92404	San Bernardino	1,361	8.4%	60,952	$35,225	12.5%	11.2%	29.6%	1,796
92407	San Bernardino	1,322	8.2%	63,698	$55,855	14.0%	17.4%	15.4%	849
92346	Highland	1,172	7.3%	54,857	$61,730	14.9%	17.7%	16.8%	1,156
92410	San Bernardino	1,019	6.3%	49,149	$28,864	9.7%	7.1%	37.0%	5,753
92405	San Bernardino	691	4.3%	28,830	$40,635	11.6%	13.8%	29.2%	6,058
92335	Fontana	532	3.3%	94,490	$44,512	10.8%	8.0%	21.3%	5,423
92411	San Bernardino	516	3.2%	26,473	$31,525	9.6%	8.0%	30.6%	5,777
92374	Redlands	445	2.8%	41,996	$55,404	16.2%	22.3%	13.6%	2,069
92316	Bloomington	439	2.7%	33,368	$48,284	11.2%	9.4%	20.2%	3,116
92336	Fontana	382	2.4%	89,968	$76,176	14.5%	18.2%	9.5%	4,164
92354	Loma Linda	355	2.2%	22,316	$52,491	12.1%	30.2%	12.8%	4,379
92373	Redlands	325	2.0%	32,009	$68,480	11.8%	32.0%	7.2%	825
92399	Yucaipa	294	1.8%	52,861	$54,104	15.5%	19.1%	10.1%	1,004
92408	San Bernardino	241	1.5%	16,064	$33,242	11.4%	14.0%	28.4%	1,398
92313	Grand Terrace	235	1.5%	12,571	$60,740	15.2%	18.2%	5.8%	3,694
92377	Rialto	205	1.3%	20,117	$77,923	14.3%	16.6%	8.6%	2,657
92223	Beaumont	195	1.2%	45,684	$55,294	14.7%	18.8%	9.9%	964
92337	Fontana	182	1.1%	37,497	$65,881	12.6%	14.6%	9.5%	2,675
92325	Crestline	133	0.8%	8,655	$58,992	15.3%	18.4%	18.2%	786
92507	Riverside	122	0.8%	58,251	$40,867	13.1%	25.4%	27.2%	2,774
92557	Moreno Valley	109	0.7%	51,725	$62,754	15.1%	17.3%	15.5%	2,927
92553	Moreno Valley	104	0.6%	75,520	$45,043	13.9%	13.3%	24.6%	7,312
92509	Rubidoux	104	0.6%	80,075	$54,028	12.3%	12.0%	16.0%	2,585

Figure 5 shows where the Inland Empire stands as it relates to the need for education. In a study conducted by California Competes, an organization that recommends policies and practices for higher education, the state was divided into 11 regions. The only region with a greater need for higher educational services for adults was Los Angeles. Figure 6 shows the high school completion rates for each region. Again, only Los Angeles has a lower rate. The

Inland Empire has the second lowest percentage of high school graduates going directly to college (see Figure 7).
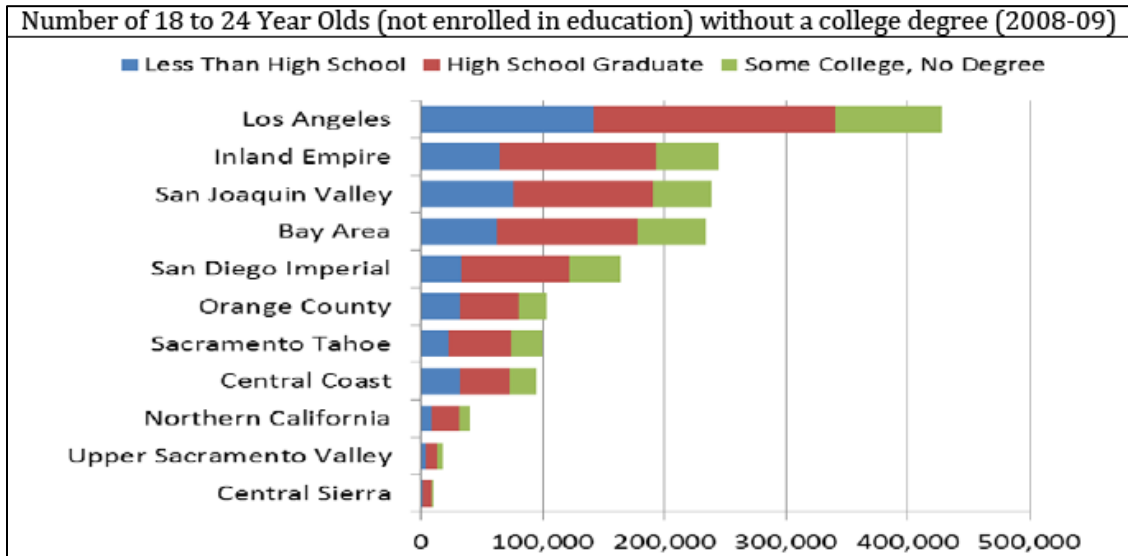
Figure 5. Young adults in need of education. From California Competes, compiled from CPEC.
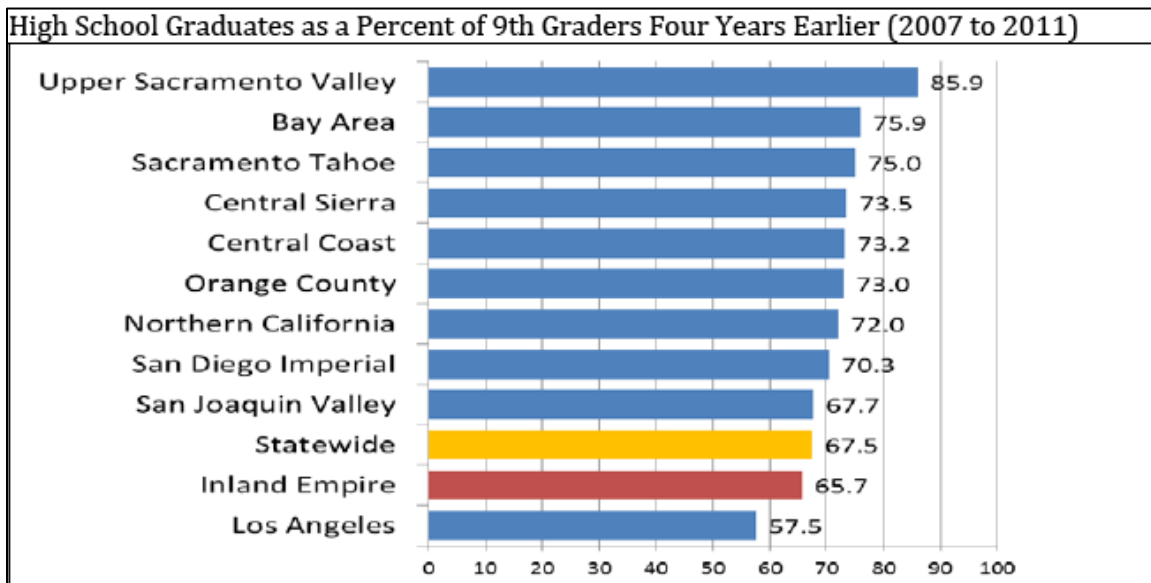
Figure 6. High school graduation rates by region. From California Competes, compiled from CPEC.
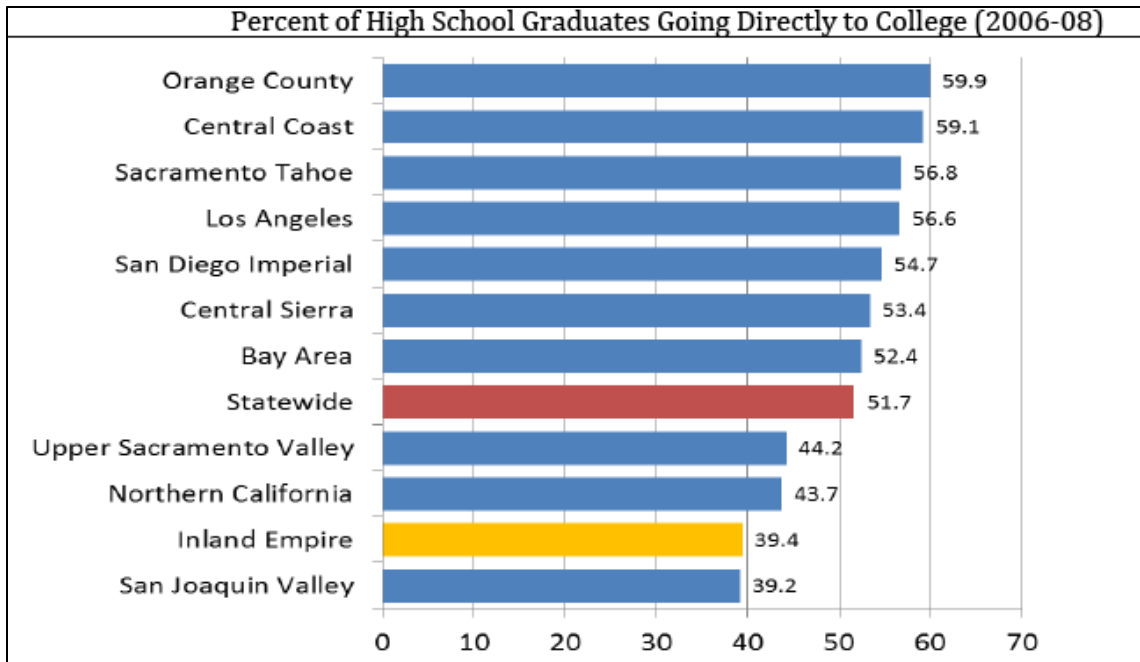
Figure 7. Students who enroll in college immediately after high school. From California Competes, compiled from CPEC.

Enrollment

The majority of SBVC students reside in low-income and high-density areas. Maps 1 and 2 represent an approximate 15-mile radius surrounding the campus location that reflects these demographics. The majority of SBVC's student enrollment is from these areas.

Comparing the number of high school graduates among the 11 California regions, Los Angeles and the Inland Empire are the two lowest regions, with every other region in the state ranking above the state average. Because their regions are so large, Los Angeles and the Inland Empire pull the state average down as well (see Figures 6 and 7). To determine graduation rates, the students were tracked from 2007, when they entered, through 2011, when they were scheduled to graduate. Recent projections suggest that the percentage of graduates will decline even further between 2015 and 2025 (Henry Madrid, 2013, SBCCD Environmental Scan).
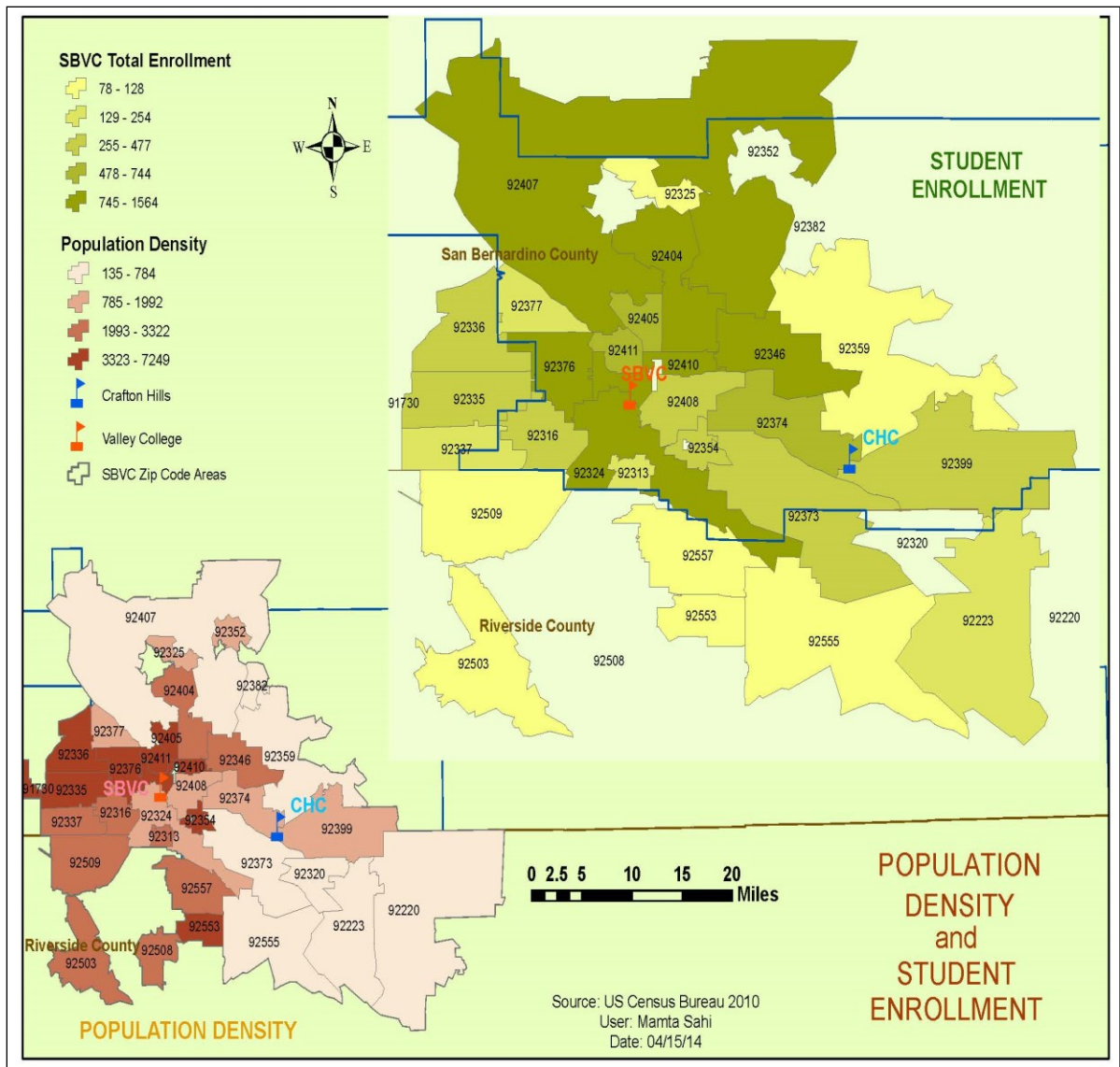
Map 1. Population density and student enrollment.
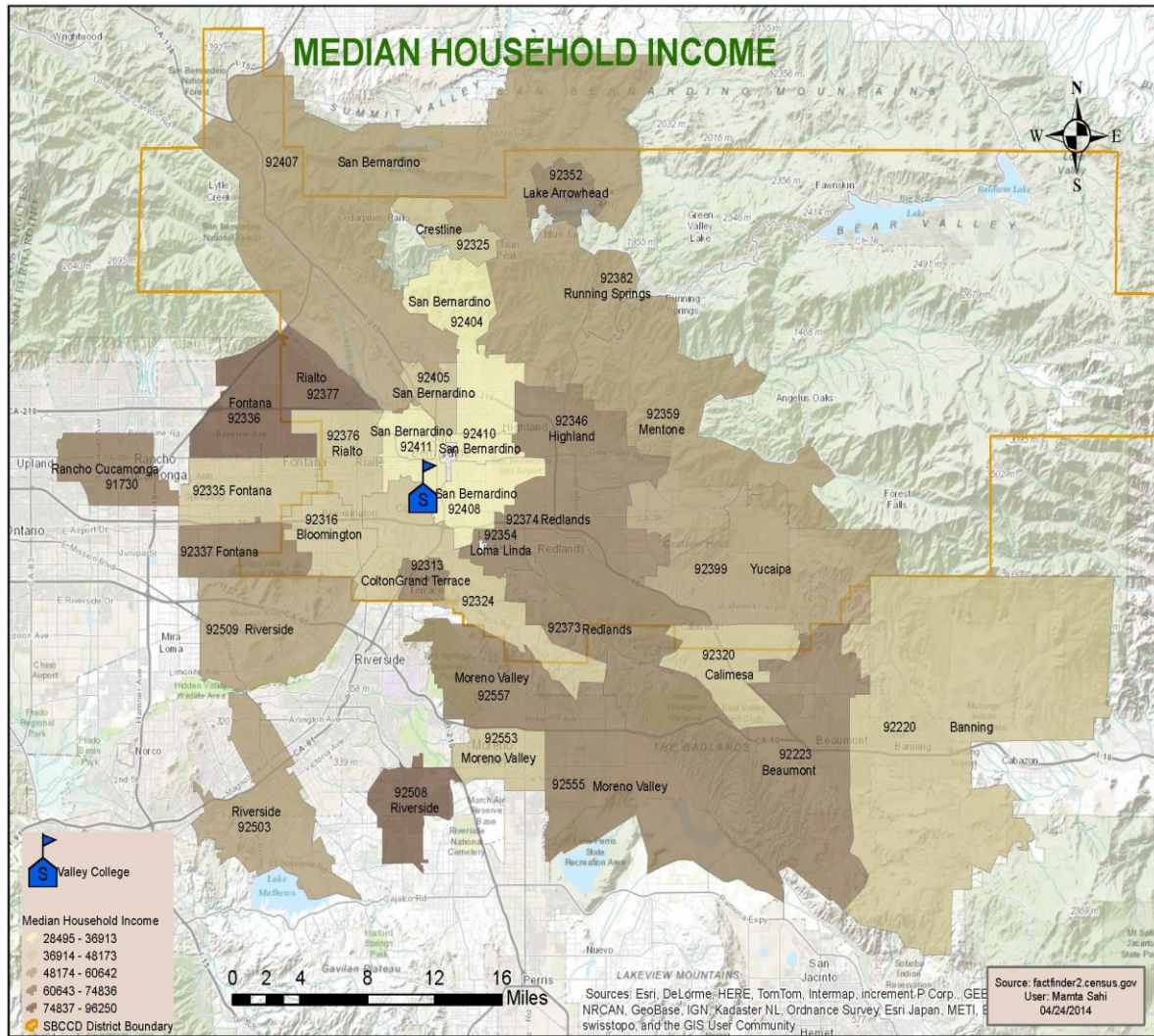
Map 2. Median household income for the ZIP codes surrounding SBVC.

In addition to the change in the number of graduating high school students, there has also been an enrollment change in the number of student veterans. As seen in Figure 8, the veteran population on SBVC's campus has increased dramatically over the last two years. The troop drawdown in Iraq and Afghanistan has contributed to this increase.
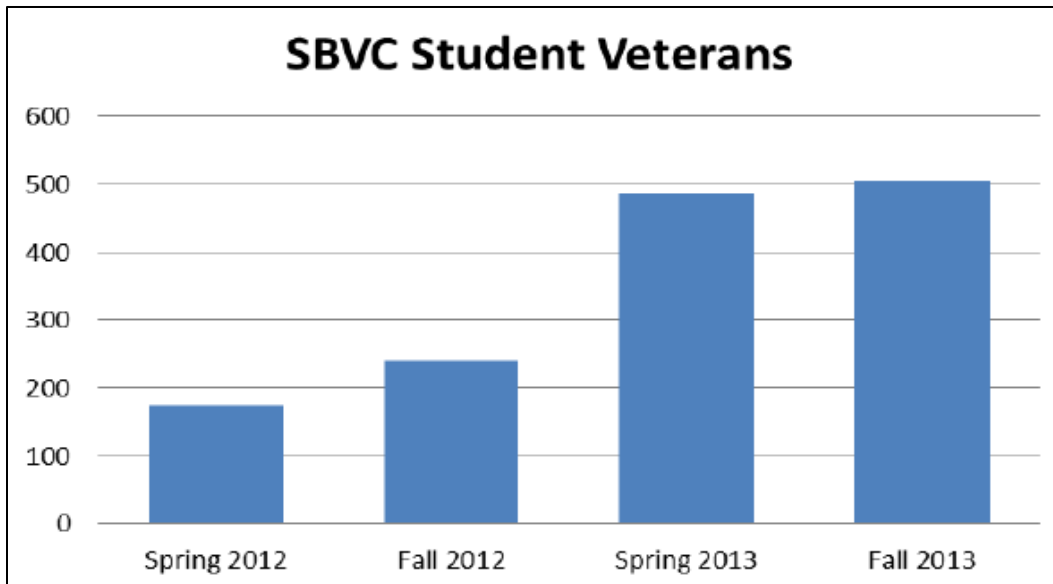
Figure 8. Veteran enrollment. From SBCCD Datatel 2014.

Table 5 shows an increase in the number of students who have a goal of seeking a bachelor's degree. Fewer are selecting *personal interest*, *upgrade job skills*, and *educational development* as goals. Since the release of the Student Success Initiative, more emphasis can be seen on graduation as a goal.

Table 5. *Student Goals for Reporting Years 2009-2013*

Goal	2009	2010	2011	2012	2013
BA degree after completing AA/AS	26.56%	31.23%	32.52%	33.95%	37.27%
BA degree w/o AA/AS	4.82%	5.35%	5.81%	5.99%	6.67%
AA degree w/o transfer	6.77%	8.46%	8.44%	8.79%	9.32%
Vocational degree w/o transfer	1.09%	1.29%	1.37%	1.46%	1.75%
Vocational certificate w/o transfer	3.23%	4.07%	3.75%	3.55%	3.57%
Career exploration	1.75%	1.94%	2.00%	1.93%	
Acquire job skills	4.74%	5.44%	5.65%	5.59%	4.71%
Upgrade job skills	7.01%	4.40%	5.09%	5.01%	4.38%
Maintain cert/license	1.58%	1.75%	1.89%	2.31%	2.32%
Educational development	2.11%	1.64%	1.83%	1.82%	1.67%
Basic skills	0.93%	0.88%	0.85%	0.89%	0.94%
HS diploma/GED	1.47%	1.10%	1.33%	1.30%	1.49%
Undecided goal	10.25%	9.94%	10.30%	10.34%	10.32%
Personal interest	6.67%	4.83%	5.20%	5.64%	5.25%
Uncollected/unreported	21.00%	17.67%	13.96%	11.43%	8.40%

Source. SBVC Datatel 2014.

The number of first-time students has increased dramatically over the last five years, as shown in Table 6. The number of younger students has increased proportionately. This trend may change if demographic projections turn out to be correct and if CSU admissions policies change.

Table 6. *First-Time Student Count*

Fall term	First-time student count
2013	1,630
2012	1,558
2011	1,697
2010	558
2009	792
Five-year average	1,247

Source. SBVC Datatel 2014.

Table 7 and Figure 9 show the most recent count for students from feeder high schools. Figure 9 shows a large one-year increase in the most recent count.

Table 7. *Top 20 Feeder High Schools—Fall 2013*

Feeder high school	Count
Colton High School	137
Cajon High School	130
Arroyo Valley High School	117
San Gorgonio High School	117
Rialto High School	109
Pacific High School	94
San Bernardino High School	81
Eisenhower High School	66
Bloomington High School	44
Wiler Amina Carter High School	41
A. B. Miller High School	32
Citrus Valley High School	32
Redlands High School	31
Fontana High School	24
San Andreas High School	24
Redlands East Valley High School	20
Rim of the World	17
Yucaipa Senior High School	16
John W. North High School	14
Dr. John H. Milor High School	13

Source. SBVC Datatel 2014.
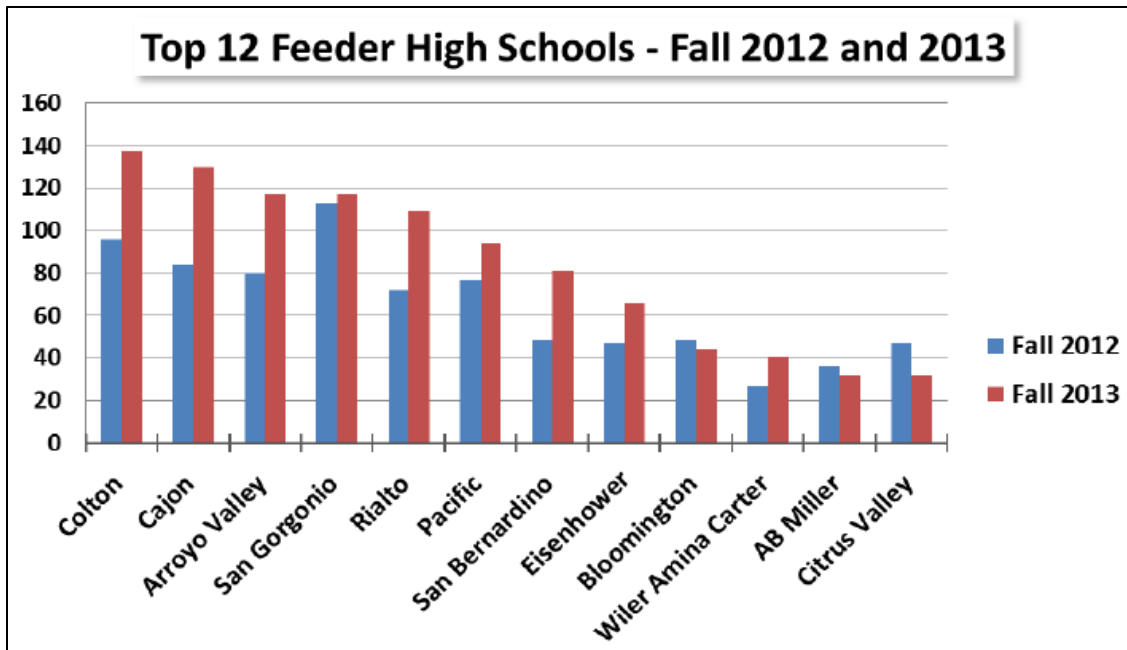
Figure 9. SBVC feeder high schools.

Notice that in Figures 10-15, while the headcount was at its lowest in the spring of 2013, FTES was on the rise. This is because a larger percentage of students were enrolling in multiple course sections than they were in previous semesters.
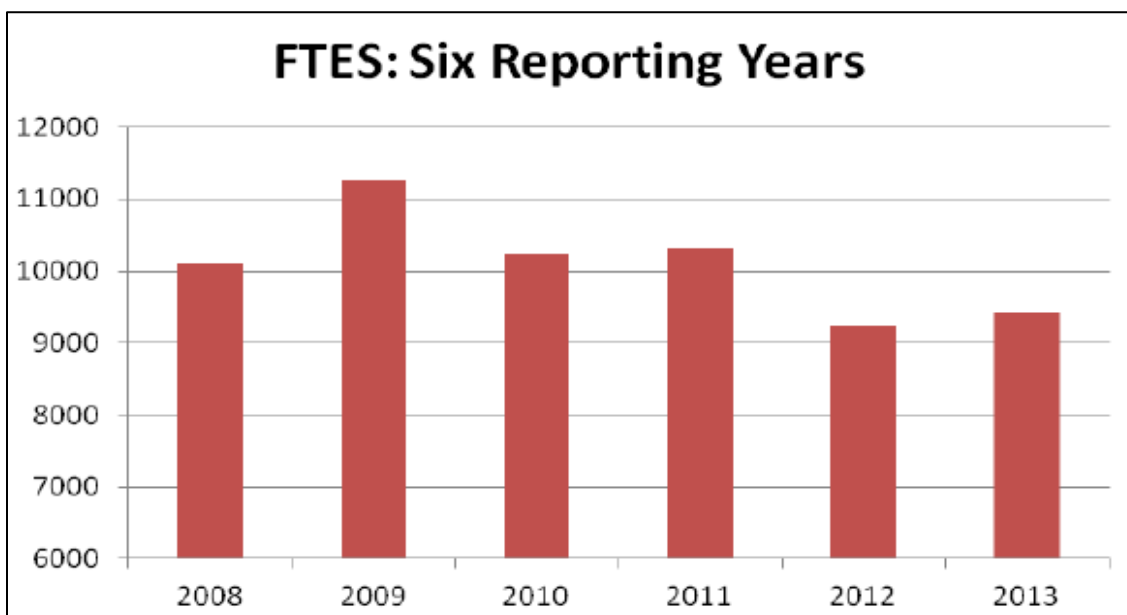
Figure 10. FTES for reporting years. From CCCCO Datamart (2014).
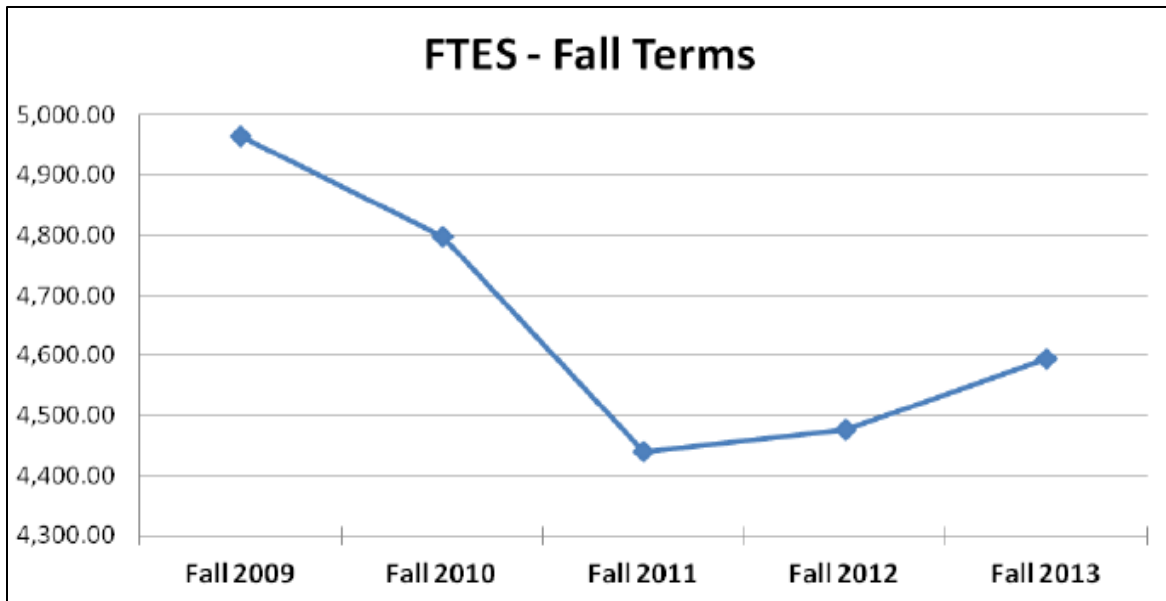
Figure 11. FTES for fall terms. From SBVC Datatel 2013.
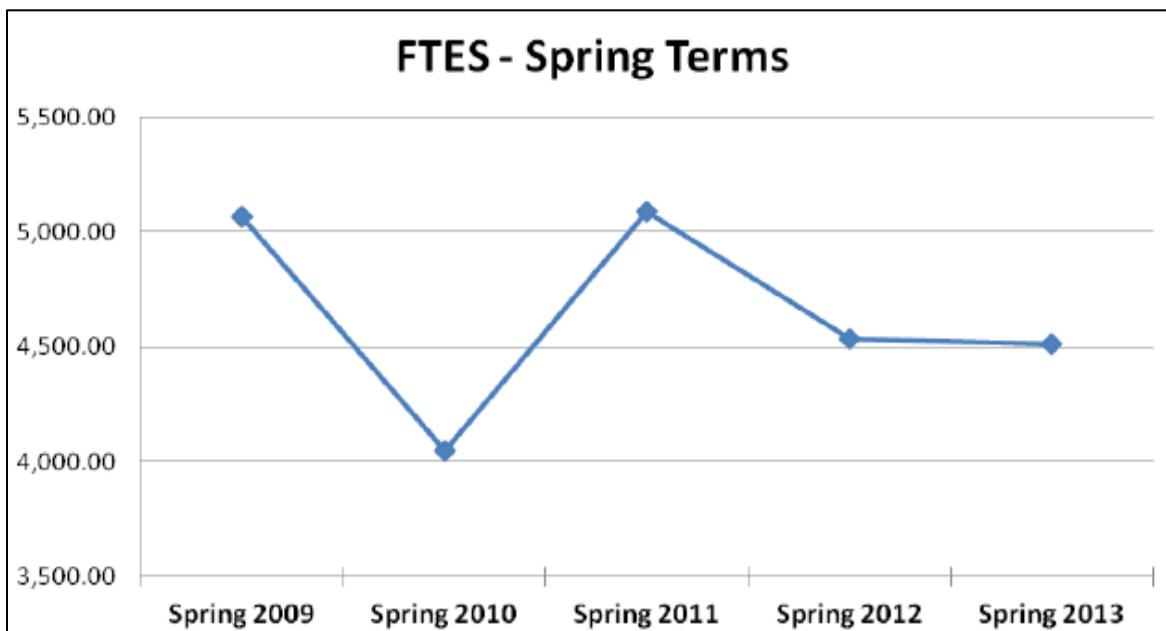
Figure 12. FTES for spring terms. From SBVC Datatel 2014.
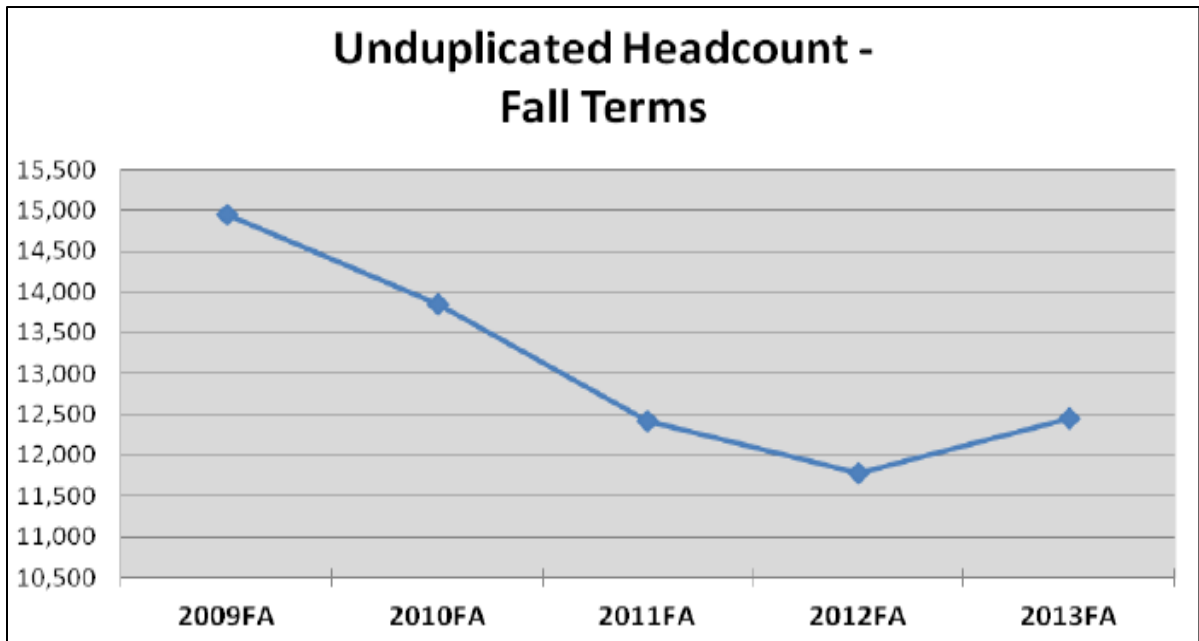
Figure 13. Unduplicated head count—fall terms. From SBVC Datatel 2014.
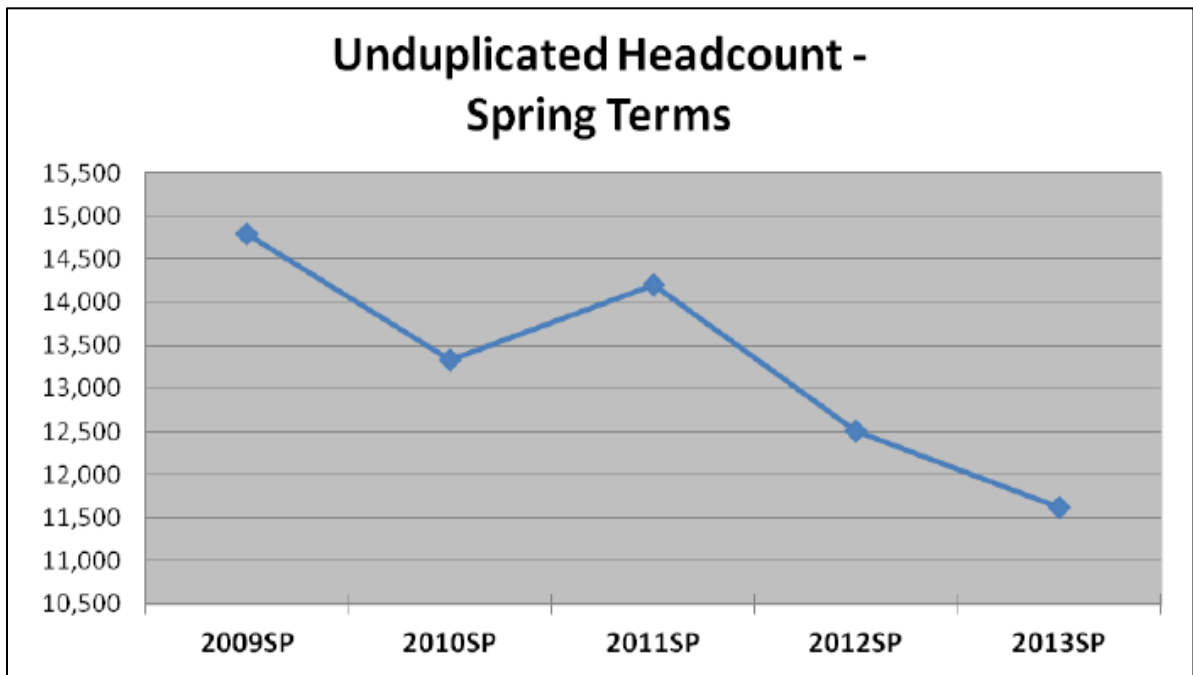
Figure 14. Headcount for spring terms. From SBVC Datatel 2014.
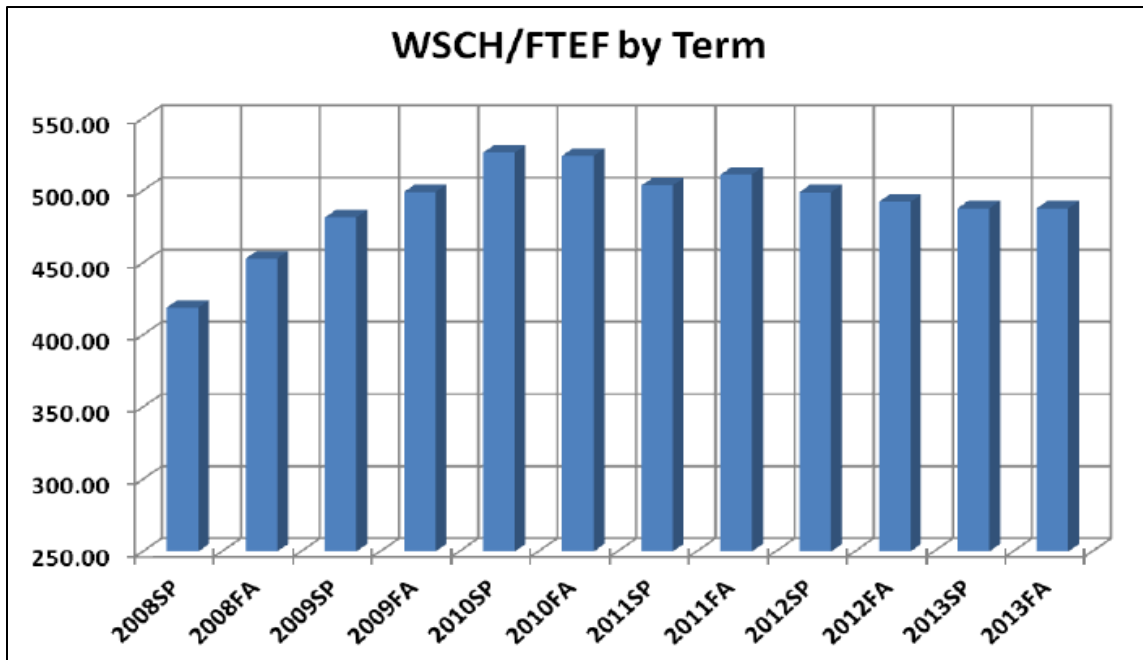
Figure 15. Weekly student contact hours (WSCH), faculty load (FTEF) ratios. From SBVC Datatel 2013.

The enrollment and section count for DE courses has increased substantially over the last ten years (see Figure 16), and as an early adopter of DE, SBVC is a leader in the state, with over 17 percent of the sections delivered through DE.
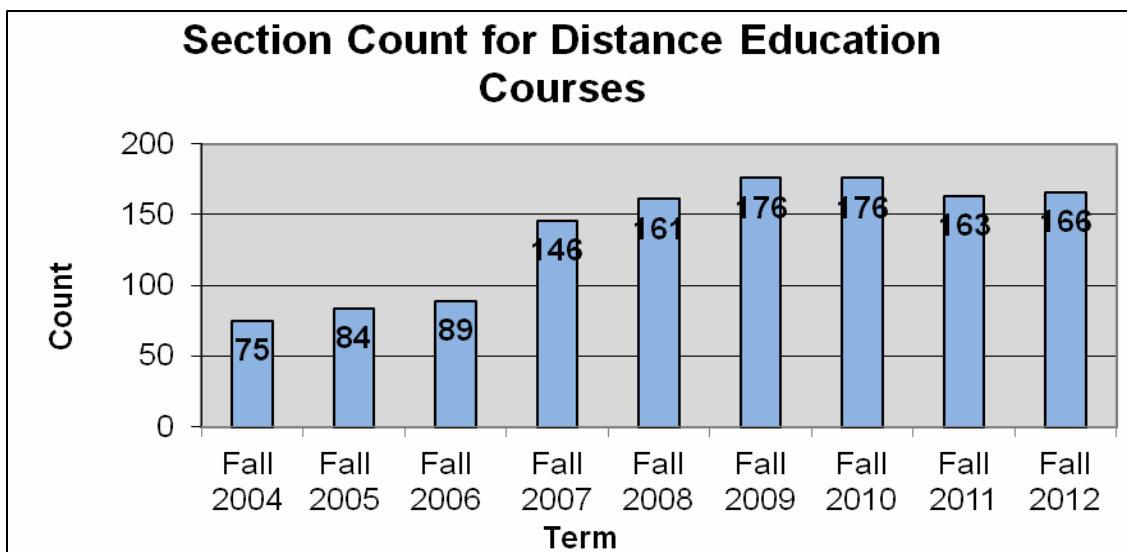
Figure 16. Distance education courses. From SBVC Datatel 2014.

Increased use of technology throughout campus has led to increased numbers of students using online registration (see Figure 17), which is in alignment with one of SBVC's strategic goals, to improve access via campus technology.

Methods Used for Class Registration

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
■ Website	95.8%	97.4%	98.2%	99.5%	99.6%
■ Walk-In	4.2%	2.6%	1.8%	0.5%	0.4%
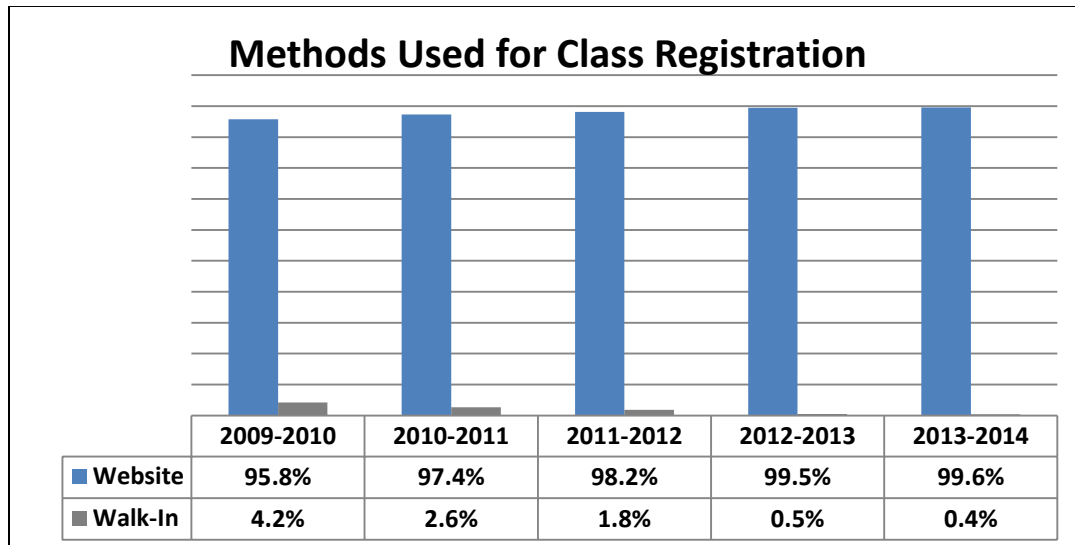
Figure 17. Student registration methods. From SBVC Datatel 2014.

The overall basic skills pass rate was 61.4 percent. Table 8 shows the ethnic distribution of the students who received a *C* or better in one or more of the basic skills courses. The success rate for African-American students is significantly below that of other groups, whereas the success rate of Asians far exceeds that of the other groups. As seen in Figure 18 and Table 9, Asian completion rates also exceed those of the other ethnic groups.

Table 8. *Success in Basic Skills Courses*

Ethnicity	Success rate
American-Indian/Alaskan Native	52.4%
African-American	51.9%
Asian	72.9%
Hispanic	64.0%
Pacific Islander	63.6%
White	66.6%

Source. SBVC Datatel 2014.

2013 Overall Completion Data
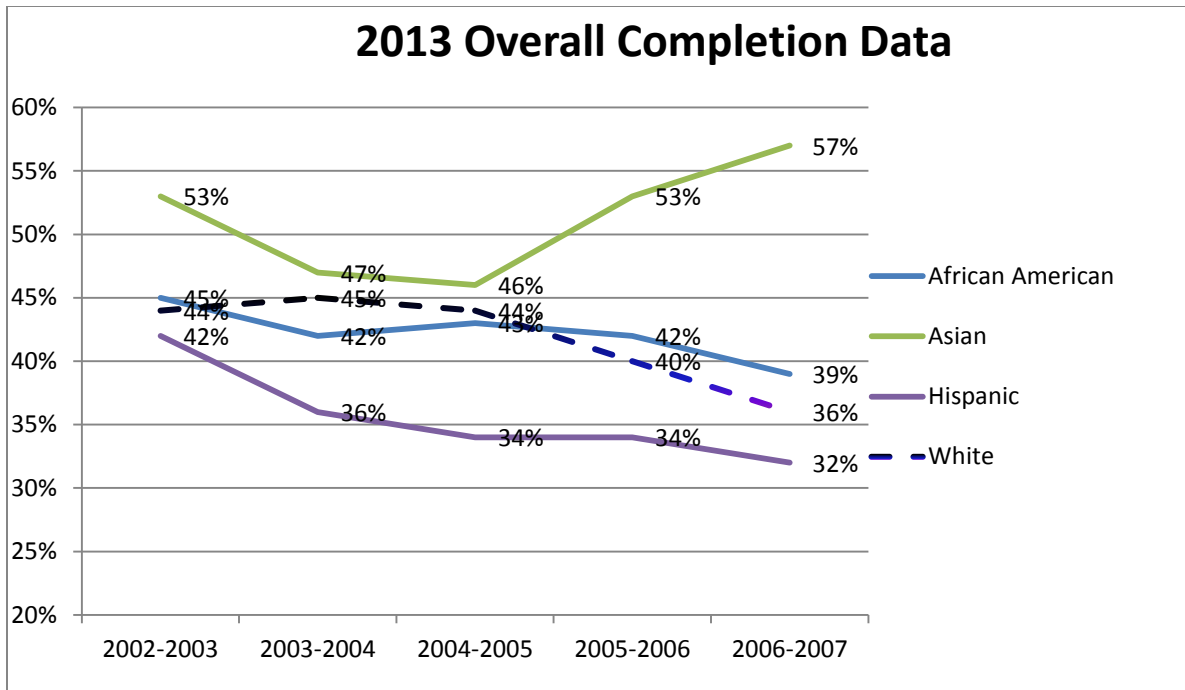
Figure 18. Completion data—2013. From CCCCO—Student Success Scorecard (2013).

Table 9 shows an ethnic comparison of Career Technology Education (CTE) and Student Progress and Achievement Rate (SPAR).

Table 9. *Success Rate for CTE and SPAR*

Ethnicity	CTE	Completion
Overall	52.3%	35.6%
African-American	52.0%	39.2%
Asian	54.5%	57.1%
Filipino	60.9%	22.7%
Hispanic	55.2%	32.0%
Pacific Islander	75.0%	33.3%
White	50.9%	35.6%

Source. Student Success Scorecard: http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=982.

As shown in Table 10, African-American and Hispanic students have a higher need for basic skills math courses than Asian and White students. Table 11 shows that fewer African-American and Hispanic students qualify for transfer levels of English than their White and Asian peers.

Table 10. *Assessment to Basic Skills Math*

Ethnicity	2006	2007	2008	2009	2010	2011	2012	2013
Asian	41.5%	48.0%	41.5%	54.5%	48.2%	33.2%	31.6%	41.5%
African-American	83.9%	84.6%	85.4%	82.7%	82.1%	69.3%	66.2%	63.0%
Hispanic	72.7%	74.6%	69.1%	71.1%	55.1%	53.3%	51.3%	48.9%
White	68.0%	62.1%	60.6%	65.4%	55.5%	52.4%	43.0%	40.5%

Source. Datatel Accuplacer assessment scores.

Table 11. *Assessment to Transfer-Level English*

Ethnicity	2006	2007	2008	2009	2010	2011	2012	2013
Asian	15.3%	11.9%	8.1%	2.1%	16.1%	30.0%	29.2%	31.0%
African-American	8.2%	4.5%	4.8%	6.1%	22.8%	21.9%	20.3%	23.6%
Hispanic	8.3%	4.5%	4.7%	6.0%	25.2%	20.0%	26.7%	26.6%
White	21.1%	12.5%	9.9%	23.4%	38.5%	25.3%	41.1%	39.9%

Source. SBVC Datatel 2014.

For the campus as a whole, retention and success have increased in recent years. Over the six-year period between 2007-2008 and 2012-2013, the retention rate has increased over 10 percent, and the success rate has increased nearly nine percentage points (see Figures 19 and 20).
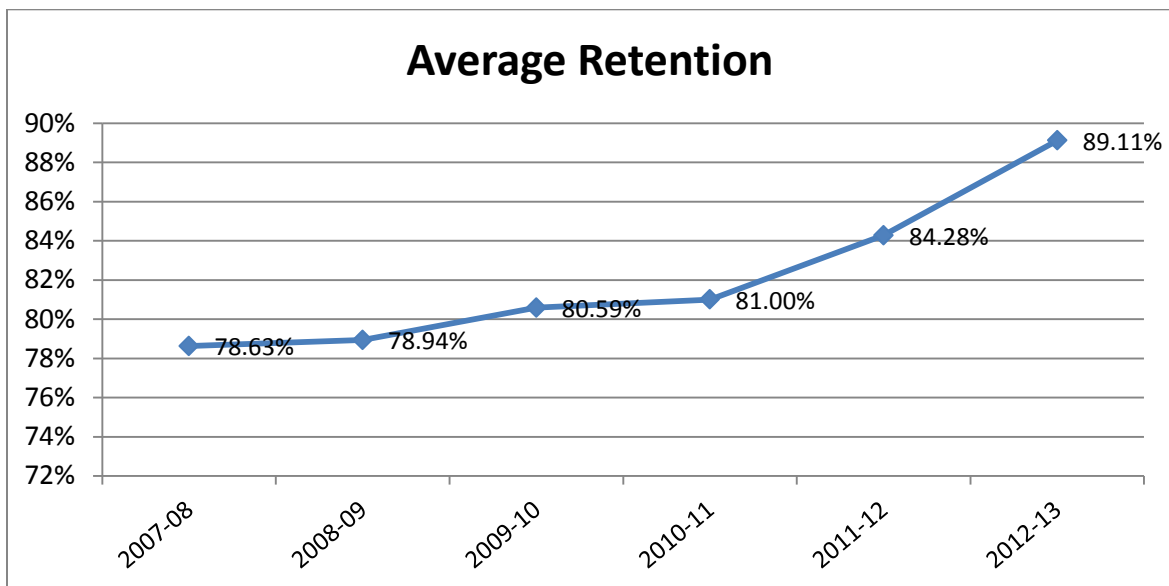
Figure 19. Course retention. From SBVC Datatel 2013. *Institution-set standard for this measure is calculated at one standard deviation below the seven-year average.

Average Course Success Rate
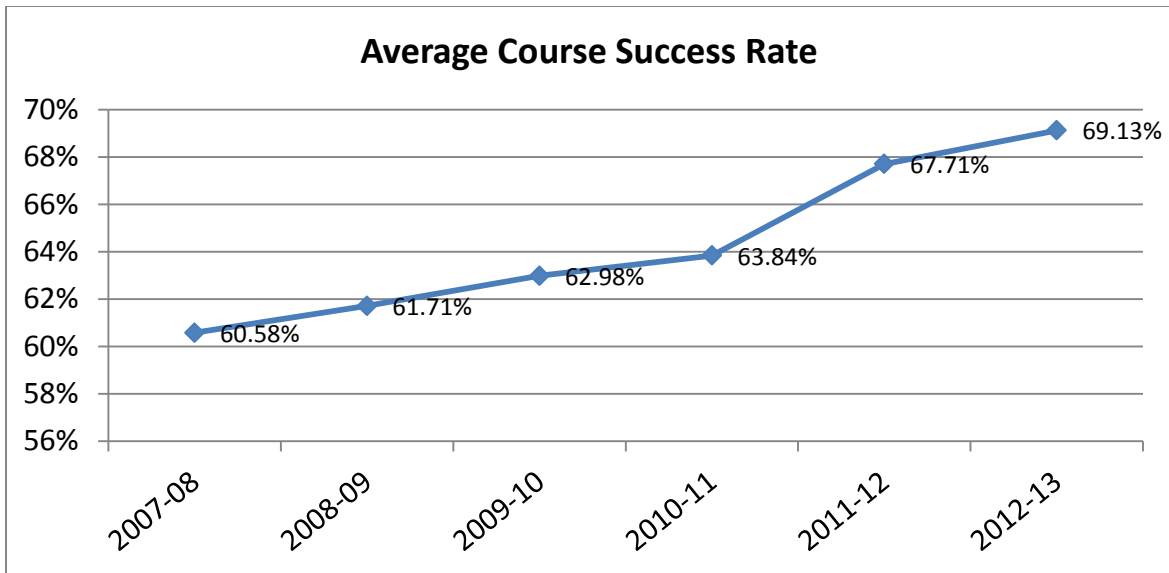
Figure 20. Course success. From SBVC Datatel 2014. *Institution-set standard for this measure is calculated at one standard deviation below the seven-year average.

After a decline in the number of awards received beginning in 2010, there has been a steady increase in overall award count since 2012, with the count of AA/AS degrees declining and then increasing slightly earlier than certificates (see Figures 21 and 22).

AA/AS Degree Count
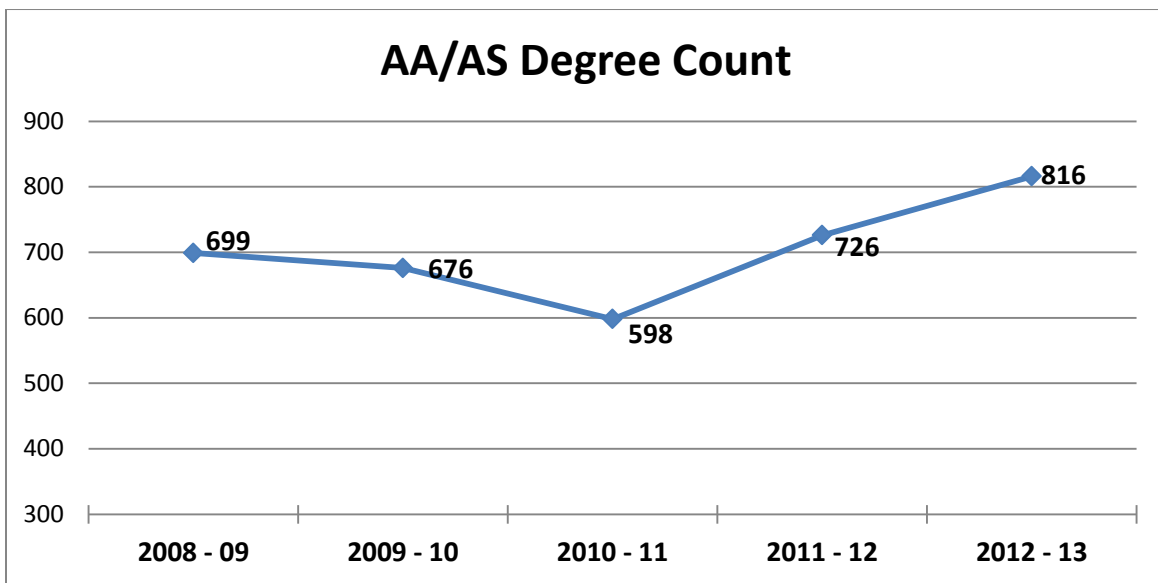
Figure 21. AA/AS degrees awarded. From SBVC Datatel 2013.
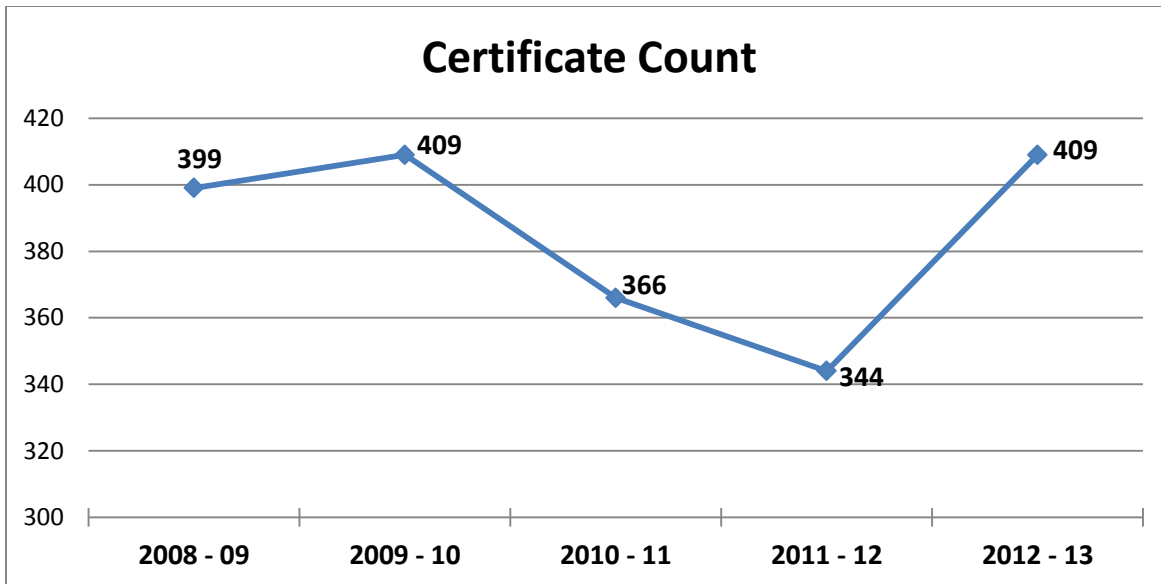
Figure 22. Certificates awarded. From SBVC Datatel 2013.

Transfers

This section provides a summary of current transfer data. The majority of incoming students plan to complete a Bachelor of Arts (BA) degree after earning their AA or AS degree. Of those students who do transfer to a university, the majority transfer to a CSU, whereas the minority transfer to a UC college.

Table 12. *Transfer Plans—Tentative*

Students who plan to transfer	Five-year average %
BA degree after completing AA/AS	32.31%
BA degree w/out AA/AS	5.73%
AA degree w/out transfer	8.36%
Overall average	46.39%
Average fall enrollment over five years	**10,700**
Number who indicated intent to transfer	**4,646**

Note. Percentages in this table do not total to 100 percent because they are five-year averages.

Table 13. *Transfer Destination*

Transfer destination	Five-year average count
University of California*	33
California State University**	299
Out of state**	133
In-state-private**	193

Note. *2006-2010; **2009-2013.

Statewide budget cuts have resulted in capping or cutting enrollment to state universities, which can be seen in the steady enrollment decline in Figure 23. The UC system has also terminated its website's enrollment count tables, with 2009-2010 being the last year the data can be viewed.
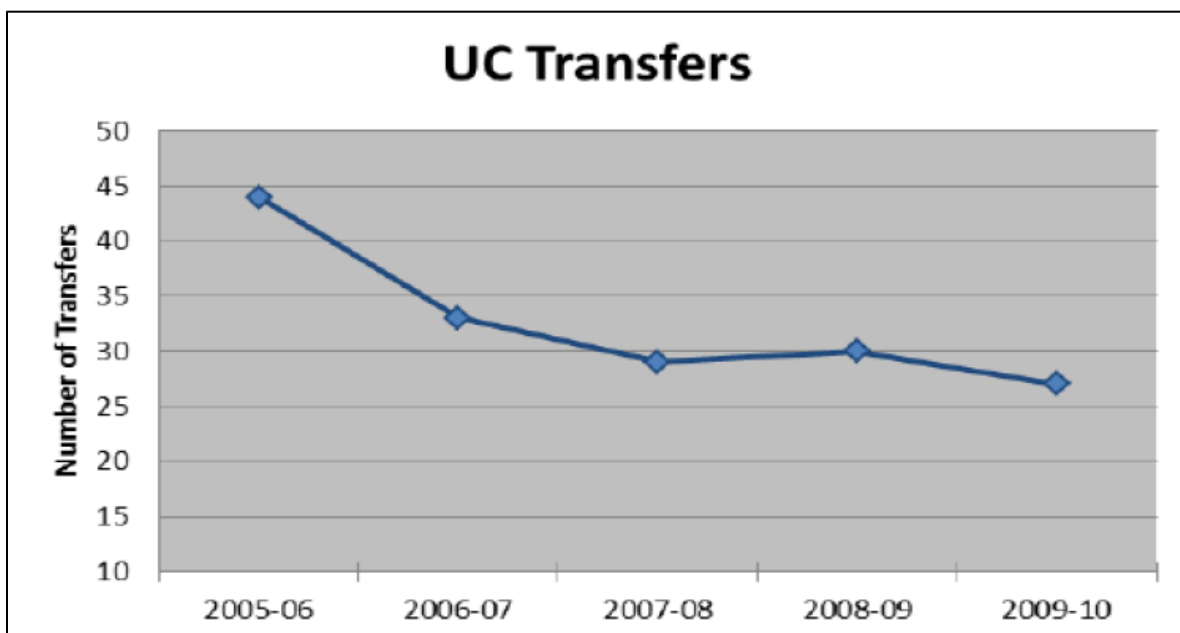
Figure 23. UC transfers. From California Postsecondary Education Commission: http://www.cpec .ca.gov/OnLineData/TransferTotalsbyCCC.asp?Seg=A. UC Transfer data has not been published beyond 2010.

The data in Figure 24 show a sharp decline in CSU transfer rates for 2012-2013. This decline is partially due to the small number of students in the pipeline, with only 792 first-time students enrolled for fall 2009 (see Table 6), as well as the reduced number of admission slots in the CSU system due to budgetary restrictions that resulted in a CSU enrollment freeze beginning in spring 2012.
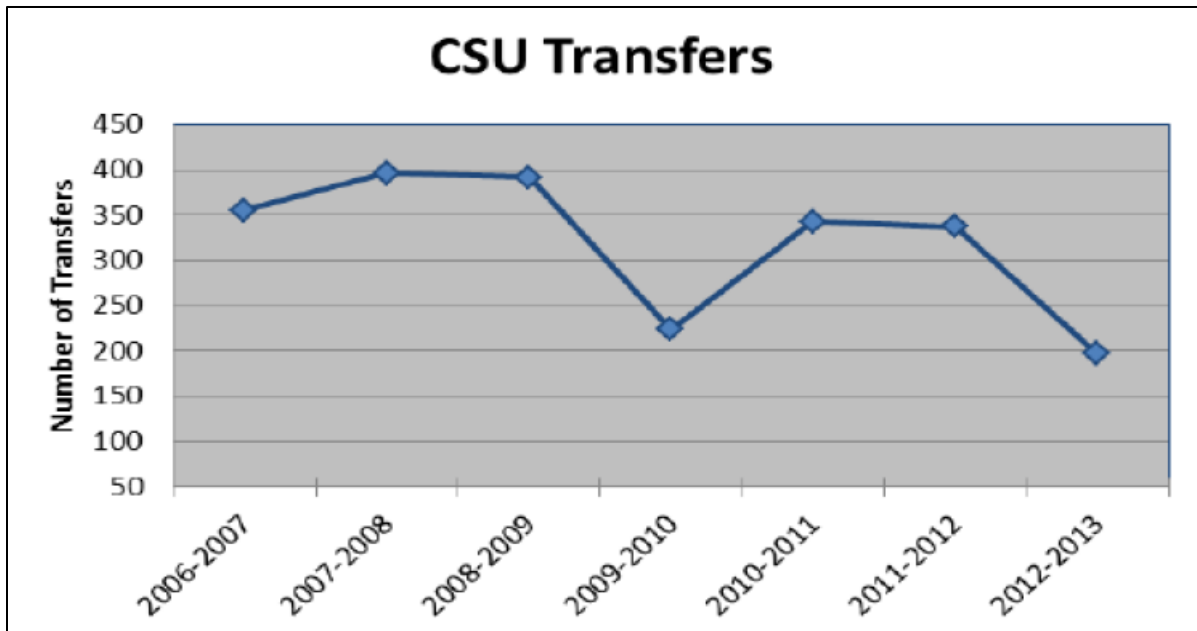
Figure 24. CSU transfers. From http://calstate.edu/as/ccct/index.shtml.

Transfers to in-state-private and out-of-state universities remain constant, as seen in Figure 25.
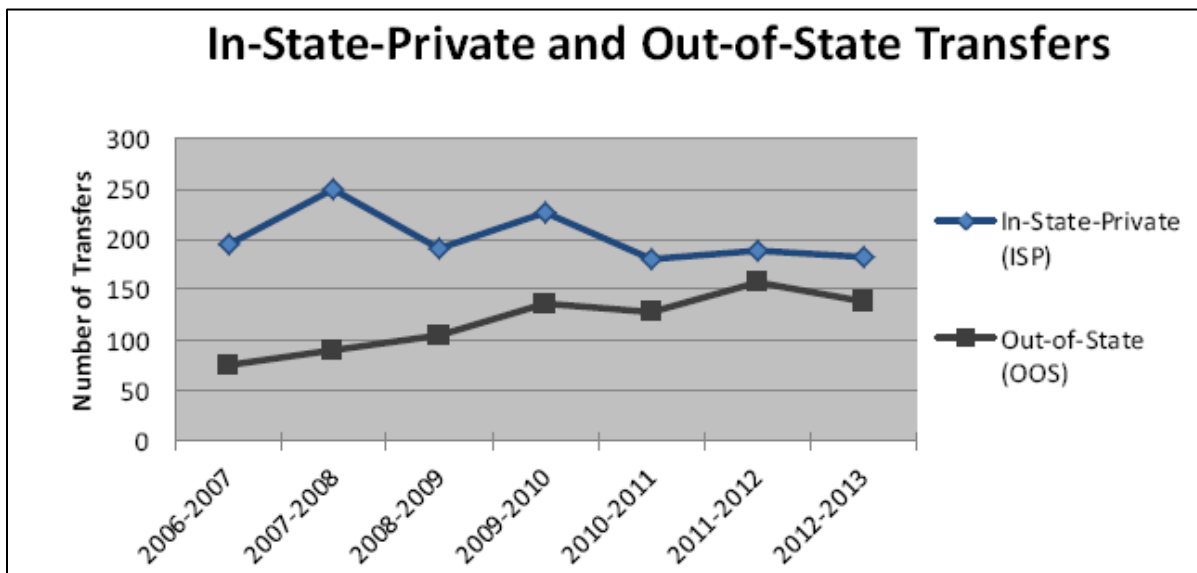
Figure 25. Independent colleges transfers. From CCCCO Data Mart: http://datamart.cccco.edu/ Outcomes/Student_Transfer_Volume.aspx.

See the Office of Research, Planning and Institutional Effectiveness (0.6) for more complete data on

- Success rates by department
- Graduation
- Employment characteristics
- Financial aid awards

Off-Campus Sites

SBVC offers classes at two off-campus sites; one serves the population in the local mountains and another provides training in basic law enforcement at the San Bernardino County Sheriff's (SBCS's) Regional Training Center.

The Big Bear program, located at Big Bear High School, serves the residents of this mountain community. Surveys and focus groups have been held in Big Bear to determine the services and student learning programs of interest in the community. SBVC staff makes frequent trips to Big Bear to provide visibility, interest, and dedication to support a successful learning program.

Evening classes provide access to the mountain students who would have a long and difficult commute to the SBVC campus. The classes range from associate degree and transferable courses, such as political science, to certificate courses, such as child development.

An on-site coordinator provides management and support for the classes. Many classes are offered using interactive television (ITV) technology, which provides two-way instruction between the SBVC campus and the Big Bear site. Most of the students and the instructor are located in a classroom on the SBVC campus, while some students participate from a classroom at the Big Bear site. Face-to-face classes are also offered, such as Art 126, Painting, and ASL-109, American Sign Language I.

All matriculation services are provided to the students in the mountain communities. Counselors go to the site each semester to meet with the currently enrolled students. Counseling can also be provided by telephone or Skype. There are two Super Saturdays, one in summer and one in late fall, that provide a one-stop array of services that help new students matriculate. Personnel from Admissions and Records, Financial Aid, Assessment, and Counseling all participate. On Super Saturday, students can apply, complete the online orientation, take the assessment test, speak to Financial Aid staff, and consult with a counselor. Arrangements are made for students who do not assess that day. The on-site coordinator has been trained in administering the Accuplacer assessment tool, so students have several other opportunities to complete the assessment.

Students registered for classes have access to SBVC's digital library and can order textbooks from the campus bookstore and have them delivered to their residence. Recently (spring 2014) SBVC initiated a recruitment effort to identify mountain students for the VBC program. A schedule was developed to provide this population with classes at the Big Bear site on Tuesday, Wednesday, and Thursday evenings; then the students will come to campus one day a week, on Friday, for additional classes and activities. The VBC program will provide an avenue for newly graduated high school students to earn a college degree and participate in a learning community. These course offerings and services are important to the community, and SBVC has made the commitment to have a presence there.

The SBCS's Academy is located 12 miles north of SBVC at 18000 Institution Road in San Bernardino. The Basic Academy is a partnership between the SBCS and SBVC. This partnership generates approximately 300 FTES yearly and has been in existence for the last 40 years.

The Academy is certified by Peace Officer Standards and Training (POST), and graduates of the program receive a certificate that allows them to be hired by most law enforcement agencies in the State of California. The Academy program is administered under a structured discipline format, which prepares officers for the stress related to law enforcement.

The Academy is 23 weeks in length and meets Monday through Friday 8:00 a.m. to 5:00 p.m. and occasionally in the evening for scenario and driver training. The Academy consists of Police 002, Police 100, Police 101, Police 102, and Police 103. The five classes total 39.75 units of college credit. Twelve of the units are transferable to CSU San Bernardino (CSUSB).

Enrollment is limited to those students who meet the screening requirements as outlined in the Government Code, California Penal Code, and the *Commission on Peace Officers Standards and Training Administrative Manual*. All prospective trainees visit SBVC for matriculation services. Trainees must apply, complete the online orientation, and take the assessment test. Financial aid, tutoring, and computer labs are available for all Academy trainees.

ABSTRACT
OF
SAN BERNARIDINO VALLEY
COLLEGE
SELF-EVALUATION

Abstract of the San Bernardino Valley College Self-Evaluation

San Bernardino Valley College provides quality education and services that support a diverse community of learners.

SBVC's mission reflects the institution's educational purpose. SBVC offers open access to all students who wish to enhance their knowledge and skills. The campus has a wide variety of student services and offers a varied and comprehensive curriculum to help students achieve their goals. The mission unites campus planning, campus services, and student learning.

The Educational Master Plan (EMP; 0.12) and the Strategic Plan (0.13) are aligned with the mission, vision, and values statements; together, these provide the basis and context for integrating campus planning, programs, and services. The Office of Research, Planning and Institutional Effectiveness has provided a substantial body of data and made it available online and in formal and informal presentations made to the campus and the community. SBVC engages in dialogue on matters related to student learning and institutional processes using the collegial consultation structure as outlined in AP2225 at all campus meetings, committees, workshops, and other venues. Campus discussions are vigorous, engaging all constituencies and points of view. The quality and integrity of instructional programs are largely driven by three integrated campus processes: curriculum, outcomes, and program review. Faculty, as discipline experts, write curriculum; establish learning outcomes; complete program review documents, which include analysis and evaluation of student learning and success measures; and participate in regular cycles of assessment of student learning at the course, program, and college levels. SBVC DE programs are compliant with all ACCJC Accreditation Standards, following models of best practice.

Campus programs and services are subject to regular evaluation and review. Under the purview of the Academic Senate, the Program Review Committee oversees a rigorous program efficacy process every four years for all program and service areas that impact student learning, and the committee conducts an annual needs assessment to guide program growth. Outcomes processes are ongoing and encompass SLOs, institutional CCs, program learning outcomes (PLOs), and SAOs. Campus climate surveys evaluate campus planning, leadership, communication, technology, services for students, quality of teaching and learning, and equity. The initiatives identified in the Strategic Plan contain measurable campus goals and benchmarks. The Office of Research, Planning and Institutional Effectiveness gathers, evaluates, and disseminates qualitative and quantitative data throughout the campus.

SBVC is committed to meeting and exceeding ACCJC Accreditation Standards and policies.

Standard I: Mission and Institutional Effectiveness

Standard I.A. Mission

The mission statement of SBVC was last revised using collegial processes in 2007. The mission was approved by the Board of Trustees and is featured prominently on the SBVC website and in campus literature. The mission states SBVC's commitment to quality in its programs and services that are intended to assist students in achieving their goals. SBVC's student population is diverse in many ways: age, gender, ability, race, ethnicity, and proximity to the College. The mission encourages programs to embrace this diversity while demanding quality in all SBVC does. The SBVC mission is reviewed each year by collegial consultation groups and reaffirmed or revised as recommended by the College Council. Members of the campus community can initiate a review of the SBVC mission at any time through their constituency groups.

The mission is the heart of the campus planning and processes. SBVC plans including the EMP, the Strategic Plan, and the Student Success and Support Program (SSSP) Plan incorporate the mission. Additionally, the program review and budget processes are aligned with the mission.

Standard I.B. Institutional Effectiveness

The continuous improvement of student learning and ensuring the quality of programs and services at SBVC are supported by a number of plans and processes including the EMP, Strategic Plan and initiatives, SSSP, program review, curriculum, and outcomes processes. Institutional plans and processes are fully integrated, cyclical, and designed to include checks and balances to ensure that the campus is never stagnant and to keep the campus focused on student learning. CCs have been assessed and evaluated. Institution-set standards have been established and measured. Ongoing dialogue about campus planning and processes takes place in a variety of formats and includes all campus constituencies. Campus plans and processes are systematically evaluated and assessed by the sponsoring committee and by SBVC at large. Plans and processes are improved and revised so as to be responsive to the needs of SBVC.

Campus budget, resource allocation, and growth are tied to institutional effectiveness. SBVC makes data-based decisions using qualitative and quantitative data derived from campus plans, processes, and institutional research. Through strategic planning, SBVC establishes measurable goals. Campus progress on goals is assessed and documented, and results are disseminated to the campus population.

Standard II: Student Learning Programs and Services

Standard II.A. Instructional Programs

SBVC is an open-entry institution offering certificates, degrees, transfer degrees, and opportunities for self-improvement and lifelong learning. Students entering SBVC must participate in a mandatory orientation, assessment, and advisement. The SBVC catalog demonstrates the breadth of offerings available at SBVC that are designed to cover the major areas of knowledge, lifelong learning skills, ethics, and personal social competence. Credit, certificates, and degrees are awarded based on depth, breadth, and rigor of the College curriculum and achievement of the stated outcomes. SBVC has clear policies for academic freedom, academic dishonesty, and ethical conduct.

Curriculum development and review is a faculty-driven process. The Curriculum Committee operates under the authority of the Academic Senate. New courses, degrees, and certificates must be approved through the committee's content review process. Established courses, degrees, and certificates undergo content review every six years. CTE courses, degrees, and certificates undergo content review every two years. Curriculum is reviewed for depth, breadth, rigor, prerequisite and co-requisite evaluations, instruction format (e.g., DE), established learning outcomes, and relevancy to the SBVC mission. Once curriculum is approved by the committee, it is forwarded to the Board of Trustees for approval.

SBVC has a number of successful grant projects and programs. The HACU/ Walmart grant funded the creation of paired courses and contextual learning. Accelerated courses and SI were developed under the USDE HSI STEM and Articulation PASS GO grant as well as the Minority Science and Engineering Improvement Program (MSEIP). Basic Skills funding has expanded SI beyond the STEM disciplines.

Outcomes processes at SBVC collectively refer to SLOs, PLOs, CCs, and SAOs. The resolution of lengthy negotiations between CTA and SBCCD regarding assessment of outcomes refocused campus efforts to assess and evaluate outcomes.

Students attend college for a variety of reasons: self-improvement, lifelong learning, job skills, certificates, degrees, and transfer. The one commonality in all these goals is courses; thus, instructional outcomes are aligned through mapping, courses are mapped to CCs, and courses are mapped to PLOs. In fall 2013, upon the recommendation of the Accreditation and Student Learning Outcomes (ASLO) Committee and approval of the Academic Senate, SBVC began implementing an every-course, every-section, every-semester assessment data collection philosophy. For courses and programs, the resulting assessment data are used to evaluate outcomes a minimum of once every three years. Eighty-five percent of courses and 29 percent of programs have achieved ongoing assessment and have completed at least one evaluation cycle. All CCs require ongoing assessment and were evaluated in 2013.

Institution-set standards have been determined for CCs, course completion, student retention, degrees awarded, certificates awarded, number of student transfers, and course completion. The institution-set standard for the percentage of students assessed that met CCs was set at 70 percent, as approved by the Academic Senate, and is subject to review in spring 2015. The Academic Senate determined the institution-set standard for completion, retention, degrees, certificates, and transfer at one standard deviation below a seven-year average. Additionally, SBVC has adopted standards for success in DE courses.

The Program Review Committee operates under the authority of the Academic Senate. The Program Review Committee oversees two processes: program efficacy, a rigorous evaluation of academic programs that takes place once every four years (CTE programs also complete a two-year mini-review), and needs assessment, an annual evaluation and prioritization of growth needs. Program efficacy examines and evaluates the currency of a program's curriculum and progress on outcomes assessment and evaluation. Efficacy also evaluates departments in relation to the SBVC mission and Strategic Plan. In order to participate in needs assessment, a department's program efficacy document must be current and in good standing.

SBVC has a separate process for program discontinuance that is administered by the Academic Senate.

Courses taught in a DE format are held to the same standards as face-to-face courses with no changes to the official course outlines. The curriculum, course objectives, and learning outcomes are identical. Courses and programs must be approved for DE delivery by the Curriculum Committee. Outcomes are assessed for every course, every section, every semester, regardless of means of delivery. DE data are analyzed as part of the program efficacy process.

The Office of Research, Planning and Institutional Effectiveness compiles statistical data and gathers further research using surveys; strengths, weaknesses, opportunities, and threats (SWOT) studies; and community analysis. This allows SBVC to evaluate student learning and to make data-driven decisions.

Standard II.B. Student Support Services

Student Services provides ample departments and programs to serve the academic and personal growth needs of an ethnically diverse campus, including but not limited to Admissions and Records, CalWORKS, DSP&S, Financial Aid, Foster and Kinship Care Education, Library Services, Office of Student Life, Student Clubs, Student Health Services, Puente Project, Tumaini Program, and Veterans' Services. The general counseling department provides academic, personal, and career counseling. One-on-one, group, and online counseling is available to all students. Counseling faculty are also assigned to programs designed to serve the needs of special populations. Counseling, Admissions and

Records, and Financial Aid offer services at the Big Bear location on a regularly scheduled basis. The Assessment Center administers on-site assessments in Big Bear every semester.

Student Services has a number of planning elements. The new Student Support and Success Plan will begin implementation in fall 2014. Elements of the plan include building a Welcome Center for new students, developing follow-up services for students on academic probation or students participating in pilot programs, expanding the VBC program, and establishing more learning communities. The Enrollment Management Plan, EMP, Strategic Plan, and Basic Skills Committee and programs all contribute to the success of students.

Student Services programs continuously accumulate assessment data and evaluate SAOs at least once every three years. Student Services departments participate in the campus program review process and complete program efficacy every four years. Program efficacy requires each department to speak to the currency of its program, how its program supports the mission of the College, what progress the department has made on its SAO assessment and evaluation, program efficiency, and how the department serves student diversity.

The SBVC catalog is updated, published annually, and includes the SBVC mission statement and CCs. It is available in print and online. The catalog contains information about admission requirements, financial aid, campus programs and services, certificates and degrees offered, campus policies and procedures, faculty, board members, and the student grievance process. The catalog clearly indicates which courses are articulated with the CSU system and the UC system.

Standard II.C. Library and Learning Support Services

SBVC Library and Learning Support Services are comprehensive and support campus curriculum in a safe and secure environment. Guided by faculty librarians and with input from instructional faculty, the Library maintains a collection of books and periodicals in print, microform, and online format to support the depth and breadth of the campus curriculum and provide resources for lifelong learning. Online resources are available remotely to all students via the Internet. Library services include circulation of print resources, a large textbook reserve collection for in-library use, an open student computer lab, and a research computer lab. Additionally, faculty librarians provide reference services, open workshops, and class bibliographic instruction (BI). Reference services are available 24/7 via online Ask-A-Librarian services. The Library has established partnerships with the VRC and the Basic Skills Committee.

Library and Learning Support Services and other departments that support student learning have been subject to reduced staffing, reduced budget, and fluctuating hours of operation. Although the latter has been stable for several semesters, concerns about student access to these services remain. Learning support services include the Reading Lab, the Writing Lab, the Technology Skills Center, and other campus labs. These services also include SI, which

is housed in the Library, and the SSC, which also houses general tutoring, the math drop-in center, and STEM tutoring. The Writing Lab and SSC provide online tutoring.

Library and Learning Support Services and other departments that support student learning all participate in the campus program review process and have established and assessed SAOs. The Library maintains a suggestion box for feedback and purchase recommendations, has conducted a One-Minute Reference survey, conducts postinstruction self-assessments, and participated in the California Library Association's Library Snapshot Day. The SSC aligns its tutoring services with the CCs. The campus climate survey also assesses the Library and Learning Support Services. Library and learning services support Institutional Core Competency 1 (CC1): Communication and CC2: Information Literacy.

Standard III: Resources

Standard III.A. Human Resources

Human Resources has faced a number of challenges over the past few years. The department has been subject to high turnover of administrators and classified staff within the department. Human Resources has not had a permanent leader since January 2011. The staffing problems within Human Resources have led to a few discrepancies in hiring and evaluation of personnel that have since been resolved. A continuing issue is that Human Resources does not have sufficient staff to efficiently fill the number of vacancies across SBCCD.

SBCCD has processes for hiring quality faculty, classified staff, and managers described in the board policies and administrative procedures. Faculty are required to meet the minimum qualifications for their discipline as established by the CCCCO. Faculty give a teaching demonstration, as appropriate, during their first interview. The California School Employees Association (CSEA) negotiates position titles, job descriptions, minimum qualifications, and salary. Managerial positions are established by the SBVC president, chancellor, and vice chancellor of fiscal services. Hiring committees are representative of all constituent groups, as appropriate. SBVC offers professional development opportunities for faculty, staff, and administrators.

Timely evaluations for faculty, classified staff, and administrators have been problematic the past few years. The high turnover in managers has affected the well-timed evaluation of classified staff. Additionally, managers' evaluations have been impacted by the high use of interim appointments. The 2014-2017 Long Range Staffing Plan showed that 26 classified staff members' and one manager's evaluations were overdue. These evaluations have since been addressed. Administrative policy for hiring and evaluating the chancellor exists. The chancellor's last evaluation was completed on April 24, 2014.

SBVC is sensitive to issues of equity and diversity and tracks employment equity and diversity. Policies, practices, programs, and services are available to support the campus's diverse population. Similarly, SBVC demonstrates integrity in the treatment of its personnel and students.

Further resources available to SBVC have been generated through a Grant Development and Management Office established through a Title V grant between 2005 and 2011. Since 2011, the grants office has generated more than $8 million to create programs and enhance instructional and support services throughout the campus. Examples of awarded grants include the USDE HSI STEM and Articulation PASS GO grant, with SBVC as lead and CSUSB as a partner; the USDE MSEIP; the HACU-Walmart grant; the Student Mental Health Campus-based Program grant; the National Science Foundation Advanced Technological Education grant for the Water Supply Technology area; and state-funded grants that renew each year for the Middle College High School (MCHS) and Applied Technology, Transportation and Culinary Arts area.

Standard III.B. Facilities

Administrative Services is the hub for campus operations and safety, and provides management and/or coordination of facilities and safety-related activities on campus, is responsible for most regulatory compliance, is a liaison to regulatory agencies governing the various aspects of facilities and safety on campus, and supervises M&O, Custodial, and Grounds services.

The Facilities Master Plan (FMP), created in 2007 and updated in 2009, will guide the development of the physical campus through 2030. The plan is broken down into three phases, with Phase I already completed. Phase II will be completed by 2020. The FMP is aligned with the strategic initiatives and the Technology Strategic Plan.

The campus has been undergoing reconstruction for over a decade. These reconstruction efforts have been funded by FEMA and the passage of general obligation bonds Measure P and Measure M (2008). All new construction is compliant with California Building Codes and is approved by the state architect. Moreover, the buildings are designed with state-of-the-art earthquake safety features. The economic downturn impacted the assessment valuation for local property values and reduced the amount of bonds that could be sold. SBVC was forced to reprioritize building projects until such time as bonds could be sold again. At this time, SBVC is focusing on ADA upgrades, the theatre renovation, a new gymnasium completion, and renovation of the Career Technical Building. A comprehensive lifecycle cost study was included during the new buildings' design stage. A full study of the total cost of ownership for the campus is currently underway. The Facilities and Safety Committee (FSC) receives facilities improvement requests as part of the program review needs assessment process. The committee prioritizes these requests, and improvements are made based on available funding. SBCCD is environmentally conscious and strives to maintain its Silver LEED rating. One area where this is evident is in the landscaping surrounding the Business Building.

The SBCCD Environment, Health and Safety Committee (EHS) provides a safety program and plan development, education programs, technical assistance, and health and safety services to SBVC. SBCCD subscribes to the Keenan Safe Colleges online safety training. The Office of Emergency Preparedness (OEP) coordinates emergency planning and earthquake/evacuation drills for the whole campus to take place in the fall and spring semesters. Campus police provide safety training. Police are located on campus. A newsletter with safety tips and police calls is distributed monthly. The annual campus security report is available in print and online. SBCCD maintains adequate insurance coverage and is subject to risk management inspections and reporting.

Standard III.C. Technology

SBCCD and SBVC have focused on integrating technology planning. In keeping with the SBCCD mission and board imperatives, the District has established the Technology and

Educational Support Services (TESS) Department. TESS oversees technology needs, and SBCCD computing services are no long contracted out. SBVC has centralized technology resources and personnel under Campus Technology Services (CTS).

Under the direction of these two departments, campus technology has strengthened the campus infrastructure and added technology to the benefit of SBVC personnel and students. In the past few years, SBVC has made a number of improvements: free wireless Internet is available throughout the campus; the majority of classrooms are smart classrooms; student e-mail was migrated to Gmail; and online systems have been established so students may apply to SBVC, register, apply for financial aid, and make appointments for tutoring or counseling services online. Many of these technology improvements were funded by a USDE Title V grant. SBVC has recently begun using the registration waitlist feature. Currently, SBVC is in the process of upgrading to the Microsoft 365 Cloud platform. CTS has saved money by centralizing printing and copier services. Computers throughout campus are upgraded on a five-year rotation.

DE is guided by the Online Program Committee, Technology Committee, and supported by TESS. The Blackboard course management system (CMS) is maintained by SBCCD. The Online Program Committee webpage includes comprehensive information about teaching and learning in an online environment. Professional development provides further Blackboard training for faculty. Flex-day activities and professional development workshops offer technology training for all campus personnel. There is a centralized help desk to provide assistance to students, faculty, and staff with Blackboard, e-mail, WebAdvisor, registration, and other SBVC services.

CTS has established and assesses SAOs. CTS and TESS are subject to SBVC and SBCCD Program Review processes.

Standard III.D. Budget

The budget process begins each January with the release of the governor of California's preliminary budget. Budgeting at SBCCD and SBVC follows a calendar approved by the Board of Trustees and is compliant with Title 5 of the CCR, the *California Budget and Accounting Manual* (BAM), best practices of the Government Finance Officers Association (GFOA), and the fiscal policies set forth in Board Policy Chapter 6. Campus short- and long-range budget planning is tied to the SBVC mission and Strategic Plan and integrated with other campus plans and processes at all levels: department, division, administration, Budget Committee, program review needs assessment, and funding of emerging and emergency needs. Contractual agreements are also consistent with the SBVC mission and Strategic Plan.

SBVC receives unrestricted general funds via the SBCCD resource allocation model (RAM). State budget cuts have reduced campus funding. Accordingly, caps in FTES have been strategically reduced, and expenses have been adjusted to match revenues. The Board of

Trustees has set the fund balance minimum at 15 percent of general fund expenditures, while the state has a 5 percent minimum requirement. This strategy, along with two supplemental executive retirement plan (SERP) retirements and a soft hiring freeze allowed SBVC and SBCCD to weather the budget challenges of recent years. It is notable that SBVC was able to weather the recent economic downturn with no layoffs, which can be attributed to prudent fiscal management by SBCCD.

SBCCD engaged a third party, the College Brain Trust (CBT), to conduct a review of the internal RAM established in 2010. The purpose was to determine whether there were inherent weaknesses in the model that had an adverse impact and if there were ways the model could be made better. Further, the scope of the engagement included a review of how the resources were being utilized at the colleges to see whether CBT might have recommendations to improve upon that.

SBCCD and SBVC conduct financial matters with integrity. SBCCD utilizes Financial 2000 software for budget control. Negative fund balance reports are generated every month. There are checks and balances in place for all budgetary and purchasing processes; for instance, budget transfers require approval prior to the completion of the transaction. SBCCD has a strong reserve, and SBVC currently has a healthy fund balance. SBCCD and SBVC have sufficient funds for other post-employment benefits (OPEB) and debt management. Liability and property damage insurance is covered through the Statewide Association of Community Colleges (SWACC) and administered through a third-party vendor. SBCCD and SBVC undergo annual outside audits, and there have been no audit exceptions in the past two years. SBVC regularly provides oversight documentation to external funding agencies and has oversight of financial aid and the SBVC Foundation.

The SBVC Budget Committee advises on planning, issue management, and communication. Specifically, the Budget Committee develops annual budget assumptions, recommends reserve and contingency funds, identifies discretionary monies, and reviews and develops strategies for funding campus priorities. Throughout the year, the Budget Committee articulates and clarifies the budget development and management process for the campus community, including training, promoting budget awareness, and maintaining the transparency of budget decisions. The Budget Committee chair reports on the fund balance at each College Council meeting.

SBCCD and SBVC maintain transparency in budget operations. Audit results are posted on the SBCCD website. The chancellor and SBVC president regularly address budget matters on opening day, disclosing the budget allocation model, developmental budget for SBVC, budget deficits and/or fund balance, and funding of prioritized needs assessment items. The SBVC president held two forums on campus funding and budgets in spring 2014. The CBT report on the budget allocation model was openly distributed to the entire campus, as were the chancellor's and District Budget Committee's (DBC's) responses to the CBT recommendations.

Standard IV: Leadership and Governance

Standard IV.A. Decision-Making Process

SBVC integrates planning, processes, and dialogue well. The mission, EMP, and Strategic Plan are central to all other plans and processes on campus; for instance, the technology, enrollment management, and student equity plans; and outcomes, program review, and curriculum processes. The SBVC Planning Model, currently under review, is representative of campus planning processes.

Campus dialogue takes place through formal committee and collegial consultation structures as outlined in AP2225, and through informal meetings, workshops, and forums. The College Council is the primary collegial consultation committee with representation from Classified and Academic Senates; CSEA; Office of Research, Planning and Institutional Effectiveness; co-chairs of Curriculum, Program Review, ASLO, and Technology Committees; the president and vice presidents; and student government. Campus plans, changes to board policies and administrative procedures, and changes to local practices are all vetted through the College Council, Academic and Classified Senates, and other interested committees. The communication flow chart is representative of how information flows and dialogue takes place on campus. Campus constituencies have representation at the district level by participating in SBCCD committees such as District Assembly, DBC, and Distributed Education and Technology Services Committee.

Campus leadership, governance, and planning are evaluated through the campus climate survey, the committee evaluation survey, the strategic initiatives, learning outcomes, and program review processes.

Standard IV.B. Board and Administrative Organization

The Board of Trustees, comprising seven elected members and two student members, ensures that the mission of the SBCCD, which 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 of Trustees engages in current and long-range education planning. The Board of Trustees maintains and reviews the board policies and administrative procedures that guide all aspects of SBCCD and SBVC functions. The Board of Trustees is responsible for the hiring and evaluation of the District chancellor and delegates operation authority to the chancellor. The Board of Trustees is in regular communication with the SBVC campus through board meetings and through SBCCD and SBVC governance structures as outlined in BP/AP2045 and AP2225. The Board of Trustees is informed of campus performance on institution-set standards and is informed on and involved in accreditation processes.

SBVC administration has experienced a high turnover rate and numerous interim appointments. SBVC has successfully relied on dedicated faculty and staff, as well as strong planning and collegial consultation processes, to maintain campus educational standards and services during this period. Campus leadership was stabilized in the 2013-2014 academic year when all vice presidential positions were filled with permanent appointments, and a long-term interim president who has a history of service to SBVC was appointed.

The SBVC president reports directly to the chancellor and works through the College Council on strategic planning, issue management, budget expenditures, and communication. The president delegates authority appropriately to administrators and other constituent groups in keeping with their responsibilities and with collegial consultation processes. The president ensures that all statutes, regulations, and board policies are implemented and work in accord with the SBVC mission and values.

SBCCD supports the fiscal, business, human resources, facilities, and technology needs of SBVC. SBCCD's organization chart clearly delineates and communicates the operational responsibilities and functions of the District. All SBCCD services are regularly evaluated using the District Program Review process. SBCCD receives evaluative data from the satisfaction surveys sent out to the populations it serves. SBCCD plans are integrated with SBVC and include assessment and self-evaluation components. Communication with SBVC takes place through the collegial consultation processes established in BP/AP2045 and AP2225.

SBCCD has similarly experienced turnover at the administrative and classified levels, particularly within Human Resources, which has limited the support services provided by Human Resources, particularly in the areas of employee evaluations and hiring. The majority of evaluations are now up to date, hiring priorities have been established, and additional full-time and temporary staff have been brought on board to expedite hiring.

SBCCD's budget allocation model allocates district apportionment to SBVC. SBVC receives approximately 70 percent of District funds and is assessed approximately 70 percent of the cost of District operation. SBCCD commissioned the CBT to conduct a study of the District's budget allocation model in 2013-2014. CBT's recommendations were collegially reviewed. The recommendations will be studied and implemented. SBCCD expenditures are independently audited.

SELF-EVALUATION
ORGANIZATION

SBVC Accreditation Self-Evaluation

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

Standard I: Instructional Mission and Effectiveness

I.A. Mission and
I.B. Institutional Effectiveness

Co-Chairs:	Dr. Haragewen Kinde, *Administrator, Vice President of Instruction*
	Dr. Jeremiah Gilbert, *Faculty, Mathematics, Academic Senate President*
Committee Members:	Corrina Baber, *Classified, Schedule/Catalog Data Specialist, Instruction Office*
	Henry Hua, *Dean, Mathematics, Business and Computer Information Technology*
	Dr. Julius Jackson, *Professor, Philosophy and Religious Studies*
	Patricia Rossman, *Faculty, Physical Education and Athletics*

Standard II: Student Learning Programs and Services

II.A. Instructional Services Co-Chairs:	Dr. Kay Weiss, *Dean, Arts and Humanities*
	Dr. Horace Alexander, *Associate Professor, English*
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*

Sharen Chavira, *Administrative Secretary*

Dr. Kathleen Rowley*, Director, Grants Development and Management*

Nicole Williams, *Administrative Curriculum Coordinator, Instruction Office*

Dena Peters, *Administrative Secretary, Accreditation Committee*

Self-Evaluation Timeline

SBVC has actively engaged in the self-evaluation process, working collaboratively with faculty, staff, and administration. Accreditation is overseen by the ASLO Committee under the direction of the VPI and the lead accreditation faculty. The ASLO Committee is composed of the accreditation liaison officer, at least one faculty member from each division, and other interested faculty, administrators, staff, and students.

After completing the follow-up report in 2010 and the midterm report in 2011, SBVC began preparing for the 2014 self-evaluation during the spring 2012 semester. As part of the charge of the ASLO Committee, to prepare the campus accreditation self-study, to follow up on implementation of accreditation recommendations, and to prepare any follow-up reports or

documentation, the committee met regularly to discuss, review, and educate the College on accreditation and SLO topics.

During the spring 2012 semester, Accreditation Standard chairs and membership, which included representatives from administration, faculty, classified staff, and students, were finalized. The outline below presents the process and timeline followed in preparing for the 2014 self-evaluation.

Dates	Activities
October 2008	Visit of last Accreditation Team.
January 2009	Received Reaffirmation of Accreditation letter with a requirement that SBVC complete a follow-up report.
October 2010	Submitted follow-up report addressing Team Recommendations 5 and 6 and Commission Recommendation 1.
January 2011	Received response letter from ACCJC indicating that SBVC has resolved Team Recommendations 5 and 6 and Commission Recommendation 1 as identified in the Commission's action letter of February 3, 2009.
October 2011	Submitted midterm report addressing all recommendations from the 2008 Self-Study as well as progress on the institutional planning agenda.
January 2012	Received response letter from ACCJC indicating that the recommendations had been addressed by SBVC and "that the College had also addressed the self-identified plans…"
March 2012	Submitted substantive change proposal: DE.
May 2012	Received response letter from ACCJC indicating approval of the substantive change proposal and commending SBVC for "providing a well written document for review that included all of the required elements for evaluating the distance education programs."
March 2012 – May 2012	ASLO Committee met twice a month panning for 2014 self-evaluation process and formed Accreditation Standard chairs and membership. In addition, members reviewed debriefing notes from 2008 site visit.
June 2012 – August 2012	In preparing for the 2014 self-evaluation, the ASLO Committee reviewed accreditation-related documents as outlined below. • Study SBVC's *2008 Institutional Self Study*, *Evaluation Report*, *Mid-Term Report*, and *SBVC Follow-up Report, Oct 2010* • Additional resources from ACCJC website: Accreditation Reference Handbook, Guide to Evaluating Institutions, ACCJC Rubric for Evaluating Institutional Effectiveness, Guide to Evaluating Distance Education and Correspondence Education, Guide to Evaluating Institutions, Manuel for Institutional Self-Evaluation, Accreditation Standards Annotated for Continuous Quality Improvement and SLOs (Jan 06), Substantive Change Manual, Team Evaluator Manual, and Introduction to the Accreditation Standards.

August 2012	Training workshop for the ASLO Committee members.
September 2012 – December 2012	ASLO Committee met twice a month reviewing standards, researching, conducting dialogue, and gathering evidence. Additional Standard-focused meetings, led by Standard chairs, were conducted.
October 2012	SBVC was the 2012 regional ACCJC training site, and members of the ASLO Committee attended this training.
November 2012	Accreditation liaison officer (ALO) and co-chair of ASLO Committee attended ACCJC training seminar at Fresno City College.
January 2013	Campuswide presentation—Countdown to Accreditation October 2014.
February 2013 – May 2013	ASLO Committee met twice a month reviewing standards, researching, conducting dialogue, and gathering evidence. Additional Standard-focused meetings, led by Standard chairs, were conducted. Acquired experiences from attending ACCJC workshops and from serving on site visit teams were shared to strengthen committee members' knowledge of accreditation process. Accreditation-related data were presented, and self-study survey questions were compiled and reviewed. Standard chairs and co-chairs submitted first draft to ASLO co-chairs April 2013. ASLO co-chairs reviewed self-evaluation status, timeline, and process and updated the ASLO Committee. Status updates were provided at Academic Senate, Classified Senate, Dean's Cabinet, College Council, faculty chair meetings, and President's Cabinet.
June 2013 – August 2013	ASLO co-chairs reviewed first draft received and returned to authors to continue the work toward the production of the second Standard draft.
August 2013 – December 2013	ASLO Committee met twice a month. Additional Standard-focused meetings, led by Standard chairs, were conducted in Academic Senate and Dean's Cabinet. ALSO hosted small-group study sessions that were open to the campus. Status updates were provided at Academic Senate, Classified Senate, Dean's Cabinet, College Council, faculty chair meetings, and President's Cabinet. Standard chairs and co-chairs submitted second draft to ASLO co-chairs.

December 2013 - January 2014	ASLO co-chair prepared second Standard drafts for review by campus editor in preparation for all campus forums.
January 2014	Submitted substantive change proposal: DE.
February 2014	ALO and co-chair of ASLO Committee attended ACCJC training seminar workshop at Rio Hondo College.
February 2014 – March 2014	Conducted weekly campuswide forums to provide status update and to solicit feedback on each Standard. Forums were organized as follows: introduction of the Standard, highlight SBVC's activities regarding the Standard, shared evidence gathered, asked the question: Does SBVC meet the standard? Solicited additional examples & evidence for furthered exploration.
March 2014	Received response letter from ACCJC indicating approval of the substantive change proposal and commending SBVC for "preparing a thorough, well written proposal for review demonstrating the careful thought and planning for this change."
April 2014	ASLO co-chairs and Standard chairs worked toward the production of the board draft of the self-evaluation report. Accreditation board study session and status update on draft of self-evaluation report.
May 2014 – June 2014	Final draft of self-evaluation report disseminated to campus for feedback. Prepared final self-evaluation report for board approval. Self-evaluation report submitted to editor and then for publication.
July 2014	Self-evaluation report sent to ACCJC
September 29, 2014	ACCJC site visit

ORGANIZATION OF THE INSTITUTION

San Bernardino Valley College Organizational Charts

SBCCD Board of Trustees

Board of Trustees
Donna Ferracone, President
Dr. Kathleen (Katy) Henry, Vice President
Joseph Williams, Clerk
Gloria Harrison, Trustee
Dr. Donald Singer, Trustee
John Longville, Trustee
Nickolas Zoumbos, Trustee

Chancellor
Bruce Baron

Executive Assistant to the Chancellor
Stacey Nikac

Vice Chancellor Fiscal Services
Tim Oliver (Interim)

Vice Chancellor Human Resources
Dr. Jack Miyamoto (Consultant)

Associate Vice Chancellor Technology & Educational Support Services
Dr. Glen Kuck

Executive Director Economic Development & Corporate Training
Dr. Matthew Isaac

San Bernardino Valley College President
Dr. Gloria Fisher (Interim)

Crafton Hills College President
Dr. Cheryl Marshall

KVCR TV/FM Station General Manager
Alfredo Cruz

District Police Chief
Pierre Galvez

SBCCD Technology & Educational Support Systems

Associate Vice Chancellor Technology & Educational Support Services
Dr. Glen Kuck

- **Administrative Assistant I** — Colleen Leon
- **Secretary II** — Rosie Pena
- **Clerical Assistant II** — Phyllis Mitchell

Director of Technical Services — Jeremy Sims
- Senior Technology Support Specialist — Osman Parada
- Senior Technology Support Specialist — Dennis Carmichael
- Senior Technology Support Specialist — Lee Mascarenhas
- Telecommunications Specialist — James Harris II
- Telecommunications Specialist — Francisco Carranza (Sub)
- Web Developer — Jason Brady

Supervisor Printing Services — Dennis Winters (Interim)
- Printer Operations Specialist — Chris Jones
- Printer Operations Specialist — VACANT
- Printer Reproduction Operator — Carmen Sanchez
- Graphics Specialist — Gloria Piggott
- Graphics Specialist — Debbie Castro

Director Administrative Application Systems — Cory Brady (Interim)
- Senior Programmer/Analyst — Gabriel Matthews (Sub)
- Senior Programmer/Analyst — VACANT
- System Analyst — VACANT
- User Liaison — Carol Hannon
- Senior Programmer/Analyst — Mike Tran
- Senior Programmer/Analyst — VACANT
- System Analyst — Arlene McGowan
- User Liaison — DyAnn Walter
- Senior Programmer/Analyst — Joyce Sand
- Data Analyst — Dianna Jones

Director of Campus Technology Services (CHC) — Wayne Bogh
- Secretary II — Tracy Gray
- Senior Technology Support Specialist — Gino Barabani
- Senior Technology Support Specialist — Anthony White
- Computer Technician — Karen Mottl
- Computer Technician — Kevin Limoges
- Senior Multimedia Specialist — Shane Velord
- Multimedia Specialist — Charlie Rahn

Director of Campus Technology Services (SBVC) — Rick Hrdlicka
- Senior Technology Support Specialist — Gabriel Roselli
- Technology Support Specialist II — Anselmo Escobedo
- Senior Technology Support Specialist — Mark Byrd
- Technology Support Specialist II — Craig Ferguson
- Computer Technician — John Feist
- Senior Multimedia Specialist — Steve Race
- Multimedia Specialist — Jonathon Flax

Director Edustream — Andrew Chang
- Senior Technology Support Specialist — VACANT
- Web Developer — Yvette Tram
- Multimedia Specialist — VACANT

Director Alternate Text Production Center — Jeff Baugher
- Braille Production — Dawn Gross
- E-Text Production Manager — VACANT
- Project Analyst — VACANT
- Senior Technology Support Specialist — VACANT

Distance Education — VACANT
- Instructional Technology Specialist — Tre Gizzatov
- Instructional Technology Specialist — Robert Scadder (Sub)

SBVC Vice President of Instruction

Vice President Instruction
Dr. Haragewen Kinde

Schedule/Catalog Data Specialist
Corrina Baber

Administrative Curriculum Coordinator
Nicole Williams

Secretary II
Bridget Candelaria

Secretary I
Kay Dee Yarbrough

Dean Arts & Humanities
Dr. Kay Weiss

Dean Applied Technology, Transportation & Culinary Arts
Albert Maniaol (Interim)

Dean Social Sciences, Human Development & PE
Dr. Edward Millican (Interim)

Dean Mathematics, Business & Computer Technology
Henry Hua

Dean Science
Dr. Susan Bangasser

SBVC Vice President of Student Services

**Vice President
Student Services**
Dr. Ricky Shabazz

Administrative Assistant I
Shari Blackwell

**Dean
Counseling & Matriculation**
Marco Cota

**Library & Learning
Support Services
Director**
VACANT

**Student Health Services
Coordinator**
Dr. Elaine Akers

**Director
EOPS/CARE**
Maria del Carmen Rodriguez (Interim)

**DSP & S
COORDINATOR**
Marty Milligan (Interim)

**Director
Student Life**
Carolyn Lindsey

SBVC Vice President of Administrative Services

Organizational chart:

Vice President Administrative Services
Scott Stark

Reporting to Vice President:
- **Administrative Coordinator** — VACANT
- **Administrative Assistant I** — Karol Faxilias
- **Campus Business Office Account Clerk II** — Rosulo Halim; **Account Clerk I** — Roslyn Gordon, VACANT
- **Cafeteria & Snack Bar Manager** — Tracy Morrison
- **Director, Bookstores** — Gloriann Chavez

Under Campus Business Office:
- **Mail Clerk** — Horst Walker
- **Switchboard Operators** — Gwen P. Blizard
- **Director, Facilities, Maintenance & Operations** — VACANT

Under Cafeteria & Snack Bar Manager:
- **Food Service Specialists** — Valerie A. Alex-Solfest, Rebecca G. Dean
- **Director, Technology Services** — Rick Hrdlicka

Under Director, Bookstores:
- **Assistant Bookstore Manager** — Lisa Waybeum-Stroud

Under Director, Facilities, Maintenance & Operations:
- **Custodial Supervisor** — Johnny Kalas
- **Maintenance & Grounds Supervisor** — Guillermo Parra
- **Food Service Workers** — Linda M. Luna, Hai Hanh N. Nguyen, Jessica M. Solano, VACANT

Under Director, Technology Services:
- **Senior Technology Support Specialist** — Mark Byrd, Gabriel Rosati
- **Technology Support Specialists II** — Anselmo Escobedo, Craig Ferguson
- **Computer Technician** — John Feist
- **Senior Multimedia Specialist** — Steve Reese
- **Multimedia Specialist** — Jonathan Fiss

Under Custodial Supervisor:
- **Lead Custodians** — Albert Camacho, Michelle Jetha, Jerry Ohiguchi
- **Custodians** — Armando Abulla, Rosa Aguara, Jose Reza, Marciel Contreras, Daniela Cohn, Crisjbing Edillon, Albert Gutierrez, Robert Hernandez, Torrey Jackson, Ben Kelly, Gloria Kracher, Jerry Mason, Cang Nguyen, Long Nguyen, Bao Oullette, Sorell Teagee, Leticia Vargas, VACANT, VACANT, VACANT

Under Maintenance & Grounds Supervisor:
- **HVAC Technicians** — Jimmy King, VACANT
- **Maintenance Technicians** — Aaron Boone - Electrician, Kevin Grishow - Electrician, Larry Loughlin - Carpenter, Kristopher Shafer - Painter, VACANT - Plumber
- **Maintenance Worker** — Genaro Vargas
- **Lead Grounds Caretaker** — Ronald Gordin
- **Grounds Caretakers** — Jose Alvarez, Alex Yulgenes, Cesar Rojas, VACANT

Under Assistant Bookstore Manager:
- **Book Buyer** — Dolores Lopez
- **Bookstore Assistants** — Marivelee Diaz, Patricia Martinez, Tammy Preddie
- **Shipper/Receiver** — VACANT
- **Bookstore Customer Service Assistants** — Noel Acosta, Carol Wagnar

58

SBCCD FUNCTIONAL MAP

The development of the functional map for SBCCD was done collegially between the SBVC ASLO Committee, CHC accreditation representatives, and the SBCCD offices.

The SBCCD functional map is intended to demonstrate how the two colleges (SBVC and CHC) and SBCCD delineate roles and responsibilities by function. The colleges remain generally autonomous in providing educational programs, student support services, staff development, and most ancillary functions.

The development of the functional map began in February of 2014 through collaborative work among representatives from SBVC, CHC, and SBCCD. An initial review of the two functional map models was done by the ASLO Committee, and the committee chose to use the functional map in a table format. The committee worked together to make a preliminary determination on the primary, secondary, or shared responsibility of SBVC and SBCCD functions.

A subcommittee of ASLO leadership met with accreditation leadership from CHC to compare functional maps. Collegial discussion ensued when the two campuses' views on SBCCD's role and responsibility differed. In some instances, the subcommittee reached agreement on SBCCD's responsibility and made the necessary changes, which were ratified by the committee. In other instances, the subcommittee members took CHC's views back to the ASLO Committee for further discussion and final determination.

After sharing revisions with the ASLO Committee, to complete the process, members from both colleges met with representatives from the District office (vice chancellor of fiscal and business services, representative of the vice chancellor of human resources, and associate vice chancellor of technology and educational support services). The final document was shared with the ASLO Committee, and the development of the functional map was completed in April 2014. The indicators that depict the level and type of responsibility are as follows:

P: Primary responsibility (leadership and oversight of a given function including design, development, implementation, assessment, and planning for improvement).

S: Secondary responsibility (support of a given function including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility).

SH: Shared responsibility (SBCCD and SBVC are mutually responsibility for the leadership and oversight of a given function, or they engage in logically equivalent versions of a function— SBCCD and SBVC mission statements).

Standard I: Institutional Mission and Effectiveness		
A. Mission The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.		
	College	**District**
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	S
2. The mission statement is approved by the governing board and published.	P	S
3. Using the institution's governance and decision-making process, the institution reviews its mission statement on a regular basis and revises it as necessary.	P	S
4. The institution's mission is central to institutional planning and decision making.	P	S

B. Improving Institutional Effectiveness		
B. Improving Institutional Effectiveness The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.		
	College	**District**
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	P	S
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measureable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	P	S
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	P	S

4. The institution provides evidence that the planning process is broad based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	P	S
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.	P	S
6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	P	S
7. The institution assesses it evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.	P	S

	Standard II: Student Learning Programs and Services		

A. Instructional Programs

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

	College	District
1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	P	S
2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.	P	S
3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.	P	S
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	P	S
5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.	P	S
6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.	P	S

7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	P	S
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	N/A	N/A

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.

	College	District
1. The institution assures the quality of student support 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.	P	S
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: General Information, Requirements, Major Policies Affecting Students, Locations or Publications Where Other Policies May Be Found.	P	S
3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	P	S
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.	P	S

C. Library and Learning Support Services
Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measure in order to improve the effectiveness of the services.

	College	**District**
1. The institution supports the quality of its instructional programs by providing library and other learning support services that sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.	P	S
2. The institution evaluates library and other learning 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.	P	S

Standard III: Resources		
A. Human Resources		
The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.		
	College	**District**
1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.	SH	SH
2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	SH	SH
3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	S	P
4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	SH	SH
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.	P	S
6. Human resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	P	S

B. Physical Resources		
Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.		
	College	**District**
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	SH	SH
2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	P	S

C. Technology Resources		
Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.		
	College	**District**
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, collegewide communications, research, and operational systems.	SH	SH
2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	SH	SH

D. Financial Resources		
Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multi-college systems.		
	College	**District**
1. The institution mission and goals are the foundation for financial planning.	P	S

2. To assure the financial integrity of the institution and responsible use of financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	S	P
3. The institution has policies and procedures to ensure sound financial practices and financial stability.	SH	SH
4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.	P	S

Standard IV: Leadership and Governance		
A. Decision-Making Process		
The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.		
	College	**District**
1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative process are used to assure effective discussion, planning, and implementation.	P	S
2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making process. The policy specifies the manner in which individuals bring forward the ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	P	S
3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.	P	S
4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission Standards, policies, and guidelines, and Commission requirements for public disclosure, self-evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.	P	S
5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	P	S

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.		
	College	**District**
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.	S	P
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.	P	S
3. In multi-college districts or systems, the district/system provides primary leadership in setting and communication 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.	S	P

Responses to Recommendations From the Most Recent Comprehensive Evaluation

The Focused Follow-up Report, submitted in October 2010, provided SBVC's response based on Team Recommendations 5 and 6 and on Commission Recommendation 1 from the 2008 Self-Study and visit. The Accreditation Midterm Report, submitted in October 2011, chronicled the progress made to address all recommendations of the 2008 Self-Study. The Commission noted in its February 1, 2012, letter to SBVC that both the recommendations made by the comprehensive evaluation team and the self-identified plans for improvement, which were included in the SBVC Self-Study Report, had been addressed.

The following section outlines each recommendation from the SBVC 2008 Accreditation Self-Study and provides details regarding how SBVC has addressed the recommendations.

Team Recommendation 1: Educational Master Plan

The team recommends that the college enhance its strategic plan with a focused educational master plan that encompasses program review and the elements of instructional, student services, technology, and facilities planning. (Standards IB1-7; Standard IIA2; Standard IIB4; Standard IIIC2; Standard IIID1,2,3)

In the spring of 2009, the development of a campus EMP (0.12) was initiated in an effort to sustain a culture of accountability and integrated planning. The purpose of the plan was to

- Provide clear direction for planning basic skills, transfer, career, and technical education.
- Fulfill the College's own 2008 Accreditation Self-Study planning agenda.
- Integrate educational program planning with the College's strategic planning.
- Integrate educational program planning with the College's facilities master planning.
- Maximize value of College educational programs for the community.
- Expand knowledge of programs to stakeholder constituencies.
- Promote the College's strengths to the community.

Over the next eight months, the plan was developed through regular meetings, campuswide planning events, and workshops. Data were generated through the Office of Research, Planning and Institutional Effectiveness, which were provided to committee members and faculty chairs. Faculty from each department and/or discipline met to assess the data, identify goals, and develop action plans.

During fall 2009, the Program Review Committee evaluated its processes with a goal to develop a streamlined process that incorporated existing data. The EMP became the pivotal document to be utilized within the program review process. Program summaries in the EMP became the core of the program efficacy documentation. These documents include data for student success and productivity, as well as a synopsis of strengths, weaknesses, and goals. The Program Review Committee utilizes these summaries as building blocks for in-depth analysis of programs.

At an in-service day in January of 2010, SBVC hosted a workshop that provided divisions and departments time to evaluate program summaries and identify themes. During the next year, the EMP Committee met to develop the final, coordinated plan, which was published in September of 2010. This plan contained economic data, enrollment data, and program summaries for each area (administrative, instruction, and student services) organized by department. These summaries, known as the EMP one-sheets have been integrated into the program review process.

Team Recommendation 2: Publish Documents in Alternative Languages

In order to improve, the team recommends that the college assess the need to publish its most important documents (e.g. catalogs, schedules, etc.) in the major languages of the communities it serves. (Standard IIB2)

In response to the team's recommendation and the College's own planning agenda, SBVC has produced a select number of key documents (or portions of documents), information items, and brochures in Spanish. Following discussions with faculty and administrators and dialogue with her cabinet, the president made decisions regarding which documents should be translated. She determined that information that was critical to an understanding of how to become a student and information about SBVC in general should be translated into Spanish. Since 2008, many of these items have been printed and reprinted in Spanish. These materials have become key tools for the Outreach and Recruitment team as they communicate admissions policies and procedures.

Beginning in fall 2008, the president's "Campus Welcome," in both the College Catalog and the schedule of classes, has been printed in both English and Spanish. Brochures are available in Spanish in the Admissions and Records Office as well as the Counseling Office, detailing the add/drop processes. Brochures outlining financial aid information in Spanish have also been developed. The Public Information Office has also produced documents intended to promote information and interest within the Spanish-speaking community (0.14)

Team Recommendation 3: Develop a Plan for Appropriate Assessment Instruments

In order to meet the standards, the team recommends that appropriate assessment instruments be developed to enhance student access, and student success. The issue of the effective delivery and overall efficacy of assessment appears most problematic with regard to off-site locations and distance education. (Standard IIB3e)

In response to the team's recommendation and SBVC's own planning agenda, the Office of Institutional Research conducted a study in 2008-2009 that explored assessment tests used at SBVC, including a set of four locally developed math tests, a locally developed English

essay test, and the Compass Reading Test. In addition, the Accuplacer instrument was examined and compared to the tests in use at the time to determine their efficacy.

The study revealed trends toward higher student success for students placed using the Accuplacer versus the existing instruments. As a result, recommendations to adopt Accuplacer as SBVC's placement instrument for English, math, reading, and English as a second language (ESL) were accepted by the College Council. Since 2009-2010, SBVC has used Accuplacer for student placement into math, English, and reading courses. Faculty in these disciplines work with the Office of Institutional Research and the Matriculation Office to refine cut-scores.

Accuplacer has proven to be portable and has provided the opportunity to effectively facilitate assessments for students at high school orientations and Big Bear site orientations. Additionally, sample tests are available through WebAdvisor (Assessment Study, 2009).

Team Recommendation 4: Record Retrieval and Destruction

To meet the standards, the team recommends that the college establish a procedure for the storing, retrieval and destruction of records in all offices. (Standard IIB3b, f)

In an immediate response to the team recommendation, BP3310 was developed to address the retention and destruction of college records. BP3310 authorizes the chancellor to establish a process for the retention and destruction of records, including student records, employment records, and financial records.

In addition, in February 2009, upon the recommendation of the chancellor, the Board of Trustees approved AP3310 to further address the visiting team recommendation. This procedure outlines definitions and classifications and the manner in which various records should be filed, for how long, and in what way they should eventually be destroyed (0.15).

The Admissions and Records Office retains student records by scanning the records into Imagenow; the Class 1-permanent record (student record) is retained indefinitely, electronically. All hard copy records prior to 1981 previously housed in the Admissions and Records Office vault have been scanned by a third-party company, Viatron. The records are now available in Imagenow. Admissions and Records no longer retains any hard copy records except for SBVC degrees and certificates, which are retained for up to two years and then destroyed.

Team Recommendation 5: Student Learning Outcomes as a Component of Evaluations

In order to meet the standards, the team recommends that faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Response to the team recommendation has required negotiation with the CTA since evaluation is contractual. In 2010, the vice chancellor of human resources began working in earnest to address this recommendation. Several successive drafts that would have added SLOs to the evaluation process were reviewed. A question asking members to reflect on the effect of SLOs on student success in their courses was included as part of the MOU. The MOU was shared at a meeting of the Academic Senate on August 18, 2010, and reviewed at the subsequent meeting on September 1, 2010.

In November of 2010, SBCCD received a *Demand to Bargain* letter from the local chapter of CTA, stating that ongoing planning and other actions by SBCCD on SLOs created a significant impact on faculty hours, working conditions, and workload. SBCCD and CTA continued to discuss the issues while the Academic Senate president argued that outcomes are an academic and professional matter and appealed for progress.

In January of 2013, agreement was reached and an MOU was signed. A component of the MOU was evaluation. The agreement reached states, "A self-reflection statement in regards to the development and assessment of SLOs shall be included in the evaluation. Furthermore, the evaluator and faculty member may voluntarily discuss the SLO process and how it was used in the improvement of instruction" (0.8).

Team Recommendation 6: District-Level Program Review, Strategic Plan, and Human Resources Plan

In order to meet the standards, the team recommends that the board of trustees and the chancellor, in consultation with the leadership of the college campuses, develop a strategy for addressing some significant issues raised by each college and verified in interviews with staff in the following areas; namely:
- *The development of an appropriate and clearly communicated process for reviewing all district functions and processes using a program review model. (Standard IVB3a, b)*
- *The development of a formal and regularly evaluated district strategic plan that both acknowledges input and aligns with the college's educational plan and serves as a guide for planning at the college level. (Standards IB3, IVB3g)*
- *The development of a coordinated strategic plan for technology that is responsive to the colleges and assists them in the daily management of the college functions,*

including the monitoring, assessing and use of financial information. (Standards IB2, 4, 5, 6, IVB3b, IIIC1a, c, IIIC2)
- *The development of a long range human resources plan to assist the colleges in planning and prioritizing the need for full-time faculty and staff. (Standards IIIA1b, c, IIIA6)*

Program Review

The SBCCD has established, implemented, and evaluated a systematic Program Review model for examining SBCCD functions and processes. Each District unit participates in program review every three years, with annual planning updates done during the two-year interval. The program review template for all units includes the following sections:

- Mission
- Description
- Outcomes and Other Measures of Effectiveness
- External Opportunities and Challenges
- Analysis and Evaluation
- Three to Five Year Vision
- Impact on the Colleges and the District
- Other Pertinent Information
- Goals, Objectives and Action Plans
- Resource Requests
- Progress Report on Last Cycle's Goals, Objectives and Action Plan (if applicable)
- Description of Process and Participants

Each unit establishes its own effectiveness measures, analyzes data, and sets goals and objectives. An integral part of the SBCCD Program Review process is a district operations satisfaction survey sent annually to all employees, with the results used to identify service gaps. This survey provides the campuses an opportunity to offer input into SBCCD services.

District Strategic Plan

The SBCCD Strategic Planning Committee was formed in October of 2009. The committee is composed of faculty, administrators, classified staff, and student representatives from the colleges and SBCCD sites. The initial plan was drafted based on review and discussion of EMPs, the board imperatives, the CCCS Strategic Plan, environmental scan data, and other relevant information. SBCCD completed and revised its Strategic Plan, which is composed of six strategic directions and 12 strategic goals. It is fully aligned with both college EMPs. The chancellor gave a presentation to the faculty and staff at the fall 2011 in-service day, summarizing the alignment of the college plans with the District Strategic Plan (0.9).

For 2010-2011, the Strategic Planning Committee's charge was to monitor implementation of the Strategic Plan and to incorporate revisions. KVCR and Economic Development and Corporate Training (EDCT) were also incorporated into the plan's goals and objectives.

Planning at the District level has continued, and the most recent draft includes research findings and data from a new environmental scan, prepared in 2013. A summary of the committee's progress was presented to the Board of Trustees at the April 10, 2014, board meeting (0.10).

Strategic Plan for Technology
SBCCD has developed a coordinated strategic plan for technology, which is aligned with SBVC's plans. In order to become more responsive to campus needs, SBCCD's TESS has undergone significant changes. A structural reorganization was completed, which involved the elimination of outsourced management and technical roles. The governance model now includes six collegial consultation committees, which ensure that all constituents have input into the technological priorities of the District. These committees are the TESS Executive Committee, Technical Infrastructure Committee, District Applications Work Group, Web Standards Committee, and two College technology committees.

SBCCD's Technology Strategic Plan was developed through a collegial process and is aligned with college plans. It has been implemented, and accomplishment of objectives is monitored via the TESS Executive Committee (0.16).

Development of a Long-Range Human Resources Plan
In fall 2009, the SBCCD Human Resources Office began work on a long-range plan designed to assist the colleges in planning and prioritizing full-time hiring needs, which is now called the staffing plan. Several sample documents were reviewed. The contents include a description of the hiring and evaluation processes, also found in board policies and administrative procedures; current workforce demographics; historical staffing ratios; faculty loads; turnover rates; retirement projections; compliance information, such as full-time faculty obligation and the 50 percent law; and three measureable objectives to address districtwide needs.

In 2011, the staffing plan was updated with new data, though not all data were available at the time of the revision. As the economy and enrollment management needs changed, the plan was determined to need revisiting. Large turnover in Human Resources has delayed this process. In 2013, the CBT was contracted to create a long-range staffing plan for SBCCD. The completed plan was presented to the District in April 2014 (0.17).

Commission Recommendation 1

The district's resource allocation process needs to be clarified and communicated to both colleges within the district.

In October of 2009, a Resource Allocation Committee (RAC) was formed with representation from the colleges, the District office, EDCT, KVCR, and other constituency groups. This committee was charged with developing a transparent model for the allocation of funds to District entities. After reviewing other district models and best practices, the

RAC recommended guiding principles for the SBCCD model. In February 2010, a draft of the RAM was reviewed by the committee and feedback was requested from the campuses. After incorporating this feedback, the final version of the RAM was approved by the committee in May 2010 and utilized for developing the fiscal year 2010-2011 budget.

In Fall 2010, a DBC was formed and charged with the responsibility to review the model and to make recommendations regarding districtwide budget development processes (0.11).

In 2013-2014, the RAM was again reviewed and the District determined that it needed to gather information to help ensure that all District entities have the funding necessary to meet their goals. The Chancellor's Cabinet and the DBC have been exploring resource allocation issues. A community college consulting group, the CBT, was engaged in 2013 to conduct a thorough study of the RAM and other critical fiscal issues. Upon receipt of the study, the Chancellor's Cabinet and the DBC reviewed the consultants' recommendations and are considering ways to effectively update the RAM process (0.18, 0.19).

Evidence

0.1 Link to College Mission Statement
0.2 Link to Strategic Initiatives
0.3 AP4108
0.4 Curriculum Handbook
0.5 Blackboard Portal
0.6 Office of Research, Planning and Institutional Effectiveness Reports
0.7 WCET
0.8 Memorandum of Understanding between SBCCD and California Teachers Association Regarding SLO Assessment spring 2013.
0.9 Chancellor's Presentation to Campuses fall 2011
0.10 College Brain Trust SBCCD 2014-2017 Staffing Plan
0.11 AP2225
0.12 Educational Master Plan
0.13 Strategic Plan
0.14 Foreign Language
0.15 BP/AP3310
0.16 District Technology Plan
0.17 Minutes from Board of Trustees April 10, 2014 Meeting
0.18 College Brain Trust Report on Resource Allocation
0.19 District Budget Committee Minutes