STANDARD II

Student Learning Programs and Services

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

Standard II.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.

II.A.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.

Summary

In accordance with the core missions for community colleges, as defined by the Student Success Task Force, to provide transfer, degree, career and technical training, and basic skills instruction, the curriculum development processes at SBVC require that offerings are in support of the College mission and meet the needs of "a diverse community of learners."

SBVC employs a multilevel process by which all courses and programs are developed and reviewed. The review includes a thorough assessment of the course or program to ensure support of the SBVC mission. Curriculum development includes a review by the initiating faculty member, members of the department, the department faculty chair, the division dean, and the Curriculum Committee. Prior to consideration by the Curriculum Committee, a technical review committee examines all new curriculum and modification proposals for applicability to the SBVC mission and for appropriate rigor and content. The full Curriculum Committee also evaluates proposals to ensure appropriate rigor and content, as well as applicability to the SBVC mission (3.1). Curriculum documents are housed in the CurricUNET system (3.2) and are available for perusal by any interested party. Internal and external control mechanisms ensure the quality and integrity of programs and services. Internally, the Academic Senate has primary oversight over curriculum. The faculty co-chair of the Curriculum Committee reports to the Academic Senate and serves on the Senate Executive Committee to discuss issues and concerns regarding programs and services (3.3). Once curriculum is approved, faculty are required to create syllabi in support of the COR and to teach to the COR. Also, faculty are evaluated in part on the syllabi of courses taught to ensure adherence to the outlines and that all courses, regardless of the delivery methodology, are of the same quality and content and address the same objectives and learning outcomes (3.4).

As part of the program review process, all programs complete a full efficacy review every four years. This is a change from the previous three-year cycles, based on recommendations from the Program Review Committee and approved by the Academic Senate (3.5). Departments are required to evaluate programs based on internal and external data reflective of employment trends and other variables to inform decisions on continued program

relevance and effectiveness in productivity and student success. The Program Review Committee makes recommendations for continuation, probation, or contraction based on the efficacy of the programs and their ability to critically evaluate their strengths and weaknesses (3.6). Programs placed on probation are required to develop improvement plans in consultation with the division dean and the VPI. Probationary programs are evaluated annually, as long as they remain on probation.

Among the data required for the program review process are degree and certificate completion rates; student success, FTES, full-time equivalent faculty (FTEF), and WSCH; job placement rates; and transfer rates as appropriate to the programs. These data are used within the program planning processes. Programs report on the currency of their curriculum and outcomes and, if necessary, establish plans to resolve any difficulties. For vocational education programs, community advisory groups also make recommendations regarding numbers of courses offered and the content of those courses. Advisory committees also provide critical input regarding programmatic needs as indicated by available job opportunities. In addition, external advisory committees regularly review career and technical programs to ensure quality and adherence to industry standards.

In support of the SBVC mission to support a diverse community of learners, as part of the efficacy process, programs furnish and interpret data on the population of students served compared to the demographics of the College and community, and use these data to formulate strategies for serving underrepresented populations (3.7).

In 2011, the Academic Senate approved a new policy delineating the program discontinuation process to be implemented at SBVC. This process provides the opportunity for any campus member to recommend discontinuance for any program to the Academic Senate that meets the initial criteria. If warranted, the Academic Senate convenes an ad hoc discontinuance committee in accordance with the Program Discontinuance Policy (3.8). In response to the economic crisis in California, the College Council convened an ad hoc Program Viability Committee in 2012 to gather feedback and to provide guidance to decision makers in the event that financial restraints necessitated the reduction or discontinuation of some programs and courses (3.9). The Program Discontinuance Policy and the ad hoc Program Viability Committee have been instrumental in ensuring that programs and courses are responsive to the changing needs of the community and the fiscal realities facing higher education in California. In addition, the numerous advisory committees, comprising representatives from the local community, industry, and other professionals, serve to recommend changes that may be necessary to ensure continued relevance and cutting-edge awareness of curricula in various fields. The input from these advisories has resulted in substantive adjustments to curricula and programs (3.10).

The articulation officer is the official campus liaison with the UC and CSU systems and shares information on changes in curriculum and regulations that may affect transferability to these systems. The articulation officer consults regularly with faculty, administrators, counselors, and the Curriculum Committee to ensure adherence to articulation agreements with four-year institutions, and confirms the transferability of courses to those institutions.

The articulation officer is also consulted as part of the curriculum process for new course development.

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

Descriptive Summary

SBVC is an open-entry institution. Student educational needs are identified through a comprehensive matriculation process, which includes orientation and assessment, followed by advisement (3.11). In a continuous effort to serve and provide effective access to SBVC's community, mandatory orientation sessions are available online. For special populations, an in-person option can be made available. Upon completion of orientation, first-time SBVC students are directed to take the mandatory assessment conducted at the Assessment Center. For waivers from this population, students are directed to the Counseling Office. The monthly assessment schedule is posted online and e-mailed (3.12).

Assessment testing results are used for course placement by matching the students' skill levels to the courses. A variety of assessment tools are used for math, English, reading, and ESL; each of these tests is designed to report results of multiple measures. These tests are validated by the SBVC Office of Research, Planning and Institutional Effectiveness (3.13) as mandated by the CCCCO. To further prepare regional feeder high school students, assessment testing can be done prior to high school graduation.

Assessment data are regularly provided from the Matriculation Office to faculty department chairs and deans in the English, Mathematics, and Reading Departments. These data are used for schedule planning. For example, from the assessment data in 2012-2013, 74 percent of students assessed were placed into basic skills math courses (090 or 900 levels); 77 percent of students assessed were placed into basic skills English courses (015 or 900 levels); and 72 percent of students assessed were placed into basic skills reading courses (015 or 900 levels). Faculty chairs and division deans worked with the Office of Instruction to adjust numbers of sections at these levels to improve access.

Beginning in 2010, the SBVC Academic Senate and SSSP Committee began the open dialogue on the necessity and appropriateness of development and implementation of a mandatory orientation and assessment process. These discussions included collegewide dialogue, including discipline faculty, counselors, Assessment Center staff, managers, and administrators. In fall 2012, the Academic Senate resolved to adopt mandatory orientation and assessment (3.14).

The Mathematics Department saw the need to offer support for students needing a refresher before taking the assessment test, so it developed free preassessment workshops, which were

offered throughout the fall, spring, and summer terms beginning in 2012. These workshops reviewed topics from arithmetic to beginning algebra and were made available to students prior to their assessment test. The Mathematics Department has now moved this preassessment workshop material online to improve access and to make the modules available to enrolled students for review (3.15). Additionally, the Library has acquired software that provides preassessment practice in both math and English.

SBVC assesses learning outcomes at the course level, collecting data for each section of every course offered. These data are analyzed and reported in an executive summary (3.16) on a three-year cycle. Course-level data are then aligned with institutional outcomes and PLOs. All courses have been mapped to the campus CCs (3.17), SBVC's institutional learning outcomes. In fall 2013, SBVC conducted a study to assess how well students were meeting the CCs. Average SLO assessment data results from 441 courses were aligned with the CCs based on the CC maps. The resulting data showed the percentage of students who were assessed and met each of the CCs, total number of courses that are mapped to each of the CCs, total number of courses assessed between fall 2007 and spring 2012 for each CC, and number of disciplines mapped to each CC (3.18).

A campuswide assessment activity was conducted in fall 2013. Participants were asked to review the CC data and provide analysis on the following questions:

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

Findings of the assessment activity were presented at the November 20, 2013, Academic Senate meeting. In summary, the findings were that students were meeting CCs at an acceptable level; CC7: Quantitative Analysis was not included in the CC mapping process; CCs and subcompetencies need to be reviewed and revised; and a better assessment methodology needs to be developed. The Academic Senate moved to create an institution-set standard for CCs of a success rate of 70 percent or better, to postpone remapping of CCs and rewriting of CCs until the spring 2015 campuswide conversation on learning outcomes. The campus is meeting the institution-set standard of 70 percent. CC success data range from 85 percent to 92 percent. The Academic Senate plans to revisit the institution-set standard for CCs in spring 2015. The recommendations of the Academic Senate were presented to the College Council (3.19).

The assessment activity also looked at results from the CC questions embedded into the student campus climate survey. Feedback from the campuswide activity noted that the percentages from CC success data and percentages of students who indicated skills improvement in the campus climate survey differed significantly. The Office of Research, Planning and Institutional Effectiveness will be working with the ASLO Committee in spring 2015 to better align the campus climate survey with the CCs.

In spring 2014, the ASLO Committee, Academic Senate, and professional development coordinator worked together to present a series of workshops that focused on writing measurable program outcomes, aligning courses to program-level outcomes using a curriculum map, and determining how to use the map as the foundation for an initial program assessment. The workshops were conducted by Dr. Marshall from CSUSB, a noted speaker on SLO assessment and course tuning. Dr. Marshall will return in fall 2014 to further explore program assessment methodologies and campuswide outcome assessment models. These conversations will lead up to the spring 2015 evaluation of learning outcome processes on campus (3.20).

Self-Evaluation

The institution meets the standard. Campus leadership, committees, divisions, and departments engage in conversations to meet the needs of the campus population. Learning outcomes have been an area of emphasis since SBCCD and CTA reached an agreement and signed an MOU (3.46). Prior to fall 2013, research on SLO data for instructional programs and SAO data had been conducted on a three-year cycle established by discipline faculty. Typically, faculty created an assessment instrument and gathered data for analysis during a single semester. Faculty used the data to evaluate the course by completing and submitting a course summary report. Course summary reports were gathered at the end of the academic year into the Executive SLO Summary Report (3.16).

In fall 2013, the SBVC Outcomes Processes 2013-2015 established new procedures for learning outcomes. Learning outcomes continue to be analyzed on a three-year cycle, and discipline faculty continue to determine the assessment methodologies. However, assessment data are collected every semester to provide discipline faculty with longitudinal data for research and evaluation.

To research student achievement, SBVC's Office of Research, Planning and Institutional Effectiveness collects and analyzes data on placement tests, retention, success, degree and

certificate completions, and transfers, to name a few. The Office of Research, Planning and Institutional Effectiveness provides student achievement data to the Program Review Committee for use in the program efficacy process.

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

Actionable Improvement Plan

None.

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

Descriptive Summary

Discipline/department experts and a fully trained Curriculum Committee review all courses. The typical cycle of review is six years, though CTE courses and programs are reviewed every two years. Content review evaluates content, methodology, and materials. The process requires substantial dialogue with appropriate entities including department and external parties (e.g., business, transfer institutions, advisory committees, etc.) prior to the launch of a new course. The Curriculum Committee further evaluates the course for appropriateness of content, methodologies, and materials from the members' perspectives (3.1).

The course outline, objectives, and SLOs are constant, regardless of the delivery system. If courses are proposed for DE, additional review is required. The reviewers are members of the Online Program Committee and the District vice chancellor of technology services. These reviewers assist discipline faculty to identify appropriate strategies to ensure effective student contact, availability of resources, and so forth (3.1). Instructors are evaluated on regular cycles (every year during the first four years, then every three years for full-time faculty and every six semesters for part-time faculty). During the evaluation process, techniques of instruction are identified and evaluated. "Techniques of instruction" make up a critical component of the evaluation process. The process is consistent regardless of the delivery method. The process includes student surveys, which are administered whether the class is taught face to face or online/hybrid (3.21).

Documented dialogue regarding student learning occurs at the department, division, and institutional levels (3.22). Informal dialogue also occurs across campus. The Online Program Committee has reviewed policies and procedures, including curriculum processes, and challenges such as ensuring academic integrity in online environments (3.23). The DECC meets to review issues related to online education at the District level; membership includes representatives from the campuses and SBCCD. Recent topics have included

strategies for ensuring academic integrity, the CMS (Blackboard) platform and schedules for updates, faculty training, and so forth (3.24).

Surveys of students are conducted annually to determine satisfaction with online courses (3.25). SLOs are evaluated within three-year cycles established by the departments in all courses, independent of delivery mode (3.26). Prior to fall 2013, these assessment results were combined with face-to-face assessments. If departments noted trends or patterns in SLO assessment results, department discussion considered the reasons for those trends and possible adjustments warranted. The new SLO assessment data collection process implemented in fall 2013 captures the course section number, which allows the department to easily differentiate assessment results in DE and face-to-face courses (3.27). Departments will be able to look for trends in the data as a whole or in the data by delivery method.

Impact of innovative programs funded by grants. Several instructional models have been introduced to the campus through grants. One is a grant funded by HACU, where a mentor institution—the Community College of Denver—worked with SBVC to share its paired-courses learning community model. The HACU/Walmart grant initiated a practice of paired teaching and courses so students could have the experience of contextual learning, and faculty could share teaching methods and best practices. Faculty from courses with a potential connection worked together to develop assignments related to both courses; typically, these paired one English or math course with another course, such as chemistry, automotive technology, or Spanish for native speakers; another pairing developed was between history and philosophy (3.28).

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

Other adaptations to modes of instruction initiated by the PASS GO grant have extended beyond the STEM disciplines into basic skills (funded by basic skills state grants), particularly using the SI model. A number of faculty have attended SI training at the University of Missouri, Kansas City, which created the program. There, faculty learn not only how to use SI but also how to train others, especially student leaders who serve as their assistants, to use SI to strengthen support for students and to increase their chances of understanding their coursework (3.29).

Extensive tutoring and preassessment workshops, together with SI, have created a continuum of instructional support outside classroom hours. These activities are overseen by the Office of Instruction and are used as a way to ensure that students receive accurate placement in

classes initially, with a range of instructional resources provided throughout their studies at SBVC.

Self-Evaluation

The institution meets the standard. All courses are subject to scrutiny by both discipline/department experts and a trained Curriculum Committee. Courses are reviewed every six years (two years for CTE courses) for appropriateness of content, methodology, and materials through the content review process within the Curriculum Committee structure. The process requires substantial dialogue with appropriate entities including department and external parties (e.g., business, other higher education institutions, etc.) prior to the launch of a new course. The Curriculum Committee further explores the course for appropriateness of content, methodology, and materials from the members' perspectives (3.1). No matter what delivery system is used, the course outline, objectives, and outcomes remain constant.

Through the curriculum content review process, additional review is required if courses are proposed for DE. Reviewers identify strategies to ensure effective student contact, availability of resources, and so forth (3.30).

All instructors are evaluated on regular cycles (every year during the first four years, then every three years for full-time faculty and every six semesters for adjunct faculty). During that evaluation process, techniques of instruction are identified and their effectiveness evaluated (3.21).

All the SLOs are the same for a given course, regardless of delivery mode, and the assessments of those SLOs will be the same or functionally equivalent. Comparing the results of SLO assessments for online classes and face-to-face classes was sporadic and haphazard until the fall of 2013. At that time, SBVC began using section numbers when collecting data, allowing DE course data to be compiled separately. Additionally, eLumen software has been upgraded and, as a foundation for this latest iteration of eLumen, will provide the ability to disaggregate data based on delivery mode when the data are released for use by SBVC. This information is embraced by the Online Program Committee, which develops plans for analysis of DE data and has recommended institution-set standards for DE courses (3.27, 3.31).

The program review process requires programs to address delivery and modes of instruction within their program efficacy documents (e.g., access, technology). The Office of Research, Planning and Institutional Effectiveness provides data on the percentage of online courses being offered by each department and the course completion rates for online courses. Departments are expected to provide an analysis of course completion rates in their efficacy documents (3.21).

SBVC has applied for and received many grants that have supported student learning and have been institutionalized. An example is the HACU/Walmart grant, which brought paired courses/learning communities to campus. The Basic Skills Committee and the Learning Compass Program (3.32) have helped SBVC to continue these. Additionally, the SI program

that started with the HSI STEM and Articulation PASS GO grant in the Mathematics and Sciences Departments has been institutionalized to other areas. Through the Learning Compass Program, SI has been added in English, ESL, Music, Spanish, American Sign Language, and so forth.

Actionable Improvement Plan

1. SBVC will gradually implement SLO software for easier outcomes tracking, evaluation, and analysis.

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

Descriptive Summary

SBVC has identified SLOs for its courses, programs, certificates, and degrees (3.33). Ninety-eight percent of SBVC courses and programs, including certificates and degrees, have defined SLOs.

In order to ensure that the SLOs are written at an appropriate level for each course, discipline faculty, as content experts, have the responsibility of creating, assessing, and evaluating SLOs. SLOs are reviewed by the Curriculum Committee when any new course is proposed and when courses go through the content review process (3.1).

Development of course SLOs began in 2005-2006, and ongoing assessment is in place for 85 percent of courses. Faculty analyze course SLOs on a three-year cycle. The methodology for SLO assessment is entirely under the purview of the faculty (3.34).

Prior to fall 2013, SBVC assessment and evaluation of course SLOs occurred a minimum of once every three years. Since fall 2013, SLOs are assessed every semester in order to obtain longitudinal data, and analysis takes place a minimum of once every three years (3.34).

Development and assessment of PLOs began in 2011-2012 with 96 percent of programs developing SLOs (3.33). Approximately 50 percent of programs began programmatic SLO assessment in 2013-2014. A campuswide series of workshops in spring 2014, led by Dr. Marshall, were designed to assist all instructional programs in aligning their courses to their program outcomes and in performing a baseline evaluation of their program SLOs based on the curriculum map created (3.20). Feedback from Dr. Marshall's workshop on Professional Development Day (April 8, 2014) shows that faculty found the process of curriculum mapping useful. Many programs such as Geography, Welding, Escrow, and Pharmacy Technology realized they needed to rewrite SLOs/PLOs because they are poorly aligned. For some programs such as Art and English, the workshop validated the alignment of courses with PLOs (3.35).

The program review process requires the submission of a program efficacy report that addresses institutional expectations for student success, access, and program effectiveness. In many program efficacy reports, there is evidence of SLO revisions based on poor past SLO results (3.36).

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

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

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

Self-Evaluation

The institution meets the standard. Dialogue among faculty members, departments, and divisions regarding how to improve courses occurs within the Academic Senate, division and department meetings, and professional development activities. Improvements have resulted from these discussions in areas such as English, biology, reading, and noncredit ESL courses. These improvements are documented in the course evaluation summaries, completed a minimum of once every three years. All summaries are included in annual SLO executive summaries (3.16).

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

results of the exam are accurate and do in fact indicate whether students are ready for college-level writing, SBVC's goal is to increase success rates (3.37).

Actionable Improvement Plan

None.

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

Descriptive Summary

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

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

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

SBVC partners will businesses for short-term courses when the opportunity arises. SBVC regularly offers business and technology courses at Stater Bros. corporate offices in San Bernardino so that students can obtain a Retail Management Certificate (3.38).

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

The Office of Research, Planning and Institutional Effectiveness conducts job analyses and other surveys and engages in data analysis (3.39). Students participate in a comprehensive matriculation process, which includes assessment and advisement. These are instrumental in identifying the varied educational needs of students and the community. In addition, an extensive list of community advisory groups (3.40) provide feedback and information useful

in making informed decisions regarding the need for developmental, pre-collegiate, continuing, and community education; study abroad; short-term training; and international student and contract education programs.

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

The quality of all instructional courses and programs is ensured by Curriculum Committee procedures before approval of such courses and programs and by a cyclical program review process after course/program approval. Community advisory groups are also instrumental in monitoring the quality of courses and programs (3.1).

The Academic Senate developed a Program Discontinuance Policy in 2009 (3.8) in order to establish an evaluation process for programs that goes beyond the curriculum and program efficacy processes. The Program Discontinuance Policy was used in 2010 to evaluate four programs—Paralegal, Real Estate, Warehousing, and Machine Trades—for discontinuance. Real Estate was reaffirmed. The Paralegal program was discontinued, based on limited enrollment as well as a lack of program accreditation by the Paralegal Association. Warehousing and Machine Trades were placed on hiatus, a two-year period for further evaluation and revitalization of a program. The dean of Applied Technology, Transportation and Culinary Arts worked with Machine Trades faculty, the Machine Trades Advisory Committee, and area employers to renovate the program and update curriculum. Now called Machinist Technology, the program is showing FTES growth (3.41).

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

The Curriculum Committee ensures the quality of instructional courses and programs through the content review process. Every program and course undergoes content review on a six-year cycle. CTE programs and courses complete content review on a two-year cycle. New courses, degrees, and certificates also undergo content review. The importance of content review is emphasized in the *Curriculum Handbook* (3.1).

Content review is defined in Title 5 of the CCR as

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

a course, or which students need to acquire through simultaneous enrollment in a corequisite course.

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

- The CCCCO may revoke SBVC's authority to approve its own curriculum, and
- Course articulation may suffer, meaning that SBVC's students would waste time taking courses for which they cannot receive transfer credit.

The institution still honors the resolution that the SBVC Academic Senate passed (3.42) to underscore faculty's obligation to conduct content review in 2004:

> Whereas Title 5 requires all course outlines to be updated every six years, and this updating is vital to articulation agreements with transfer institutions,
> Whereas the writing and approval of curriculum is a faculty right and responsibility under AB 1725, and
> Whereas it is understood that courses whose outlines have not been updated may have to be pulled from the college's offerings.
> Be it hereby resolved that the SBVC Academic Senate requests that the Administration, working with the Curriculum Technical Committee, provide notice and support (i.e. clerical, funds for adjunct faculty to write curriculum in small departments, process and procedure advice) to the faculty in identifying and completing the content review of outdated outlines, and
> Be it further resolved that the SBVC Academic Senate requests any administrator who may be creating or substantially altering course outlines to cease and desist this usurping of faculty rights.

In 2013-2014, the Curriculum Committee approved, modified, or deleted 329 courses and 23 degrees/certificates (3.43). In 2013-2014, SBVC was at 116 percent of its goal for establishing AA-T or AS-T degrees. TMC degrees are available in Administration of Justice, Business Administration, Communication Studies, English, Mathematics, Philosophy, Sociology, Anthropology, Early Childhood Education, Psychology, Geography, Geology, Political Science, and Physics (3.44).

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

Title 5 of the CCR requires that if any of the instruction of a particular course is intended to be offered by DE, then that course needs to undergo a separate review process.

55206. Separate Course Approval. If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures. NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

All of the courses approved for DE delivery at SBVC have undergone such scrutiny. 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 (3.1).

Self-Evaluation

The institution meets the standard. All faculty are aware of the expectations and the cycles of content review, and programs are held accountable for the currency of their courses during the program review efficacy process. Also, CurricUNET allows any interested party to become aware of content review cycles. The Curriculum Committee employs a rigorous process yielding course outlines of outstanding quality.

Actionable Improvement Plan

None.

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

Descriptive Summary

SBVC's curriculum process that approves courses, certificates, and degrees is faculty driven, with the Curriculum Committee reporting to the Academic Senate. The Curriculum Committee chair serves on the Executive Committee of the Senate and on the College Council. Programs, certificates, and degrees are developed by faculty, in consultation with community needs assessment processes and advisory bodies where appropriate. SLOs are submitted with new courses through the curriculum process. Courses, certificates, and degrees are evaluated and approved by the Curriculum Committee on a six-year cycle with the exception of CTE courses, which undergo curriculum review every two years. The Curriculum Committee is made up of faculty from each division. The work of the Curriculum Committee is reported annually to the Academic Senate and College Council (3.43).

Program review is divided into two components: needs assessment and program efficacy. Programs complete the efficacy portion of program review on a four-year cycle with the

exception of CTE courses, which undergo program efficacy evaluation every two years. All elements of the program, including curriculum, methodology, resources, and efficiency, are reviewed and evaluated. The Program Review Committee requires regular reporting of program assessment, program quality, and program improvement within its process. All programs are given evaluative comments based on the comprehensive review by the committee. When warranted, programs are placed on probation and requested to submit improvement plans in collaboration with their division dean and the appropriate vice president's office. Program efficacy documents are public and can be viewed on the Program Review website. The work of the Program Review Committee is reported each semester to the Academic Senate and College Council (3.6).

SLOs are established for all courses and instructional programs offering degrees and certificates. Discipline faculty collaborate to create and assess outcomes at the course and program levels. Campus faculty collaborated to identify CCs, and the ASLO Committee identified strategies for assessment of collegewide CCs. Documents related to these competencies are housed in the department and division offices, the Office of Instruction, and on the Office of Instruction webpage (Student Learning Outcomes). Course SLOs are assessed every semester (3.34).

Through the faculty evaluation process, the students are afforded the opportunity to provide feedback on the quality of the instruction they receive. The involvement of peer and administrative evaluators also provides feedback on the classroom performance of faculty, and adjustments are made to courses and teaching methodologies as appropriate (3.21).

Feedback from committee advisory groups generally assists in CTE programs' content development and content review. Also, SBVC students excel in statewide competitions in various career and technical fields, demonstrating the rigor and integrity of CTE programs and courses (3.10).

Courses and programs offered via DE are a part of an academic department and division. There is no separate organizational structure. So the processes to approve and administer DE courses and programs are the same as the processes to approve and administer on-campus courses. The technological support for the DE programs comes from SBCCD. Internet connectivity and the learning management system are administered through the vice chancellor for TESS. Faculty teaching via DE are evaluated on the same cycles and in the same manner as faculty teaching on campus.

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

Self-Evaluation

The institution meets the standard. SBVC has strong, ongoing cycles of improvement. The Curriculum Committee has established processes for curriculum development and content

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

The ASLO Committee plays a pivotal role in establishing an effective process for formulation, evaluation, and revision of outcomes processes. Course SLO assessment data are collected every semester. Course and program SLO evaluation is done on a three-year rotation (3.34). Faculty are intimately involved in the curriculum and program review processes, including any courses designed to be offered in a DE format. Faculty initiate the curriculum. Faculty write the program review documents. Faculty monitor the retention and success in the DE courses and programs. And of course, the different disciplines use different criteria and formats for DE delivery. For example, the Spanish online classes require students to communicate synchronously with the instructor via Skype or a similar program that allows the instructor to both see and hear the students. In a course such as philosophy, such synchronous tools are not deemed necessary for instructional purposes.

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

Actionable Improvement Plan

None.

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

Descriptive Summary

Competency levels and measurable SLOs are determined by faculty. Faculty are also involved in developing methodologies for assessing SLOs. Assessment of PLOs has been facilitated by the mapping of course SLOs to PLOs and collegewide CCs. The MOU reached between the CTA and SBCCD has further facilitated SLO formulation and assessment by providing compensation to faculty involved in this task (3.46).

Courses are the common dominator for SLO assessment. Every student who attends SBVC, whether for self-improvement, lifelong learning, job skills, certificates, degrees, or transfer, will take a course; thus, courses become the foundation for assessment. All courses that are a part of a degree or certificate program are mapped to PLOs and CCs. Courses without a discipline-specific degree or certificate program are mapped directly to the CCs. CC maps can be found on the VPI's webpage. Each discipline has developed its own mapping system using a variety of formats including tables, flowcharts, and spreadsheets. The ASLO Committee is piloting a standardized spreadsheet as part of a series of workshops led by Dr. Marshall to assess PLOs for instructional programs in 2013-2014 (3.47).
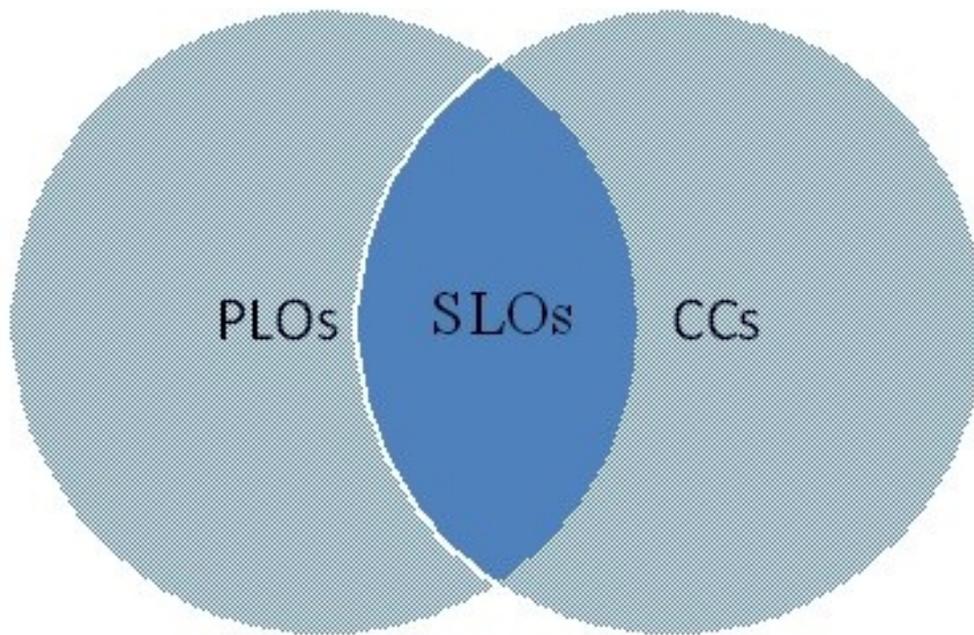
Figure 28. Relationship between SLO, PLO, and CC assessment.

Students have a clear path to achieve learning outcomes for courses and programs (degrees and certificates). SLOs are included in all curriculum and course outlines (3.48). Course assessments are inclusive of SLOs. Courses leading to a certificate or degree are aligned with PLOs.

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

Self-Evaluation

The institution meets the standard. At this time, SBVC tracks outcomes assessment and evaluation using paper processes. In order to obtain an accurate count of SLO assessments, a

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manual inventory of courses reported or evidenced in SLO executive summaries from 2006-2007 through 2011-2012 was completed. A spreadsheet was created for each department, which denotes the semesters each course has been assessed. Courses that have been assessed more than once and have an identified cycle are considered to have achieved ongoing assessment. The spreadsheets also note if the course has been mapped to the CCs. Assessment results expressed as a percentage were entered into the spreadsheets. These spreadsheets have come to be known as SLO archive data spreadsheets (3.49). When the 2012-2013 SLO Executive Summary was completed, that information was added to the spreadsheets.

In fall 2013, SBVC, with the approval of the Academic Senate and College Council, moved to a policy of every-course, every-section, every-semester SLO assessment (3.50). When assessment data from fall 2013 were tallied, SBVC had increased from 71 percent of courses achieving ongoing assessment to 85 percent of courses achieving ongoing assessment. This assessment practice will continue through spring 2015, at which time SBVC will engage in dialogue regarding the usefulness and necessity of collection of longitudinal assessment data for courses as a part of the spring 2015 learning outcomes conversations.

Course learning outcomes are analyzed a minimum of once every three years. Departments submit a three-year analysis cycle, and the ASLO Committee tracks departments' progress on course SLO evaluations (3.26).

All degrees and certificates should have program-level SLOs, known as PLOs. Ninety-eight percent of programs currently have PLOs. PLOs will also be evaluated a minimum of once every three years. Program assessment is in its infancy. In 2012-2013, only 2.9 percent of programs reported having assessed PLOs. That number grew to 20 percent by the conclusion of fall 2013. SBVC is moving forward with PLO assessment. The workshops being presented by Dr. Marshall have been designed to walk program faculty through a basic evaluation of programs by aligning courses to PLOs. This alignment process will build a better foundation for further PLO assessments. The process allows faculty to see how well courses are aligned with PLOs, determine if PLOs are adequately measured by the core courses needed for a degree/certificate, identify gaps in course curriculum, and identify SLOs or PLOs that need to be rewritten. In fall 2014, program assessment workshops will continue. Dr. Marshall will introduce several accepted methodologies for program assessment (3.20).

The ASLO Committee provides archive data spreadsheets and a three-year evaluation cycle (course and program) completion to the Program Review Committee for use in the program efficacy process.

Table 19. *Progress on Outcomes*

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

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

- More assessment results are necessary to achieve an accurate evaluation.
- A number of subcompetencies need to be written or consolidated.
- CC7: Quantitative Reasoning had been inadvertently omitted from the CC mapping grid.
- CCs on ethics and cultural awareness were underrepresented.
- At the time CC maps were introduced, division deans gave faculty conflicting instructions; some divisions were directed to map courses to three CCs only; some divisions were directed to fill in the entire grid and designate a level of emphasis for each competency.

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

The student campus climate survey has a series of questions that ask students to reflect on their progress on CCs. During the fall 2013 Flex Day workshop, faculty were asked to map the survey questions to the CCs and evaluate the results (3.19).

There was a great deal of discussion revolving around the

- difference between the percentages of students identifying that their CC skills had improved and the pass rate generated in the CC evaluation,

- need to know how many courses students had completed when they took the student campus climate survey, and
- need to know if students entered college with basic skills needs.

The Online Program Committee has also arrived at institution-set standards for both retention and success for online courses. That discussion took place over the span of two semesters, and the standards will be used to assess the effectiveness of SBVC's online classes when compared to a statewide average over a two-year cycle. This recommendation was presented for first reading at the Academic Senate meeting of April 16, 2014, and approved on May 7, 2014. The College Council supported the recommendation (3.51).

The role of the faculty in the planning of all these processes is central. The Online Program Committee and Curriculum and Program Review Committees all consist of a majority of faculty members. Curriculum and Program Review operate under the authority of the Academic Senate. ASLO, Curriculum, and Program Review Committees are collegial consultation committees where the role of faculty is determined by and guaranteed by board policies, and faculty co-chairs are voting members of the College Council.

The achievement of SLOs for a course, program, degree, or certificate is the same regardless of delivery mode. The SBVC *Handbook for Online Students* focuses on degree completion and alerts students to the fact that there is no distinction between SLOs based on delivery mode (3.52).

Actionable Improvement Plan

None.

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

Descriptive Summary

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

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

Self-Evaluation

The institution meets the standard. High-quality instruction is a major emphasis of the professional development program at SBVC. New faculty orientation includes instruction in classroom pedagogy and strategies for student success, in addition to effective classroom management (3.53). Effective teaching strategies are discussed at events such as the Great Teachers Seminar and campus-based workshops (3.53). Teaching/learning styles are addressed in various workshops, as is the role of technology in the classroom and appropriate assessment techniques. SBVC has also sponsored a Great Online Teachers Seminar to provide support to faculty teaching online or preparing to teach online. The SBVC professional development program provides many opportunities for faculty to enhance instructional skills in delivering quality education.

Depth, breadth, and rigor of courses, certificates, and degrees are governed by Title 5 of the CCR and detailed in the *Curriculum Handbook*. This is monitored by faculty through the Curriculum Committee and the Academic Senate.

Actionable Improvement Plan

None.

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

Descriptive Summary

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

Student development courses have been created to facilitate the success of first-year college students. The Academic Advancement 001 course, Strategies for College Success, includes a learning styles inventory to assist students in identifying their most advantageous learning mode as part of their strategy for academic success. Various programs have also been developed to enhance the educational experiences of specific student populations. For example, the success rates of African American and Latino students have been enhanced by the Tumaini Program and Puente Project, respectively (3.55). VBC (3.56) and SI (3.32) are also student support programs already in place. Students with identified disabilities have the support of a strong DSP&S office. Both the EOP&S and STAR programs support first-generation students with academic and financial assistance. In addition, the Honors Program and learning communities challenge those students who favor more academic rigor.

Faculty are constantly involved in professional development activities to enhance their ability to meet the diverse needs of students. Regular training is offered in the Blackboard CMS. This provides faculty with the tools they need to effectively utilize the online or hybrid modes of delivery. The Great Teachers Seminar (3.54) and the Great Online Teachers Seminar provide opportunities for faculty to develop and improve teaching strategies to meet student needs. Throughout the academic year, there are workshops and seminars designed to enhance faculty awareness of learning styles, assessments, theories, and strategies and to facilitate integration of this knowledge into the classroom experience. The adjunct faculty orientation (3.57) in spring 2014 included an animated dialogue on how faculty identify and accommodate student learning styles and how different learning styles are incorporated in the class assessments. Professional development offers teaching improvement activities that focus on learning styles (3.29). The Student Health Department offers small-group workshops that focus on the students' strengths, including learning styles (3.58).

To meet the needs of diverse students, SBVC has employed various delivery modes. An AA degree is obtainable either on campus or through a combination of online and hybrid courses, the latter being courses that include face-to-face as well as online interaction. Campus classes are scheduled during the day, evenings, and on weekends. During the spring of 2013, SBVC offered 1,165 sections, 32 percent of which were offered during evening and weekend hours. Fourteen percent of courses are offered in a DE format, including ITV, which involves streaming video and is employed in various courses to assist students in the Big Bear area who may have difficulty attending classes on the SBVC campus.

SI was implemented in STEM fields through the HSI STEM and Articulation PASS GO and MSEIP grants. The Basic Skills Committee extended SI across the disciplines during the fall 2013 semester. SI was written into both the HSI STEM and Articulation PASS GO grant that started in October 2011 and the MSEIP grant that started in October 2012. The first group trained in SI was through the PASS GO grant in summer of 2012. In the first group, two faculty and one staff member attended the SI training at the University of Missouri, Kansas City; this was funded by the PASS GO grant. In fall 2012, a faculty member was trained under the MSEIP grant, and others were trained under both grants in summer of 2013 (3.59).

After those initial trainings, the Basic Skills Committee sent faculty to receive training as well, funding a project in fall 2013 comprising 10 faculty and 10 students—drawn from the areas of English, reading, automotive, modern languages, and music. In spring 2014, the cohort was expanded to 15 faculty and SI leaders. The faculty chose students for the project who were successful in their courses and enlisted those students as SI leaders. The faculty worked with the SI leaders to help them develop workshop topics and curriculum, based on the classroom curriculum, and the SI leaders presented workshops outside of class to the students in the courses. In addition, SI leaders provided one-on-one tutoring to students. Faculty coordinated the SI leaders' workshops and tutoring sessions, met weekly to help guide the SI activities, attended regularly scheduled training sessions, and met with other faculty participants to address best practices and encourage dialogue about student learning across the disciplines (3.60).

Also, a paired-courses model of learning communities was introduced to SBVC through a mentor college, Community College of Denver, and funded by the HACU/Walmart grant; it addressed the need for contextual learning. Students enroll in two linked courses whose faculty have developed a proposal to collaborate on teaching assignments and classroom approach. Faculty for each pair are free to interpret how they will collaborate; some are present for both linked classes, some overlap their time in both classes, and some prepare joint assignments or assignments with similar components that emphasize the skills needed in each class but are combined in both. These classes encouraged an interactive model, often with two faculty in the room, so students can experience the relationship between the two subjects and receive two instructors' views of the subject matter and problem-solving approaches. Both students and instructors have reported enjoying these linked classes, and in most cases, students achieved at a higher level in the linked classes than similar students who were enrolled in courses offered in a traditional format. Students considering enrollment in the paired courses are counseled as to the difference in the model, and the counselor works closely with students to recommend these pairings to students who express an interest in or capacity for contextual learning (3.61).

The Office of Research, Planning and Institutional Effectiveness maintains statistics on student success and retention for courses offering sections for DE delivery. Student success and retention for DE sections of a course can be broken out and compared with student success and retention for sections of the same course taught on campus. This information is made available to the Program Review Committee for inclusion in the program efficacy process. Departments are required to respond to and make an analysis of student success and retention in DE courses (3.62).

The SBVC website includes a *Handbook for Online Students*. One of the subpages in that handbook addresses the issue of learning styles and successful completion of online classes. A link to the University of Houston's self-assessment for online readiness is included there. Many online faculty use that link to help students self-select for the online delivery mode (3.52).

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

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

Self-Evaluation

The institution meets the standard. Consistent with the mission of SBVC, the diverse needs of the student population are specifically addressed in the curriculum approval process, in which questions of diversity are referenced and responded to in the *Curriculum Committee Handbook*, page 13 (3.1). Several programs address the needs of specific student

populations. For example, the Puente Project, with an emphasis on Latino culture, served 58 students during the 2012-2013 school year. The Tumaini Program served 20 students, and the STAR program served 201 students. The CalWORKs and EOP&S programs also serve the needs of at-risk students. In addition, the Mathematics and Science Departments offer special programming to appeal to underrepresented student groups (3.59).

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

One of the features of the SI training is that it offers a third day of training after the initial two days wherein faculty learn the methodology. On the third training day, they learn how to train others. By the end of several years, many faculty and SI student leaders will have been trained.

Actionable Improvement Plan

None.

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

Descriptive Summary

The program review process includes a program efficacy evaluation every four years with the exception of CTE courses, which undergo program efficacy every two years, per guidelines. The criteria used in this evaluation address factors of relevancy, appropriateness, achievement of SLOs, currency, and planning for future program needs (3.7). The program efficacy process includes analysis and response to data on student success including student achievement, student retention, FTES, SLOs, and degree and certificate completion rates. Program efficacy addresses currency and relevancy (including articulation) of curriculum and detailed program planning. All programs are subject to this review on an established schedule (3.5).

The Office of Research, Planning and Institutional Effectiveness provides data on student recruitment, demographics, retention, and completion rates to aid the Program Review and Curriculum Committees in evaluating the effectiveness of programs. Departments are able to compare and contrast their program data with campus averages. The information is available on the campus intranet as EMP data sheets (3.62). In addition, this office also conducts job availability surveys to help in determining relevance of programs.

As defined by the Outcomes Processes 2013-2015, SLO assessment results for all courses assessed within a department's program review cycle every four years (two years for CTE departments) will be provided to the Program Review Committee for use in the program efficacy process (3.34).

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

Program efficacy includes a review of the program curriculum and the overall College curriculum and the place a program holds in the overall College offerings. The cycle of content review conducted by the Curriculum Committee further ensures continued effectiveness (3.7).

Self-Evaluation

The institution meets the standard. The Program Review Committee reviews a department's program efficacy documents for relevancy, currency, and success and makes an overall recommendation. The recommendations are continuation, conditional, probation, probation (no documents submitted), and contraction. The criteria for these recommendations can be viewed on the Program Efficacy Recommendations Rubric. The Program Discontinuance Policy uses the Program Review Committee's recommendation as one of the criteria to consider a program for discontinuance (3.6).

Learning outcomes have been identified for 98 percent of courses and programs. Program assessment was addressed in spring 2014 during a series of workshops facilitated by Dr. Marshall of CSUSB. These workshops were hosted by the Professional Development Committee on behalf of the ASLO Committee and the Academic Senate. Campus response to these workshops has been positive, and more workshops are planned for fall 2014 (3.35).

Evaluation of course SLOs has been completed on a three-year cycle since 2007. An example of SLO evaluation effecting change in a course can be seen in English 232. In 2009, the narrative evaluation for English 232 expressed, "The main weakness is in proper attendance and participation in workshop sessions. Though participation in workshops are mandatory and carry point weight, I plan to increase this as well as implement more transparent participation tracking, so students can more clearly see the points they are missing." This weakness was addressed, and the narrative evaluation for English 232 in 2012 noted, "From last SLO assessment in spring 2009, there have been some improvements. Giving the workshops more weight in grading helped to insure students attended workshops and participated" (3.63).

Institutional SLOs, called CCs, were assessed in fall 2013 using SLO archival data (course SLO results from fall 2007 through spring 2013) and course maps that linked courses to CCs. Discussion of the assessment results took place during fall Flex Day. Results of this discussion were presented to the Academic Senate and College Council. These collegial consultation bodies adopted a pass rate of 70 percent as an institution-set standard for CCs. Based on this standard, students are achieving CCs (3.19).

The SBVC planning process flowchart (3.65) shows that the resulting information and data derived from program efficacy evaluations have been incorporated into the institutional planning process. Programs that successfully complete program efficacy are able to participate in the needs assessment process to requests funds for staff, faculty, equipment, and budget enhancement to grow the programs. Program review needs assessment prioritization results (3.66) are used by the Budget Committee and College Council to determine how identified ongoing and one-time funds for growth should be allocated to improve programs and services. Newly hired faculty and staff, including positions hired as a result of needs assessment, are introduced at All Campus Opening Day meetings each semester. Items to be purchased with one-time money are approved, and then the money is placed in the departmental account so that the items can be purchased through SBVC's regular purchasing process (3.67).

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

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

The program review process is demanding and ensures effectiveness in meeting the mission of SBVC. Programs contribute significantly to the strategic initiatives and are responsive to trends in the local and global communities. SLOs are reviewed, and progress in meeting them is required in the evaluation of programs and courses.

Actionable Improvement Plan

None.

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

Descriptive Summary

SBVC has a number of plans and processes essential to the ongoing operation, health, and growth of the campus. Campus planning and processes are developed by all campus constituencies in collegial consultation committees. Often, as with the development of the

Strategic Plan, the views of the entire campus are sought using campuswide surveys, open forums, and all-campus meetings. Campus plans and processes include, but are not limited to, the EMP, Strategic Plan, Technology Strategic Plan, Matriculation Plan, Enrollment Management Plan, Professional Development Plan, curriculum process, program review process, budget process, and outcomes processes.

One example of strategic planning was the combined session in 2013 on Strategic Planning and Grants. Not only did the discussion focus on the alignment of resources with strategic planning priorities, but it asked community members what they thought the SBVC priorities should be, and they responded with prioritized answers (3.68).

SBVC has both a Strategic Plan and an EMP. Each is evaluated regularly and updated on a cycle of five to six years. Progress made toward benchmarks is presented at campus meetings, both fall and spring semester (planning is facilitated by the Office of Research, Planning and Institutional Effectiveness).

During the 2012-2013 academic year, focus groups consisting of students, faculty, staff, and community members occurred, yielding critical information for the planning process. Student learning is an important element of each of these documents, with outcomes evaluated at the course, program, and institutional levels according to departmental planning processes. Each department reviews data, goals, and prior goals based on the EMP and updates its goals and action plan to reflect current trends, emerging needs, and so forth as part of its program review cycle (3.69).

During the spring semester of 2013, the interim president asserted that the College Council needed to become more involved in the creation of the Strategic Plan and increased its meetings to twice per month to accomplish this task. This process served to more fully integrate planning by the various committees responsible for a variety of plans (3.70).

The program review process evaluates all programs on a four-year cycle, except CTE programs, which are evaluated on a two-year cycle, per established statewide guidelines. Institutional data are provided for program review processes. Programs present and analyze these data and provide action plans based on this review. Results of program review, including achievement of SLOs, are considered in requests for resources. The Program Review Committee submits a prioritized needs list to the Office of the President for consideration (3.6, 3.7, 3.66).

Data are provided to committees responsible for planning. These include Enrollment Management and Diversity, College Council, Professional Development, Technology, SSSP (formerly Matriculation), and Basic Skills. Institutional data are available on the SBVC website for both internal and external publications (3.39).

The Office of Research, Planning and Institutional Effectiveness routinely provides data on student success and retention, disproportionate impact, special programs, and campus climate. The office maintains results from annual campus climate surveys and accepts

requests to define data for specific programs and studies. All SBVC plans and processes are available to the campus community on the SBVC website.

Self-Evaluation

The institution meets the standard. SBVC makes data-driven decisions based on its planning processes. The dean of research, planning and institutional effectiveness is a full participant on planning committees and is available to other bodies to present data as requested. Research requests are made via the Office of Research, Planning and Institutional Effectiveness for all students, staff, faculty, and administrators. These requests are prioritized for completion by the dean. Departments and divisions annually review progress toward stated goals and update action plans. Faculty engage in assessment of student learning and have, as part of an MOU signed January 13, 2013, an obligation to participate in ongoing assessment, dialogue, and improvement of student learning (3.46). Planning processes are in place and operate with continuous quality improvement in mind. All planning processes are regularly evaluated and updated as necessary.

Actionable Improvement Plan

None.

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

Descriptive Summary

Several departments use departmental course and/or program examinations or components of examinations or projects in determining achievement of SLOs. Included are English 015, which requires a departmental final exam, and Chemistry, which utilizes the American Chemical Society Annualized Exam in partial assessment of its programmatic outcomes in Chemistry 150 and 151 and Chemistry 212 and 213. The English Department holds grading norm trainings each semester. Additionally, the department, as a whole, evaluates the exam and its processes each semester. The chemistry exam is normed on a national level by the American Chemical Society (3.71).

Self-Evaluation

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

Actionable Improvement Plan

None.

Descriptive Summary

All faculty are required to teach to the COR, which includes stated course objectives as approved by the Curriculum Committee. Additionally, faculty provide course syllabi, which include course objectives, SLOs for the course, and, in many instances, collegewide CCs addressed in the course. Additionally, where appropriate, SLOs for the program, as addressed within the course, are included on the course syllabus. Each unit of credit is based on Title 5 state requirements and accepted practices in higher education.

The policies for awarding academic credit for DE programs and traditional programs are the same. Academic credit is not a function of delivery mode. Further, the SLOs for a course remain the same, regardless of delivery mode. Any review of curriculum proceeds through the Curriculum Committee. However, a separate approval process for DE courses is required. Each course is reviewed every six years as a part of the content review process. At that time, all parts of the unified COR, including the DE approval, are reviewed and adjusted as necessary.

Clarification of the academic credit for DE classes was added to the *Handbook for Online Students* (3.52) in the fall of 2012. Furthermore, the College Catalog and the schedule of classes were amended in the summer of 2013 to include clarification for students.

Self-Evaluation

The institution meets the standard. Credit is awarded based on performance measures, which include course objectives and SLOs. SBVC adheres to Title 5 Section 55002 of the CCR, which specifies the relationship of hours of lecture, laboratory, and study.

Actionable Improvement Plan

None.

Descriptive Summary

Through the course syllabus, students are informed of the course SLOs. Each department has identified which CCs have been addressed within each course. Degrees and certificates are awarded upon completion of the coursework and other requirements as stated in the College Catalog. The students have therefore achieved a level of competency in each of the

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identified CCs and PLOs concomitant with the completion of all courses required for degrees and certificates.

Courses are the foundation for achievement of SLOs across campus. SBVC has forged strong links between courses and campus CCs and between course SLOs and PLOs. The fall 2013 assessment of CCs showed that the number of students assessed who met SLOs mapped to CCs met or exceeded the institution-set standard of 70 percent (3.19).

PLOs are housed on the VPI's website (3.33). Discipline faculty work together to developed SLOs for the degrees and certificates within a department. Dialogue, evaluation, and revision of PLOs were addressed in the facilitated workshops during spring 2014. The first workshop on January 10, 2014, presented an overview of PLOs and introduced aligning courses to PLOs using a curriculum map. The second workshop on February 25, 2014, focused on how a curriculum map can be used to determine if courses and PLOs are properly aligned. Based on the feedback from the January 10, 2014, workshop, the March 25, 2014, workshop focused on writing effective and measurable PLOs. The workshop series culminated with the April 8, 2014, activity focused on program evaluation (3.18, 3.20).

Self-Evaluation

The institution meets the standard. The implementation and assessment of CCs and PLOs is well underway at SBVC. Faculty are committed to student achievement of SLOs, and the students are made aware of the SLO expectations and requirements. Degrees and certificates are awarded on successful completion of all requirements of the state and the SBCCD Board of Trustees.

Actionable Improvement Plan

1. SBVC will conduct a campuswide review of SLO processes during spring 2015 to further discuss and shape SBVC's future vision for SLOs at the course, program, and college levels.

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

Descriptive Summary

Courses are included in GE requirements based on the philosophy of GE as articulated in a statement on page 33 of the 2013-2014 College Catalog (3.72). These courses are in alignment with the CSU system and IGETC requirements for GE. The statement also delineates CCs derived from this rationale for GE.

SLOs are a part of the curriculum process. The Curriculum Committee has recently revised guidelines to reflect that SLOs are being used as a basis for inclusion of courses in GE requirements (3.1).

Self-Evaluation

The institution meets the standard. The College Catalog is the primary means of communicating the rationale for GE at SBVC, and this GE philosophy is reflected in the degree requirements as shown in the 2013-2014 College Catalog, pages 33-40. (3.73).

Actionable Improvement Plan

None.

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

Descriptive Summary

The comprehensive learning outcomes derived from GE are articulated as CCs as shown on page 33 of the 2013-2014 College Catalog (3.72). These competencies address areas including humanities and fine arts, the natural sciences, and the social sciences. The content and methodology of traditional areas of knowledge are derived from SBVC's philosophy of GE and are congruent with the areas identified in GE requirements determined by the UC and the CSU systems to which many SBVC students transfer.

Proposals for courses are submitted to the Curriculum Committee, which include the designation of the content and methodologies to be employed in delivery of instruction for that course. Upon submission of those forms, the committee considers the proposal and ensures inclusion of the appropriate content and methodologies before approval (3.1).

Self-Evaluation

The institution meets the standard. Courses are mapped to the CCs (3.17) described in the College Catalog on page 42. Course SLOs are assessed every semester and evaluated every three years, and are supportive of the CCs.

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

Actionable Improvement Plan

None.

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

Descriptive Summary

Skills in oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means are included in GE requirements, and these skills are clearly stated in the campus CCs.

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

Students are achieving the CCs, which are clearly addressed in the GE breadth requirements, at a rate above SBVC's institution-set standard of 70 percent. CTE advisory committees advise the departments if they notice that students placed with them are lacking skills necessary for the workforce. Programs such as Nursing and Psychiatric Technology have national exams. Historically, SBVC students have high pass rates in these areas (3.74).

Self-Evaluation

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

Actionable Improvement Plan

None.

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

Descriptive Summary

Both the CCs and the GE requirements incorporate ethics and effective citizenship, appreciation and respect for cultural diversity, aesthetic sensitivity, and historical awareness. Courses in ethics and personal social competence address these issues, and theatre productions and art exhibits support these principles. The annual Indigenous People's Festival and Indigenous People's Film Festival held in October underscore ethics and justice for the underrepresented, and the Arts, Lectures and Diversity Committee activities demonstrate commitment to these goals. The Tumaini Program and the Puente Project foster cultural sensitivity and leadership as well as community outreach through family and mentor field trips and social events. In addition, Social Science Day and Humanities Day highlight these ideals. The Arts, Lectures and Diversity Committee sponsors many programs in support of the arts, history, and political decision making, and Black History Month activities emphasize issues of ethics and justice (3.76). Associated Student Government (ASG) and political science classes regularly organize activities that support these goals. An example is the annual March in March, which brings students and faculty together on a bus trip to Sacramento, where students meet with their representatives and advocate for public higher education. Alpha Gamma Sigma (SBVC's Honor Society) regularly hosts e-waste donation centers to help eliminate e-waste in landfills. The VRC provides opportunities for advocacy and social responsibility.

There are approved ethics statements for managers and faculty, and in 2013 the Academic Senate revised and updated its ethics statement for faculty. A statement of the ethics required for service in the ASG has also been approved and is integral to the oath of office administered. Faculty and management modeling of ethical behavior promotes student observance of these principles.

Board policies and administrative procedures require that student work be completed honestly. Students are held to SBVC's policy on academic integrity.

Self-Evaluation

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

Actionable Improvement Plan

None.

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

Descriptive Summary

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

Self-Evaluation

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

Actionable Improvement Plan

None.

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

Descriptive Summary

Employment standards are considered and are provided by local employers and industry experts who serve on advisory committees. Many of these employers hire SBVC students, indicating that the competencies are being met (3.76).

Students in a variety of programs are being prepared for external certification as part of their PLOs. These include Nursing, Psychiatric Technology, Pharmacy Technology, Machine Trades, Aeronautics, Automotive Technology, Welding, Electricity/Electronics, Water Supply Technology, Diesel Technology, Real Estate, Heating Ventilation Air Conditioning and Refrigeration (HVAC-R), Inspection Technology, Culinary Arts, Human Services (drug and alcohol counseling), and the Police Academy. Pass rates on external licensure exams are high (3.74).

Self-Evaluation

The institution meets the standard. The Program Review Committee asks for data concerning student completions and certifications by external organizations as part of the efficacy process (3.7).

SBVC will continue to develop processes to track pass rates accurately on external licensure. Strategies for tracking employment rates of graduated CTE students will be developed. The EMP will report available rates for each program that has a licensing requirement.

Actionable Improvement Plan

1. SBVC will develop strategies to track employment rates.

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

Descriptive Summary

All degrees, certificates, transfer options, programs, and courses are clearly described in the SBVC catalog. Each course is described as it is presented in the COR, and CCs underscored in these courses are listed in the catalog. Students are presented with a syllabus for each course, specifying course objectives and SLOs.

An overview of certificate, degree, and transfer requirements is provided within the online orientation program (3.75).

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

Course outlines and syllabi for each section of a course are collected by the division dean and checked for inclusion of SLOs. Evaluation of full-time and adjunct faculty include an in-class observation. One item that is observed is adherence to the COR, which includes the course objectives. Faculty submit SLO data collection forms to their dean for review.

With the revision of the SBVC website in 2010, the information regarding DE offerings came under the control of the Online Program Committee. With that change in levels of permission, the committee created a robust hub of information. The Online Program Committee verifies the accuracy of this information every semester. Since the SLOs for a class are the same regardless of delivery mode, the *Handbook for Online Students* directs students to the portion of the SBVC website that includes all the SLOs for courses and programs.

The printed College Catalog and the SBVC website are the two primary sources of information regarding courses and programs offered in the DE format. Two portions of the website also provide extensive information about DE courses and policies. Verification that students receive a syllabus with SLOs and that courses adhere to the COR happens at the division level.

Self-Evaluation

The institution meets the standard. Course syllabi are reviewed each semester to ensure that students are receiving information regarding SLOs. Students have access to the College Catalog, both in print and online versions, which includes information regarding courses, programs, and transfer requirements as well as degree and certificate requirements including SLOs. SLO data are collected for every course offered and analyzed on a three-year cycle. Data are analyzed by the departments and reviewed by the division deans.

Actionable Improvement Plan

1. SBVC will gradually implement SLO software for easier outcomes tracking, evaluation, and analysis.

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

Descriptive Summary

The official clearinghouse of articulation for the CCCS, the UC system, and the CSU system is the Articulation System Stimulating Inter-institutional Student Transfer (ASSIST). This agency is cited in the College Catalog, class schedule, and other publications related to transfer (3.38, 3.73)

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

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

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

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

Self-Evaluation

The institution meets the standard. As of June 2012, all ten of the UC campuses articulate with SBVC, and 17 campuses of the 23 in the CSU system have articulation agreements with SBVC. Eighteen private universities also articulate with SBVC, and this number is growing. These agreements are constantly renewed and updated, as the articulation officer consults

with faculty on course revisions and new course development to meet transfer needs of students. SLOs are submitted through the curriculum process for courses, certificates, and degrees, and are available at the Office of Instruction website where they are instantly updated when departments make adjustments.

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

Actionable Improvement Plan

None.

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

Descriptive Summary

In some instances, it is to the students' advantage to utilize current catalogs for their course of study. However, when programs are modified or discontinued, students are guaranteed the right to complete their programs under the guidelines of the catalog under which they first registered, provided there was no break in attendance. To ensure that students make progress toward achievement of their educational goals, department chairs work with counselors and students to provide course substitutions utilizing the Modification of Major form (3.78).

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

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

Self-Evaluation

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

Actionable Improvement Plan

None.

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

Descriptive Summary

The College Catalog is prepared, updated, and reviewed annually by the Office of Instruction. The schedule of classes is prepared each semester, also by the Office of Instruction, based on information provided by the divisions and departments. Schedules are also published on the SBVC website and updated to reflect any corrections and/or addenda (3.72).

The program efficacy phase of program review requires all programs to review the College Catalog for currency and accuracy.

The Office of Research, Planning and Institutional Effectiveness publishes an annual Fact Book that includes key statistics about SBVC's student population, student success indicators, and other accountability measures. Additionally, a variety of research reports are available on the Office of Research, Planning and Institutional Effectiveness website (3.39).

Scorecard data are presented through a link on the homepage of the website. These data provide comparison data between SBVC and similar colleges. Accreditation status is also easily located on the SBVC website.

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

Self-Evaluation

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

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

Actionable Improvement Plan

None.

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

Descriptive Summary

BP4030 addresses academic freedom and also details the obligations of academic employees as regards academic freedom. This policy is found on the SBCCD website (3.84). The policy is excerpted in the College Catalog (3.73). BP5500A.1.g addresses academic honesty. SBVC's belief statement regarding academic honesty is also found under "Student Rights and Responsibilities" in the College Catalog. The statement reads,

> It is the belief at San Bernardino Valley College that students share a responsibility with their instructors for assuring that their education is honestly attained. The college indicates that Plagiarism, Cheating and Fabrication can lead to consequences including receiving a grade of "F" for a class and possible expulsion from the college. (3.79)

Self-Evaluation

The institution meets the standard. The College has policies and procedures in place to address academic freedom and academic honesty. Procedures for disciplinary action for students who submit work that was not honestly completed have been addressed using the student discipline process.

Actionable Improvement Plan

None.

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

Descriptive Summary

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

The Faculty Ethics Statement (3.80) addresses academic freedom, asserting, "Respect the stated regulations of San Bernardino Community College District, (provided the regulations do not contravene academic freedom), maintaining our right to criticize and seek revision to improve the regulations of the college." The Faculty Ethics Statement encourages faculty to distinguish between personal convictions and professional views, stating that faculty should "show due respect for the opinions and diversity of others through the exchange of constructive criticism and ideas of their colleagues."

Faculty have a responsibility to students to

- encourage intellectual curiosity and the pursuit of learning,
- demonstrate respect for students as individuals, and
- respect individual perspectives and contexts.

The Academic Senate reviewed and discussed the Faculty Ethics Statement on March 27, 2013, and April 3, 2013. It was noted that the ethics statement expresses faculty ideals and SBVC's good intentions but is not designed as an enforcement tool. Statement 3.3 was amended (3.81).

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

Self-Evaluation

The institution meets the standard. SBVC supports academic freedom and respects the rights of both faculty and students as regards academic freedom. Based on SBVC's 2012 self-study survey, 81 percent of students were satisfied with and believed the College supports academic freedom, and 86 percent of faculty reported their belief that faculty are fair and objective in their presentation of course material.

Actionable Improvement Plan

None.

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

Descriptive Summary

BP5500 addresses academic honesty, and SBVC's belief statement regarding academic dishonesty is found under "Student Rights and Responsibilities" in the College Catalog. The statement reads,

> It is the belief at San Bernardino Valley College that students share a responsibility with their instructors for assuring that their education is honestly attained. The college indicates that Plagiarism, Cheating and Fabrication can lead to consequences including receiving a grade of "F" for a class and possible expulsion from the college. (3.79)

Self-Evaluation

The institution meets the standard. Procedures for disciplinary action for students who submit work that was not honestly completed are in place and followed. SBVC's 2012 Student Campus Climate Survey (3.86) indicated that 92 percent of the students agreed that faculty clearly indicated rules for academic honesty, and 100 percent of faculty stated they were familiar with College policies on plagiarism and academic honesty. In addition, 82 percent of students were satisfied with the campus academic environment. SBCCD is taking steps to ensure academic honesty and has purchased Turnitin software to assist in the identification of plagiarism. An Academic Dishonesty Incident Report and Optional Student Contract was developed and approved by the Academic Senate in spring 2014 (3.82).

Actionable Improvement Plan

None.

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

Descriptive Summary

Employee codes of conduct are communicated in BP3410-BP3570. Student standards of conduct in the classroom and on the grounds are clearly explained in the 2014 course catalog (3.83). SBVC does not seek to instill specific beliefs or worldviews.

Self-Evaluation

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

Actionable Improvement Plan

1. SBVC will perform a complete review of board policies and administrative procedures according to a designated cycle, in coordination with SBCCD.

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

Descriptive Summary

SBVC does not offer courses in foreign locations.

Self-Evaluation

The institution meets the standard.

Actionable Improvement Plan

None.

Evidence—Instructional Programs
3.1   Curriculum Handbook
3.2   Link to CurricUNET
3.3   Curriculum Committee Charge
3.4   Faculty Handbook
3.5   Minutes for Academic Senate and Program Review Meetings of September 2013
3.6   Program Efficacy Recommendations
3.7   Program Efficacy Document 2014
3.8   Program Discontinuance Policy
3.9   Representative Samples—Ad Hoc Program Viability Committee
3.10   Representative Samples—Advisory Committee Minutes
3.11   2011-2012 Catalog
3.12   Assessment Schedule
3.13   Validation Studies from Office of Research, Planning and Institutional Effectiveness
3.14   Academic Senate Resolution 10.3
3.15   Pre-Assessment Workshop Schedule
3.16   SLO Executive Summary
3.17   Link to Core Competencies
3.18   Flex Day PPT September 25, 2013
3.19   PPT and Minutes from November 2, 2014 Academic Senate
3.20   Representative Samples—Program Mapping
3.21   California Teachers Association Contract
3.22   Representative Meeting Minutes Regarding Student Learning
3.23   Online Program Committee Minutes
3.24   Distributed Education Coordinating Council Minutes
3.25   Online Courses Survey
3.26   Three-Year Evaluation Cycle
3.27   Data Collection Sheet
3.28   Evidence Regarding HACU/Walmart Grant
3.29   Evidence Regarding STEM PASS GO
3.30   Distributed Education Approval Process
3.31   Online Program Committee Minutes March 2014
3.32   Learning Compass Plan
3.33   Link to SLOs
3.34   Outcomes Processes 2013-2015
3.35   Representative Feedback from Professional Development Day, April 8, 2014
3.36   Representative Evidence from Program Efficacy
3.37   English 015 Summaries/Joel's E-mail
3.38   Schedule of Classes: Stater Bros. Location
3.39   Office of Research, Planning and Institutional Effectiveness Reports
3.40   List of Advisory Committees
3.41   Academic Senate Minutes
3.42   Academic Senate Resolution
3.43   2014 Curriculum Report to the Academic Senate
3.44   Transfer Model Curricula Flyer
3.45   Accreditation and Student Learning Outcomes Committee Charge