Standard II.B. Student Support Services

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

Summary

SBVC uses annual program plans, EMP one-page sheets, program reviews, and SAOs (formally SLOs) to ensure that students from the College's diverse community are able to benefit from its educational programs. SBVC offers comprehensive student service programs that are intended to support and promote student success and access among a diverse group of students from the SBVC community. SBVC's student service programs undergo program review every four years and submit annual program plans that are evaluated on an annual basis. Student service programs collect data annually that are used to evaluate program effectiveness and ensure the quality of support services for students (4.1).

SBVC's student service programs work collaboratively with SBVC's Office of Research, Planning and Institutional Effectiveness to ensure that student support services demonstrate student learning, support access, and promote student success among the College's diverse student population. The Student Services offices review and assess data on enrollment trends, access to SBVC's educational programs, and student learning to effectively market

SBVC's educational programs. Data from the recent environmental scan reveal that the enrollment at SBVC is on par with the demographics of SBVC's service area. Table 20 presents data on the enrollment of the campus compared to the demographics of SBCCD taken from the 2012 Census data. Additionally, all student service programs collect, evaluate, and assess SAOs on an ongoing basis. Copies of student service SAOs are located on program websites and the VPSS's website (4.2).

SBVC's SSSP Committee (formerly Matriculation Committee) serves as the focal point for ensuring that students from the College's diverse community have access to educational and certificate programs that serve the mission of SBVC. The SSSP Committee works to establish and assess SBVC's admissions policies. The SSSP Committee leads collegewide discussions about student success, the measurement of enrollment, access, and program outcomes. The SSSP Committee works with the Office of Research, Planning and Institutional Effectiveness to evaluate and measure student access, persistence, retention, matriculation, student learning, and ultimately, student success on campus (4.3).

Table 20. *2012 Population by Race and Ethnicity*

2012 Population by race & ethnicity	Area count	Area percentage	Campus percentage 2012-13 $N = 12,360$	Percentage difference
Asian	83,719	6%	6%	0
Black	137,706	10%	16%	+6
Hispanic	780,357	55%	59%	+4
Other	40,597	3%	3%	0
White	377,767	27%	17%	-10
Total	1,420,146	100%	100%	0

The SSSP Committee is authorized by the Academic Senate to annually review, assess, and update SBVC's SSSP Plan (formerly the Matriculation Plan). The committee also proposes the budget for categorical Student Success funds and provides advice on policies, procedures, and implementation of the SSSP components including admission, orientation, assessment, counseling, prerequisites, workshops, follow-up services for at-risk students, training, and research to ensure that the identified needs of students are met to enhance a supportive learning environment on campus (4.3).

Membership in the SSSP Committee comprises the VPSS, director of admissions and records, dean of counseling and matriculation, student success coordinator, dean of research, planning and institutional effectiveness, faculty, staff, and students. The goal of the SSSP Committee is to create a responsive, flexible, educationally sound, research-based approach to student success and retention on campus. Additionally, discussions on increasing student success occur in the following arenas: Academic Senate meetings, division/unit/program meetings, enrollment management meetings, Student Services managers' meetings, Student Services council meetings, and College Council meetings. SBVC's consultation flowchart is explained in Figure 29 (4.4, 4.5).
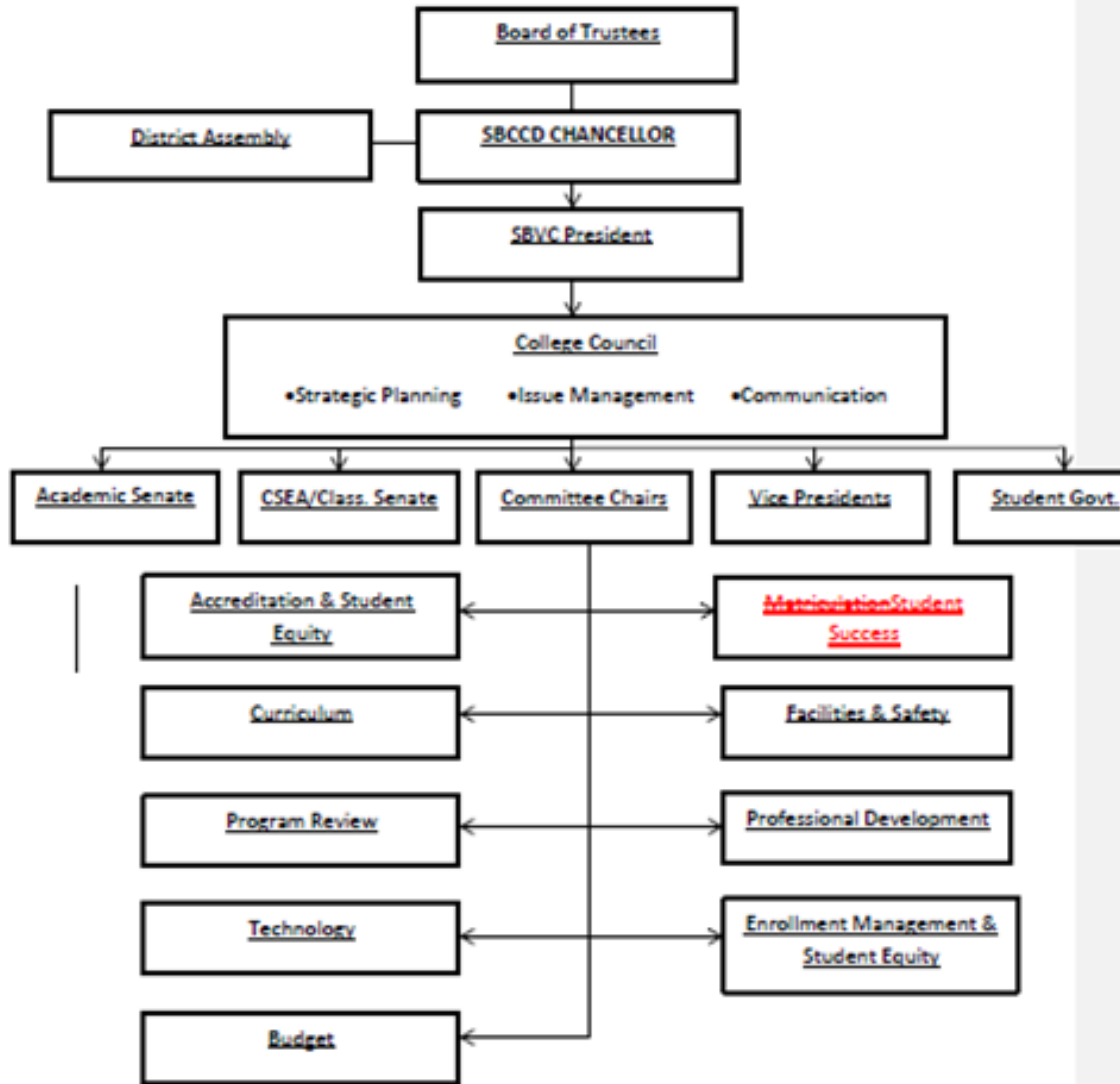
Board of Trustees

District Assembly — **SBCCD CHANCELLOR**

SBVC President

College Council

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| Academic Senate | CSEA/Class. Senate | Committee Chairs | Vice Presidents | Student Govt. |

Accreditation & Student Equity ← → Mission/Vision/Student Success

Curriculum ← → Facilities & Safety

Program Review ← → Professional Development

Technology ← → Enrollment Management & Student Equity

Budget ←

Figure 29. A diagram of SBVC's consultation flowchart.

Self-Evaluation

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

Actionable Improvement Plan

None.

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

Descriptive Summary

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

SAOs are an integral part of the student services. The Program Review Committee uses program efficacy to monitor progress of SAOs. Beginning in 2007, program efficacy documents were updated annually by the Program Review Committee in order to better evaluate SAOs. Over the past seven years, in an effort to ensure continuous ongoing assessment, Student Services areas have addressed the following questions related to SLOs/SAOs in the program review process:

- 2007: Describe the progress your department has made toward identifying and measuring SLOs for the department.
- 2008 and 2009: The following table is relevant only to those student service programs that have curriculum:

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

- 2010: What progress have you made on your three-year (SLO/SAO assessment) plan? Have you implemented any program changes based on assessment results?
- 2011: Has your program competed the initial SLO/SAO three-year cycle? If not, provide a timeline for completion.
- 2012: Discuss the process used to evaluate SLOs/SAOs and what trends were identified. Describe program plans to continuously review and analyze SLO/SAO assessment outcome data to verify SLO/SAO progress.

- 2013: Describe program plans to continuously review and analyze SLO/SAO assessment outcome data to verify SLO/SAO progress.
- 2014: Demonstrate that your program is continuously assessing SLOs and/or SAOs based on the plans of the program since the program's last efficacy report (include evidence of data collection, evaluation, and reflection/ feedback), and describe how the SLOs/SAOs are being used to improve student learning and area services as appropriate (e.g., faculty discussions, SLO/SAO revisions, assessments, etc.).

Additional assessment of SAOs is accomplished through the use of student and faculty surveys; assessment/reports from the Office of Research, Planning and Institutional Effectiveness; student service program plans; and yearly one-page Student Services departmental updates to the Enrollment Management Plan. Programs are asked to address the following questions.

The program efficacy process links the institutional mission and the strategic plan (4.6) to student support programs and services. SBVC's institutional mission reads as follows: "San Bernardino Valley College provides quality education and services that support a diverse community of learners." Providing a diverse community of students with services that support student success and enhance student learning is at the core of student services and programs. Program efficacy links student services programs to SBVC's general mission with the programs' individual mission statements, creating specificity and grounding those missions in attainable and concrete goals (4.7, 4.8).

Self-Evaluation

The institution meets the standard. Student services are assessed and rely on program review, SAOs, student service program plans, student and faculty surveys, yearly one-page Student Services departmental updates to the Enrollment Management Plan, and reports from the Office of Research, Planning and Institutional Effectiveness as tools to enhance and/or incorporate new services to students. The Student Services mission demonstrates the breadth and depth of offerings available to meet the needs of students at SBVC (*Student Services mission: To provide a system of support services that enhances student success and achievement of educational goals*).

Examples of the way programs within Student Services interpret and solidify SBVC's mission statement follow:

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

In the last Counseling Department program review cycle, the following were observed (see Tables 21 and 22):

Table 21. *Counseling Program Review Results by Gender*

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

Note. General population of students rep. year 2008-2011. Counseling students rep. year 2008-2011.

Table 22. *Counseling Program Review Results by Ethnicity*

All students		Counseling students	
Ethnicity	Percentage	Ethnicity	Percentage
Asian	4.41%	Asian	4.58%
Black	19.00%	Black	24.18%
Filipino	1.93%	Filipino	1.89%
Hispanic	49.35%	Hispanic	45.84%
Native American	0.93%	Native American	0.83%
Other	1.18%	Other	1.02%
Pacific Islander	0.75%	Pacific Islander	0.78%
White	20.55%	White	16.08%
Declined to state	1.90%	Declined to state	4.80%

Note. Three-year average. *Source.* Datatel 2012.

Those students who received counseling services mirror the general population by gender. By ethnicity, a slight decrease for the White and Hispanic students was noticeable, although the data covered the review cycle, not the full academic year. With recent student success efforts and more course offerings available, the data may increase in these ethnic groups (4.7).

With regard to persistence, a difference is noticeable in the percentages of counseling recipients' completion of courses versus the nonrecipients (see Table 23).

Table 23. *Persistence of Counseling Services: Recipients and Nonrecipients*

Year	Completion (with counseling)	Completion (no counseling)	Difference
2009	82%	80%	+2
2010	83%	79%	+4
2011	83%	79%	+4
Average	82%	79%	+3%

The trend suggests that counseling is linked to students' academic progress. Additionally, the Student Services programs listed below are intended to support SBVC's mission by providing students with access to support services. These support services are in place to assist students with accomplishing their educational and career goals and to ensure student success on campus. Each Student Services program completes an annual program plan, event plan, and/or event/program evaluation. These documents are turned into and housed in the VPSS's office for review and alignment with SBVC's mission. These evaluations serve to ensure that student services are evaluated on an annual and ongoing basis. These evaluations serve as a focal point for constraint in measuring ongoing program improvement (4.9).

- DSP&S provides programs and services to ensure that students with disabilities have access to all educational opportunities at SBVC. Services are designed to enhance student access to the classroom, to courses, and to campus life. Services include registration assistance, academic and disability adjustment counseling, test facilitation, sign language interpreters, classroom assistance, physical assistance in adapted physical education, specialized tutoring and instruction, vocational guidance, learning disability assessment, liaison services, crisis intervention, adapted computer technology, alternate media, and equipment loan. The High Tech Center (HTC) provides a campus location for students with disabilities to learn and acquire new skills in assistive technologies, obtain accommodations of alternate media, and gain Web access (4.10, 4.11).

- EOP&S and Cooperative Agencies Resources for Education (CARE) is a state-funded student services program designed to provide counseling services and financial support to students who are from educationally and financially disadvantaged backgrounds. The program promotes student success through key services, such as academic, personal, and career counseling; enrollment assistance; and book services. EOP&S eligible students who are single, head of household, receiving cash-aid may also be eligible to participate in the CARE program. In addition to the services mentioned above, the CARE program provides childcare grants, field trips, and parking permits (4.12).

- The Financial Aid Office's mission is to help eligible prospective, new, and continuing students attain their educational goals by providing a variety of federal and state financial aid programs that will assist them with their educational expenses. The Financial Aid Office works with the USDE, the California Student Aid Commission, and the Foundation for California Community Colleges to provide federal and state financial aid assistance. The purpose relates to SBVC's mission by helping to ensure that all students have access to a quality education and services regardless of their financial condition, ethnic background, and gender or disability status. The Financial Aid Office works closely with programs that serve diverse student populations, such as foster youth, African American males, women, disabled students, re-entry students, AB540 students, and first-generation college students. Additionally, the Financial Aid Office computer lab helps students complete the Free Application for Federal

Student Aid (FAFSA) application, check on their financial aid status, and/or make changes (4.13).

- The SBVC Library provides critical instructional support services to the students on campus through its solid and comprehensive collections of learning materials that support campus curriculum. The Library's research collections include books, periodicals, microforms, reference materials, and online databases. The Library maintains an extensive authoritative collection of print materials, a variety of current and retrospective online databases with complete indexing, a high percentage of full-text resources, and an assortment of computer resources for student learning. In order to facilitate access to course textbooks for those students who may not be able to afford to purchase them, the Library maintains a Textbook Bank of high-demand textbooks in current use on campus. The Library Computer Lab contains 117 PCs, four Macs, printing services from computers at 20 cents per copy, copiers at ten cents per copy, and technicians to provide assistance (4.14).

- The STAR Program is a comprehensive, federally funded TRIO Student Support Services grant program designed to increase the graduation and transfer rate of students who qualify. TRIO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to postbaccalaureate programs. The program provides counseling and a learning support community that will empower students to complete their educational degree and/or certificate, AA/AS degree, or transfer. The participants receive academic, career, and personal counseling; workshops; tutoring; field trips to four-year universities; and so forth (4.15).

- The CalWORKs Program is designed to assist students receiving County CalWORKs to enhance and achieve educational goals and employment self-sufficiency. Qualified students are eligible to receive the following services: book vouchers, book loans, access to computer lab, parking permit vouchers, childcare assistance, educational counseling, and employment assistance (4.16).

- The Office of Student Life assists with creating a campus environment that promotes student leadership that complements SBVC's academic curriculum. Programs and services are provided to enhance students' ability to learn and develop the life skills necessary to become productive and caring members of the global society. Participation in campuswide clubs, student government, and educational programs provides students with opportunities to develop and enhance leadership, interpersonal skills, and personal growth (4.17).

- SSSP (formerly Matriculation) enhances student access to the California Community Colleges and promotes and sustains the efforts of credit students to be successful in their educational endeavors. The goals of the SSSP are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-direct components of the

SSSP process. Commencing with the SBVC admission application, students receive services that will enhance their overall college awareness; assist them to match career interests; and enhance abilities, needs, and educational goals. Additionally, the services are intended to guide students, help them make informed decisions, and ultimately, obtain their educational goals. The SBVC services include admissions, mandatory orientation and assessment/testing, counseling, educational plans, and student follow-up (4.3).

- The Transfer and Career Services Center provides students access to educational planning to transfer to four-year colleges or universities and/or career counseling. The center provides the following transfer services: appointments to see a four-year college or university representative, transfer and honors counseling, transfer workshops, financial aid information relative to transfer institutions and requirements, assistance with major selection, credit evaluations, a monthly calendar, transfer agreements, field trips to four-year institutions, and so forth. Additionally, several times a year transfer/ college fairs are held. The Center also provides information regarding special programs such as the Transfer Alliance Program (TAP), UC Transfer Admission Guarantee (TAG), and Cross Enrollment (4.19).

- The VRC provides assistance and counseling for students (or dependents) who served this country in one of the branches of the U.S. military. The VRC serves as a one-stop student services center where admissions and records, academic and professional counseling, assistance with Veterans Affairs (VA) paperwork and certification process, transition to college, and a host of other services are provided for veterans. The VRC also provides dedicated computers and tutoring services for veterans. The VRC is a place where students can obtain general information regarding SBVC's programs and services. Additionally, it serves as a welcoming and comfortable environment to meet other veterans or to simply relax between classes (4.20).

- The Tumaini Program is a learning community designed to increase academic and personal success among students who are interested in learning about African American history, literature, and culture. Tumaini instructors and counselors use team-building strategies to enhance students' learning potential in and outside of the classroom. Tumaini combines elements of counseling and linked (paired) courses, such as student development and history, to assist students with successfully transitioning into college. The program also provides a designated tutoring component for the participants as well as instructional faculty coaches to assist with their English and math courses (4.21).

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

exemplary services to students and the remarkable educational accomplishments of Puente students (4.22).

- The Foster and Kinship Care Education Program provides quality education and support opportunities for caregivers of children and youth in out-of-home care. The goal is that these providers may meet the educational, emotional, behavioral, and developmental needs of children and youth (4.23).

- The VBC program at SBVC included 200 students in 2012-2013. What began as a pilot program for 31 students in 2008 has blossomed into an award-winning program that has led to greater levels of student success for hundreds of Inland Empire residents. Since its inception in 2008, participants in the VBC have achieved higher grades than their peers, continued their education beyond their first year at a higher rate than typical students, transferred to four-year colleges throughout California, and have spoken at commencement ceremonies. The program is aimed at removing all economic barriers to the first year of college for selected first-time college students while providing critical guidance and support that is essential to continue striving toward individual educational and career goals. VBC has been recognized by the CCCCO and the San Manuel Band of Missions Indians for outstanding services to students (4.24).

- The Welcome Center's (established fall 2014) goal is to be a one-stop facility where students may obtain information regarding academic programs and Student Services support programs as well as general campus information. The center also provides computers for quick access to the admissions application, class schedule, WebAdvisor, online student orientation, financial aid, and a variety of campus publications

- The Outreach and Recruitment Office serves as a liaison to feeder high schools and the community at large. The Outreach and Recruitment Office collaboratively established an SBVC Student Services Outreach Team that encompasses representatives from Admissions and Records, Assessment Center, Counseling, and Financial Aid. Under the umbrella of outreach and recruitment, the team coordinates on-campus and off-campus programs for prospective students and parents via presentations and workshops at feeder high schools and community events. Outreach staff assist prospective and re-entry students in completing the application, enrollment and matriculation process, and so forth (4.25).

Regarding DE and this standard,

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

Learning Plan of the Online Program Committee. Relevant information is communicated through the Technology Committee to the VPI and College Council.

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

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

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

- Tutorial services and Writing Center services are available online.

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

Actionable Improvement Plan

None.

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

II.B.2.a. General Information
- *Official Name, Address(es), Telephone Number(s), and Website Address of the Institution*
- *Educational Mission*
- *Course, Program, and Degree Offerings*
- *Academic Calendar and Program Length*
- *Academic Freedom Statement*
- *Available Student Financial Aid*
- *Available Learning Resources*
- *Names and Degrees of Administrators and Faculty*
- *Names of Governing Board Members*

Descriptive Summary

SBVC's College Catalog provides constituencies with precise, accurate, and current information concerning SBVC's policies and academic programs. The College Catalog is printed annually, and the electronic version is updated as needed. The College Catalog is

available in the bookstore at a cost of $6.00, and the electronic PDF version is available to the public free online on SBVC's website. The official College name, address, phone number, and e-mail address are all listed on the front cover of the College Catalog, as is SBVC's educational mission (*SBVC provides quality education and services that support a diverse community of learners*; 4.26).

The College Catalog contains six parts. These parts include the following areas: Part I: The College (Admissions, Enrollment, Financial Aid, and Students Rights and Responsibilities); Part II: Degree, Certificate, and Transfer Information; Part III: Core Competencies; Part IV: Course Descriptions; Part V: Administration and Faculty; and Part VI: Advisory Committees. Subsequently, Part II explains in further detail the course descriptions, course numbering system, and all information related to course offerings required by degree, certificate, and transfer programs.

The College Catalog contains general information as it relates to the student process (or student life) on campus. This information is concerned with admission regulations, enrollment, and orientation/assessment processes with student success being the goal. Informing students of enrollment fees and refund policies is significant and can be viewed at the Admissions and Records webpage. Information on the academic standards and polices (including academic freedom statement, student rights and responsibilities, acceptance of nondiscrimination, sexual harassment, and student grievance and complaint procedures) is provided to assist and educate the student body. Additionally, general information includes services available to students that include financial aid programs and campus safety (4.26).

The Administration and Faculty section of the catalog contains a list of administrators and their respective degree type earned. The list of faculty contains the year hired, discipline, highest degree earned, and institution from which the degree was obtained. A list of professors and administrative emeriti follows. SBCCD Board of Trustees members are also listed in the catalog.

The SBCCD academic calendar and SBVC campus calendar are located at the end of the College Catalog. The SBCCD calendar can also be downloaded from the District's website (4.27).

Self-Evaluation

The institution meets the standard. General information about the College including its mission, course program and degree offerings, academic calendar, academic freedom statement, financial aid, and Library and Learning Support Services are included in the catalog. The catalog also lists the disciplines and degrees for all faculty, the positions and degrees for all administrators, and the Board of Trustees. This information is replicated in other locations as well, including the SBVC campus website (4.28) and schedule of classes.

Actionable Improvement Plan

None.

Descriptive Summary

The admission requirements to SBVC are governed by the State of California laws and supplementary regulations established by the SBCCD Board of Trustees. The information related to SBVC's admissions and fees are found on pages 5-9 of the College Catalog. All new students are required to apply for admission online using SBVC's website. Special exceptions are provided to DSP&S students who require accommodations. Upon completion of the online application, each new student is provided with a student identification number. The student identification number is e-mailed to each new and returning student's personal e-mail account listed on the admissions application.

All student enrollment fees and other financial obligations are listed in several places for students to view. Information on student fees is listed in the class schedule each semester and on the Admissions and Records webpage under enrollment fees (4.29).

Additionally, information on degrees, certificates, graduation, and transfer requirements are included in Part II of the College Catalog. This information is replicated in other locations, which include SBVC's website and class schedules (4.26).

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

Self-Evaluation

The institution meets the standard. Information on admission requirements, student fees and financial obligations, degrees, certificates, graduation, and transfer is readily available in the College Catalog. The information is repeated on the SBVC website.

Actionable Improvement Plan

None.

II.B.2.c. *Major Policies Affecting Students*
- *Academic Regulations, including Academic Honesty*
- *Nondiscrimination*
- *Acceptance of Transfer Credits*
- *Grievance and Complaint Procedures*
- *Sexual Harassment*
- *Refund of Fees*

Descriptive Summary

SBVC is dedicated to maintaining an optimal learning environment and insists on academic honesty to uphold the academic integrity of the institution. Faculty, staff, and students are expected to conduct themselves in the highest spirit of academic honesty. Information on major policies affecting students is located in Part I, the College general information section of the College Catalog. This information is available in both the print and online versions of the catalog as well as on the SBCCD website (4.30). The policy of SBCCD is that, unless specifically exempted by statute or regulation, every course or class offered by SBVC is open to enrollment and participation by a person who has been admitted to SBVC and who meets the prerequisites approved for a given course.

The College Catalog provides information on major policies affecting students on pages 17-18 (4.26). This information can also be found on the SBVC website (4.31). SBVC affirms its policy to provide fair and equitable treatment to students and employees in an effort to prohibit discrimination on the basis of ethnic group identification, national origin, religion, age, gender, race, color, ancestry, sexual orientation, physical or mental disability, or retaliation.

SBVC is committed to nondiscrimination. The nondiscrimination policy can be found on page 17 of the College Catalog. SBVC's goal is to provide equal opportunities for all community members in all areas of the College, including admission, student financing, student support facilities and activities, and employment. Federal laws and SBCCD policies strictly prohibit all types of discrimination, including sexual harassment and inequities based on race, color, religion, gender, age, marital status, physical disabilities, mental impairments, or sexual orientation. SBVC is further committed to overcoming gender discrimination and gender stereotyping in vocational education programs. In addition, the lack of English language skills will not be a barrier to admission and participation in vocational education programs. Information regarding SBCCD's Unlawful Discrimination and Sexual Harassment policies and forms are located on SBCCD's website, as are SBCCD's Informal and Formal Complaint Forms that SBVC uses to intake and track student complaints. The complaint forms and related policies are located in the human resources area of SBCCD's website (4.30).

Students are encouraged to resolve complaints at the appropriate level of the dispute. Any student complaint about a grade, instructor, or course should be first made to the instructor involved. However, should this approach fail or be inappropriate, students may submit a written complaint through the faculty chair or the division dean, or students may use

SBCCD's Informal and Formal Complaint Forms. Once received, the complaint is forwarded to the appropriate College official for review, and the complaint will receive a response as soon as possible. For matters regarding grade appeals, student grievances, discrimination, or sexual harassment, please refer to SBVC's policies relating to those matters. The student complaint process is currently being updated. For more information on the student complaint process, please refer to the SBCCD BP5530 (4.30).

Sexual harassment of students or employees in the academic and work environments violates both federal and state law and District policy, and it will not be tolerated. It also violates the law and policy to retaliate against any individuals for filing a complaint of sexual harassment or for participation in the investigation or resolution of a formal or informal written or oral complaint of sexual harassment. Unlawful harassment on the basis of sex includes, but is not limited to, classroom conditions, grades, academic standing, scholarships, recommendations, employment opportunities, disciplinary action, or any other aspects of college life within the control of SBCCD. The policy on sexual harassment can be found on the SBVC website (4.31).

The College Catalog also provides general information on student fees. The information on how these fees can be rendered is located in the Financial Aid Programs section of the catalog on pages 25-26 (4.26). The fee sheet is listed each semester in the class schedule and on the Admissions and Records webpage.

Student records are treated in a confident and responsible manner as required by the Family Educational Rights and Privacy Act of 1974 (FERPA). The College Catalog provides information on the students' rights and responsibilities, located on pages 27-31. Students may also follow procedures outlined in AP5530, which is a prompt and equitable means to resolving student complaints (4.31).

Information on the student grade appeal process is located on page 31 of the College Catalog. Additionally, information on the grade appeal process is also located in AP5540. AP5540 defines the grade appeal process that a student must undertake to dispute a grade for a course. In order for a grade to be overturned, a student must provide necessary evidence that either fraud, a mistake, an act of bad faith, or issues concerning incompetency occurred. The Student Grade Appeal form can be found on the Admissions and Records webpage (4.32).

The College Catalog includes all pertinent policies and procedures affecting students. Additionally, the College Catalog also contains information relating to graduation requirements, administrative procedures, and student code of conduct. All of SBVC's policies and procedures affecting students comply with the Commission's Standards and California Title 5 regulations. This information is available on the SBCCD website through the links below:

Student Services Policies and Administrative Regulations
5010	Admissions
5015	Residence Determination
5020	Non-Resident Tuition

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

The SBCCD Assembly is currently undertaking a thorough review of all board policies and the accompanying administrative procedures, in consultation with the SBVC constituency groups. Additionally, a new cycle of review is being implemented.

Self-Evaluation

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

Actionable Improvement Plan

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

2. SBVC will update the student complaint policy.

Descriptive Summary

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

SBVC has a production timeline for the College Catalog that includes systematic updating of policies and curriculum. The catalog updates are reviewed by instructional deans, faculty department chairs, and the VPAS and VPSS. The VPSS in turn elicits program and service area updates from Student Services deans, faculty chairs, and directors for their specific areas. The departments of English, Reading, and Mathematics annually update their course sequencing flowcharts during this process.

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

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

The VPI and the schedule/catalog data specialist review the final proof and send it to the printer. All catalog information is then placed on the SBVC website (4.28). A PDF version of the catalog can be downloaded from the website. The outside printer delivers the blue-line proof to the Office of Instruction; corrections are made, if appropriate, by replacing corrected pages. The final corrections are incorporated into the publication. The final printed copy is delivered to various locations throughout the campus and distributed to all offices and all faculty.

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

The *Handbook for Online Students* was created to inform online students of the policies and procedures that directly relate to DE at SBVC (4.33).

Additionally, SBVC's new website, launched in 2010, contains PDF copies of all publications. Information contained in the College Catalog is duplicated on the website in the appropriate sections.

A detailed description of the Student Grievance and Due Process policy is included in the 2013-2014 College Catalog on page 29 (4.26). There is a Hearing Committee composed of a maximum of two faculty or two classified staff members, two students, and one administrator. Upon review of the Hearing Committee's report, the vice president and/or designee shall make a final determination. Within five working days following receipt of the report of the Hearing Committee chairperson, the vice president or designee shall provide a written notification to the student(s) and to the employee(s) directly involved in the issues as to the final determination. A record of student grievance is maintained for five years from the time of determination in the Office of Student Life.

Self-Evaluation

The institution meets the standard. The College Catalog is kept current, updated annually, and well organized. The table of contents directs users to campus information and policies; degree, certificate, and transfer information; CCs; course description; and identifies administrators, faculty, and advisory committees. There is a master index at the end of the catalog and a current academic calendar on the final page.

The catalog is keep current through the efforts of the schedule/catalog data specialist in the Office of Instruction, who sends catalog pages to appropriate divisions and departments to be verified and updated. The program review process also specifies that departments must review their catalog data for accuracy during their program efficacy.

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

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

Actionable Improvement Plan

None.

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

Descriptive Summary

Program review is conducted by every Student Services program on the designated cycle. The process examines Student Services within the context of SBVC's strategic initiatives. Access, campus climate and culture, institutional effectiveness, partnerships, student success, and technology undergird research conducted (4.7).

Another avenue of research is the SAOs/SLOs. All Student Services offices have developed and measured at least one learning outcome. Results have been subsequently used in the improvement of programs and services (4.7).

Akin to the program review process is the EMP one-page data sheet. The one-page data sheet contains a summary of the following: assessment of services, program goals, challenges and opportunities, and action plan. The document is a vital part of SBVC's planning documents (4.1).

SBVC conducts a campus climate survey annually. The 2013 SBVC Campus Climate Survey yielded overall positive feedback in the factors measured. Worthy of note are the high levels of satisfaction in the areas of accessibility of classes, campus resources and services, and engagement of faculty and staff toward students (4.9).

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

The SBVC Strategic Plan is linked to the program efficacy phase of program review. Programs are expected to demonstrate how they are meeting institutional needs with regard to each of the six strategic initiatives. Program review needs assessment requests must also

be linked to the strategic initiatives, as is the new process to fund emerging and emergency needs (4.34).

As a result of California Senate Bill 1456 mandates, the Learning Compass Program has been created as an integrated thrust of both the Offices of Instruction and Student Services toward student success. Organized during the 2013-2014 academic year, the program's long-term goals are to improve student success in individual courses; increase the number of students who persist to certificate completion, degrees, and transfer; and increase the success rates among first-year students as well as offer a full-range of integrated educational and student support services. Within the Learning Compass Program is Project ASSETS: Avenues for Students' Strengths, Excellence, Thriving, and Success, intended for incoming students from feeder high schools and continuing students in learning communities. The ASSETS program addresses college preparedness, streamlined transition to college, and enhanced counseling services integrated within students' learning communities. These initiatives suggest SBVC's purposeful response to current mandates (4.35).

The Basic Skills Committee regularly addresses the needs of basic skills students in relation to Student Services programs. Since 2010, the committee has provided funding for the Counseling Department, Tumaini Program, Puente Project, and SBVC Library. For example, the Reading Department piloted an experimental course that allows the top 10 percent of the students who assess into Reading 920 to opt to take Reading 951, a course designed to provide students with the skills in one semester for enrollment in the English courses. This approach is similar to the "fast-track" courses to college-level math offered by the Mathematics Department. In another example, the Basic Skills Committee funded two library databases that promote basic skills learning: ELL and Learning Express. Librarians then partnered with faculty teaching ESL and basic skills English courses to integrate use of the databases into class instruction (4.36).

The SSC offers tutoring including SI sessions to almost all courses in both individual and group formats (4.37). The Writing Center (4.38) and Reading Lab (4.39) are geared toward assisting students in English and reading courses. In the same light, the SBVC Library houses 70,000 volumes of print materials and faculty librarians who assist students to competently research and evaluate resources. The Library has its "24/7 Chat Reference" feature where students who need research assistance can chat "live" with an academic librarian at any time of day or night. Moreover, the Library has a wealth of e-books and online database collections including the Learning Express Library that features widely encompassing resources from college preparation to skill building. The Learning Express Library is a pilot initiative for basic skills students funded by the Basic Skills Committee (4.14).

Similarly, under the overarching category of specialized counseling are the following programs: CalWORKS and Workability III, DSP&S, EOP&S/CARE, Foster and Kinship Care Education, Student Health Services, Youth Empowerment Strategies for Success and Independent Living, Puente Project, Tumaini Program, VBC, Veterans' Services, and STAR Program. Services of these programs and departments are geared toward meeting the needs

of special populations, while the Counseling Center provides services to the general population (4.40).

Over the last decade, a concerted effort has been made to ensure that all learning support services for students taking online classes are available. For example, an online orientation was developed to allow students to fulfill the orientation requirement (4.41).

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

Self-Evaluation

The institution meets the standard. Through campus committees, plans and processes research and identify the learning support needs of students. Student needs are addressed through established support services, grant-funded and categorically funded services, partnerships, and innovation.

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

Actionable Improvement Plan

None.

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

Descriptive Summary

The Counseling Department faculty and the Admissions and Records staff make regular site visits to the Big Bear off-site location. To supplement the online counseling available to off-site students, the Counseling Center sends two counselors each semester to the Big Bear Mountain Center. Furthermore, these students receive follow-up counseling services via telephone calls and/or e-mail. Representatives from Admissions and Records and the Financial Aid Office also conduct application and financial aid workshops each semester at the Big Bear location. Assessment Center staff administer on-site assessments on a semester basis (4.42).

SBVC has assigned a dean to oversee the Big Bear program. In addition, an on-site coordinator at Big Bear High School is available three days a week to ensure SBVC students' learning and support needs are met. College representatives from instructional and student

services areas work with Big Bear Mountain Center to make progress toward raising awareness of the needs of off-site students. SBVC has an annual agreement with Big Bear High School to use its facility. Offerings at the site, in coordination with online offerings, may lead to certificate completion in Graphic Arts and Business Administration, AA/AS degree, and transfer preparation (4.41).

The SBVC Library has diverse print and electronic material that serves the needs of the student population whether students are on campus or off campus. Remote access is available to e-books, reference databases, and the 24/7 Chat Reference, providing services to students located off campus. The 24/7 Chat Reference provides access to an academic librarian 24 hours a day, seven days a week. Students can access this resource through Blackboard or from the Library's homepage (4.14).

College services at off-site locations and online programs are evaluated in the program efficacy phase of institutional program review. Advisory committees for programs that offer online courses and provide instruction at off-site locations provide input to administrators and faculty regarding the quality of online instruction and off-site facilities. There is a *Handbook for Online Students* and a questionnaire to assess indicators of student skills, preparedness, and motivation available to students on SBVC's website. Furthermore, the faculty closely monitor the achievement of online students. Data show positive success rates of students (4.41).

The SBCCD centrally hosts SBVC's CMSs and central help desk. The predominant means of evaluating the services provided for these areas come from surveys regularly disseminated to students, faculty, staff, and administrators. Although these evaluations are typically performed over the website using web-based evaluation tools, there are also periodic reviews of help-desk calls to ensure quality service to constituent groups. Feedback on student and faculty perceptions of service are also received during monthly districtwide DECC meetings. Data from help-desk calls are quantified monthly, with average evaluations being "excellent" (4.43).

Off-site assessments have been administered to local feeder high schools. A 50 percent increase in the number of visited local high schools has occurred, with four high schools in 2009 and eight high schools in 2012. In addition, before the closure of Redlands Adult School, ESL assessment testing was provided for their students. The number of high school students who were assessed in their local sites had increased incrementally—211 in 2009-2010, 367 in 2010-2011, 443 in 2011-2012, and 618 in 2012-2013. Career counseling, academic advisement, and abbreviated education plans are afforded these students by the Counseling Department's counseling faculty.

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

Considerable progress has been made in the areas of expanded online resources, including education plan viewing and online orientation, both of which reduce the need for in-office

visits while maintaining student success. In 2011-2012, the number of students utilizing online orientation far surpassed that of on-campus orientation (6,350 vs. 791). Other areas of progress for accessibility include expanding services to meet diverse cultures (e.g., providing multilingual services in Spanish, Mandarin, Russian, and Filipino) made available by bilingual counselors upon students' requests (4.44).

Every spring, a student satisfaction survey is distributed to all students taking online and/or hybrid classes. The overwhelming majority of students are "satisfied or very satisfied" with their online experience, including the student support services for online students (4.41).

Self-Evaluation

The institution meets the standard. DE programs at SBVC are aligned with Standard II.B. The Online Program Committee webpage provides a comprehensive view of how SBVC meets ACCJC Standards. Counseling, financial aid, library, and other learning support services are available to online and off-campus students. Off-site assessment is conducted at area high schools at the Big Bear location.

Actionable Improvement Plan

None.

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

Descriptive Summary

At the college level, the conversations about what constitutes a "good learning environment" happen throughout the campus and in the individual departments and services. Student development activities come in the form of workshops offered by several departments and programs in Student Services. Topics include self-empowerment, success strategies, leadership development, and the like. Counseling-related materials and resources are made available to students either online or via conventional formats. The appropriate departments regularly host transfer fairs and job fairs. Additionally, mentorship of students in the Puente Project and Tumaini Program by community leaders in business and education provide support leading to achievement. Also, student development courses instill personal, intellectual, and aesthetic development as well as personal and civic responsibility (4.40).

For DE, conversations about what constitutes a "good learning environment" occur in the individual departments, in the Online Program Committee, and in SBCCD's DECC. The faculty co-chair and the administrative co-chair of the Online Program Committee represent SBVC on this SBCCD committee.

Self-Evaluation

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

Student life. The Office of Student Life assumes a leadership role in creating a campus environment that integrates the learning experience and those experiences outside of the classroom to complement the academic curriculum. Student participation in the design and implementation of campuswide programs provides opportunities for the development and enhancement of leadership, interpersonal skills, and personal growth. The office provides structured activities, programs, services, resources, and facilities to accomplish this mission (4.45).

The Inter-Club Council. The Inter-Club Council (ICC) is composed of one club representative from each of the chartered clubs on campus and serves as the forum by which clubs communicate and work collaboratively with one another to strengthen and support campus events and activities. The club rush event is regularly sponsored by the ICC. ICC has a designated time for networking via an established college hour for meetings and events (4.46).

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

- *American Sign Language Club.* The goal is to serve as a center for students interested in the deaf culture, spreading deaf awareness on campus and in the community. This club gathers and shares information from students and is on campus to interact with the deaf and hard-of-hearing students and faculty members.

- *Alpha Gamma Sigma, Delta Chapter.* The mission of this chapter is to foster, maintain, and recognize outstanding scholarship, as well as promote cultural and social enrichment. Alpha Gamma Sigma provides students the opportunity to engage in community service activities and aims to award scholarships to its active members.

- *Art Club.* The Art Club serves as a center for students interested in art activities on and off campus. Members are active in sponsoring visits to local museums, dinners, and other events that promote the appreciation for art among students and staff.

- *Black Student Union.* The mission of this organization is to stimulate the intellectual, political, cultural, and social growth of SBVC students through enrichment in educational and community programs. A supportive community of

students, staff, and local residents is formed for members to thrive academically, socially, and personally.

- *Caduceus Club.* The goal of the Caduceus Club is to foster awareness of healthcare fields, provide information about the entry process into these fields of interest, encourage community service, and provide four-year college-level preparatory awareness.

- *Campus Crusade for Christ.* The purpose of this fellowship is to unite all Christians and non-Christians alike who are interested in spiritual matters and allow them to peacefully practice their Christian privileges while at SBVC. Campus Crusade for Christ is interdenominational and encourages its members to pursue high biblical and academic excellence.

- *Computer Science and Computer Engineering Club.* This organization is passionate about computer science and computer engineering and unites individual computer science and computer engineering enthusiasts to collaborate and develop computer-related solutions as a group.

- *Freedom Faith Bible Club.* This club stresses peace among Christian denominations.

- *Gay-Straight Alliance* **(GSA)***.* This club provides a social group for lesbian, gay, bisexual, and transgender (LGBT) students, staff, faculty, and their straight allies. GSA aims to increase visibility and raise awareness of LGBT issues at SBVC, support the coming-out process, and organize social gatherings. Membership in this organization is not construed to imply anything about a person's sexual orientation, only that the member is supportive of a diverse community.

- *Geography Club.* The mission of the Geography Club is to provide a place for those interested in geography to gather while promoting geographical awareness and the use of surveying equipment in a fun and educational manner.

- *Human Services Association.* The Human Services Association provides a bonding and networking opportunity for interested human services students and friends. Members organize and participate in alcohol- and drug-free activities both on and off campus.

- *Movimiento Estudiantil Chicano de Aztlan (MEChA).* MEChA promotes higher education, leadership development, community service, cultural awareness, and educational enrichment.

- *Performing Arts Club.* The Performing Arts Club defines a process, not an end. Its mission is to shape both a theatre and a community in order to deepen the students' understanding of themselves and the human condition. Artists,

audiences, volunteers, students, and businesses come together to share a love and enthusiasm for live theatre.

- *Psychiatric Technology.* The club's mission is to represent and assist the Psychiatric Technology Program and to provide support for its students until graduation.

- *Puente Club.* The Puente Club works to promote and increase the number of underrepresented students who attend colleges and universities and return as leaders and mentors.

- *Spanish Club.* The goal of the Spanish Club is to celebrate the linguistic and cultural contributions of the Spanish-speaking community.

- *Voices for Success.* The mission of Voices for Success is to build cultural awareness on campus; promote the EOP&S/CARE program; create social, recreational, and educational activities and scholarship for the student body; encourage scholastic achievement; and provide community service.

Student government. The AS offers students opportunities to share in college governance, interact with professionals, participate in social and cultural activities, and create and administer their own programs and support systems that reflect diversity and instill self-reliance, ethical leadership, and responsible action (4.47).

Student participation—collegial consultation. Campus committees are based on the concept of collegial consultation per California Education Code 70902(b)(7). Collegial consultation provides the opportunity for "effective participation" of students in decisions that affect them, thus encouraging civic responsibility and personal growth.

Student Health Services. Student Health Services has a wide array of services for physical and mental health and health information resources, including the availability of an online magazine for wellness tips. Student Health Services received a grant that has enabled them to develop a series of programs and workshops directed to improving mental health; events include "Developing a Successful You," "Mental Health Matters," "Becoming Socially Successful," and "Relationships 101." Student Health Services sponsors the popular "Stress Oasis Solution" for campus personnel and a campuswide Health Fair (4.48).

Athletics and sporting events. The Athletics Program hosts numerous sporting events that showcase SBVC's student athletes, thereby promoting home team spirit, sportsmanship, and a sense of belonging beyond physical education courses (4.49). A dedicated counselor from the Counseling Department provides counseling services for the athletes' well-rounded development (4.50).

Service learning. Programs such as VBC (4.24), the Honors Program (4.51), and Alpha Gamma Sigma (4.52) have service learning components. VBC requires 30 hours of

community service for program participation. The Honors Program's community service activities are part of the graduation requirements for participants. Alpha Gamma Sigma sponsors activities such as electronic waste recycling, among other events.

Courses such as Political Science 138, Student Leadership, and Political Science 139, Community Leadership, have service learning components for participation in student government and campus projects, as in the campaign for a "green campus." Political Science 139 encourages participation in March in March to Sacramento as well as internships. Some English courses have service learning components, including the production of the SBVC electronic newspaper, *Arrowhead News* (4.53), and literary magazine, *Phineas* (4.54).

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

Student support services are evaluated, as are the other areas of the campus, based on quantitative data supplied by the Office of Research, Planning and Institutional Effectiveness. Program efficacy requires programs to provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals; aid in short-range planning and decision making; improve performance, services, and programs; contribute to long-range planning; contribute information and recommendations to other College processes, as appropriate; and serve as the campus's conduit for decision making by forwarding information to or requesting information from appropriate committees. Program review needs assessment links to program efficacy and ties directly to program planning. SLOs are an integral part of the program review process, and student support services evaluate and address concerns identified through that process. In 2006, program efficacy documents were revised by the Program Review Committee in order to better address SLOs and/or SAOs as appropriate in student services programs.

Actionable Improvement Plan

None.

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

Descriptive Summary

The Student Services departments and programs regularly undergo evaluation through the program review process, year-end reports, and appropriate categorical program reviews for categorically funded programs. Through these evaluation vehicles, input from faculty and staff becomes a vital source in the program planning and design to support student development and success. The dean of counseling and matriculation and directors of specific programs give

feedback and/or reports on the status of the services as they relate to student development and success. Also, regular meetings on the departmental, divisional, and Student Services councils are useful to provide feedback and communication among Student Services faculty regarding counseling services. Upon requests of departments, the Office of Research, Planning and Institutional Effectiveness provides data as they relate to Student Services departments and programs. As have been repeatedly mentioned in previous sections, the program review process, SLOs/SAOs research, and evaluation are the main vehicles through which counseling core functions are designed and evaluated (4.55).

It is to be noted that counseling services are provided by departments and programs within Student Services, such as the Counseling Center, CalWORKs, EOP&S/CARE, VBC, STAR Program, DSP&S, and Transfer and Career Services Center. External to Student Services are programs like the MCHS and STEM program, which also provide counseling services to students (4.40).

Counseling services include academic, career, and personal counseling as mandated in Title 5 of the CCR and elucidated in the California Academic Senate's Standard of Practice for Counselors in Community Colleges and the Role of Counseling Faculty. Efforts are concentrated on providing standardized in-house training for counselors in other areas outside of Student Services by way of a training manual designed by the Counseling Department, with assigned counselors from the Counseling Department to provide training to new counselors. Moreover, SBCCD staff from TESS invariably give training on the use of technology within WebAdvisor, Datatel, and Scheduling and Reporting System (SARS) environments. Professional development activities including new faculty orientation and the annual Great Teachers Seminar are also made available by the Professional Development Committee (4.56).

Forthcoming are the consolidation of training efforts and the enhancement of training processes under the leadership of the VPSS, with identified counseling faculty to collaborate in the ongoing training of new and experienced counseling faculty.

In-service and flex activities for professional development including attendance to counseling-related conferences afford the counseling faculty currency to changes and thrusts in their effectiveness areas and competencies. Of late, the focus is on attendance to conferences that focus on student success, first-year experience, paired-courses learning communities, and many more. These activities allow opportunities to expand knowledge and skills and provide depth and comprehensiveness to counseling expertise of the faculty.

SBVC programs that have counseling faculty are the Counseling Center, MCHS, STEM program, Transfer and Career Services, STAR Program, EOP&S/CARE, CalWORKs, DSP&S, VBC, and the SSC. Counselors are also assigned to specific academic learning communities, such as the Tumaini Program and Puente Project, in addition to the Learning Compass Program. Counseling faculty provide academic, career, and personal counseling as mandated by Title 5 of the CCR (4.40).

Counseling services and interventions include, but are not limited to, crisis intervention, CSU GE-Breadth and IGETC certification verification, educational plan updates and revisions,

interpretation of assessment scores and other multiple measures for proper placement into SBVC courses, online counseling, prerequisite checks and clearances, probation and dismissal, graduation evaluation, high school outreach, and basic skills.

Additionally, counselors provide workshops to classes within specific disciplines. These workshops are evaluated by students. Counselors also serve as liaisons to various discipline departments. Transfer major guide sheets are updated by the articulation officer and provided to faculty who advise students. The guide sheets are posted on the SBVC Counseling Department webpage and are available to students (4.57).

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

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

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

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

Self-Evaluation

The institution meets the standard. Data from the Office of Research, Planning and Institutional Effectiveness indicate that students who have received counseling and educational plans have higher GPAs and completion rates than those who have not met with a counselor (4.44).

Student appointments are scheduled through the SARS software. Data are gathered from the appointments and reported monthly. The data include information about basic skills, probation, dismissal, educational plans, financial aid appeals, graduation checks, career and major advisement, online counseling, transfer, veterans, athletes, and so forth. The SARS

student contacts are uploaded into Datatel, and reports are generated to the CCCCO. The data provide a foundation for planning for future service enhancements (4.58).

At SBVC, counselors are hired in many areas outside of the actual Counseling Center, and the dean of counseling and matriculation supervises primarily counselors in the Counseling Center. For those counselors not directly supervised by the dean of counseling and matriculation, the other supervising deans cooperate and ensure that the counselors receive training. Initial counselor training on academic policies and procedures is provided by the counseling faculty in the Counseling Center.

Ongoing training is provided through divisional meetings, departmental meetings, workshops, guest speakers, conferences, and e-mail updates. The articulation officer and transfer center coordinator disseminate transfer- and articulation-related information to appropriate counseling faculty, evaluators, and deans.

The Counseling Department's Student Success Committee's action plan (5.59) includes the following:

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

II.   Strengthen Support for Entering Students:
   a)   SBVC already has in place the mandatory orientation and assessment test as outlined by the Student Success Act. In addition to the mandatory orientation and assessment, the Counseling Department currently offers a group advising to all incoming students. During this group session, students receive a one- to two-semester abbreviated education plan, and the Counseling Department proposes to

add a component of career exploration to help prepare students for the classes that they will be taking prior to transfer or gainful employment. The department will utilize Career Café as well as other career assessments to achieve this.

b) In order to help strengthen the support for entering students, the department's Student Success Committee would propose the insertion of the GE sheets for SBVC, CSUs, and UCs into the schedule of classes. This will allow students to cross-reference their classes with the GE sheets to make sure they are taking classes that will help them achieve their goal. In addition to having the GE sheets available to the students, the Counseling Department would propose the insertion of a page from the schedule of classes with all of the degrees and certificates SBVC offers. Having the list of certificates and degrees available to the students will allow them to see any new or removed majors.

c) The Counseling Department hopes to create presentations relevant to student success and gather YouTube videos that are allowed by Creative Commons license to be featured/hosted by SBVC. These online resources will focus on topics such as the differences between the CSU and UC school systems, the differences between high school and college, study skills, time management, and college basics.

d) Currently the Counseling Department has developed comprehensive educational plan group workshops (for AA-T/AS-T, certificate programs, Nursing, Psychiatric Technology, Pharmacy Technology, and undecided major/career path) to facilitate comprehensive education planning sessions and corresponding WebAdvisor entries. The Counseling Department would like to focus on students who do not currently have a comprehensive educational plan on file. The department proposes to reach the student population by flyers and class presentations, and inform them of the policy change due to the Student Success Act and how they can maintain their priority registration date.

e) The Student Success Committee has also created a flyer featuring applications students can download on their phone that will help them be successful students. The flyer will include such items as scholarship information, flash cards, bus routes, and planners.

f) The committee has created a student success flyer to inform students of the new changes affecting them due to the implementation of the Student Success Act.

III. Incentives:
  a) The committee is currently reviewing the approvals required for providing students incentives.
  b) Basic skills
  c) The Counseling Department already has in place a program to help students with basic skills. One of the items includes additional narratives to the orientation to reinforce the importance of completing basic skills early on in the students' college experience.
  d) All comprehensive and developmental counseling services will include dissemination of information regarding the Student Success Act and its implications to the students' college experience.

Actionable Improvement Plan

1. SBVC will implement and evaluate the SSSP Plan.

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

Descriptive Summary

SBVC has a diverse student population. SBVC addresses the need to promote programs and services that support an appreciation of diversity in a variety of ways given that the College's mission is to support a diverse community of learners (4.60).

The program review efficacy process requires all programs to provide an analysis regarding identified differences in their population compared to the general population. If warranted, programs are asked to develop plans or activities to recruit and retain underserved populations, ensuring that programs reflect the diverse nature of the campus (4.7).

The Arts, Lectures and Diversity Committee, Latino Faculty Staff and Administrators Association, and Black Faculty and Staff Association plan and promote a series of lectures and cultural events designed to celebrate campus diversity and enrich the instructional environment of SBVC. Membership includes the VPI and VPSS or designees; dean of arts and humanities; and interested administrators, faculty, classified staff, and students. Many examples of Arts, Lectures and Diversity-sponsored events exist. They include storytelling by Jacque Tahuka-Nunez, Ernest Siva, and Malcolm Margolin to celebrate Native American

Heritage Month; Reza Aslan, The Face of Islam since 9/11; Dia de Los Muertos; film viewings and Q&A on a variety of topics; plays performed in American Sign Language; and so forth (4.61, 4.62).

The curriculum review process requires that each course address diversity as part of the curriculum process. A specific question about how the course addresses issues of diversity is addressed in the rationale/need for the course in CurricUNET (4.63).

The Office of Student Life promotes and sponsors student clubs that mirror the diversity in the SBVC student community—for example, GSA, MEChA, Puente Project, Tumaini Program, Spanish Club, American Sign Language Club, and so forth. Examples of activities include (a) the GSA provided a forum to answer questions on health and relationships and life, (b) the Spanish Club sponsored a Dia de Los Muertos event, and (c) the VRC held a Vets Women's Symposium (4.17).

Furthermore, SBVC's learning communities specifically examine the development of a diversity of students. The Puente Project focuses on personal development through the use of Latino/a literature. The Tumaini Program focuses on personal development through the use of African American history (4.21, 4.22).

In addition, the HSI STEM and Articulation PASS GO grant affiliates have hosted a variety of events with a specific concentration on diversity, including (a) Women in STEM Fields, (b) Men in Mathematics, and (c) Veterans and STEM (4.64).

Self-Evaluation

The institution meets the standard. The Enrollment Management Plan developed by the Enrollment Management and Student Equity Committee defines expected outcomes and a self-evaluation component. The Office of Student Life and SSC both participate in the program review efficacy process. The Tumaini Program and Puente Project are evaluated in conjunction with the Counseling Department's program efficacy.

Seventy-nine percent of students responding to the last three campus climate surveys *agreed* or *strongly agreed* that SBVC was "sensitive to needs of students of all backgrounds."

Actionable Improvement Plan

None.

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

Descriptive Summary

The SBVC admission process has, within the past year, undergone an extensive review and revision. The enrollment forms for concurrent enrollment of K-12 students were revised to include a health form to be signed by a parent or legal guardian, a checklist, and a brochure describing the criteria used to determine a student's readiness for college courses. In addition to changes in the paper application, SBVC is meeting with District Computing Services to revise the online application. In its current form, students reapplying to SBVC online must print a signature page and bring it in person to the Admissions and Records Office. The new version will allow the entire process of reapplication to be done online and will allow students to change the information in the address and contact information fields. Student feedback and peer input are the primary evaluation tools used to ensure effectiveness (4.65).

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

Placement processes are governed by Section 55512a of Title 5 of the CCR, and they are reviewed by SBVC's SSSP Committee, a collegial consultation body whose role is to develop the SBVC Student Success Plan; propose the budget for categorical matriculation funds; and advise on policies, procedures, and implementation of matriculation components: admission, orientation, assessment, counseling, prerequisites, follow-up, training, and research. Membership includes representatives from the Office of Instruction, Student Services, and the Office of Research, Planning and Institutional Effectiveness; and chairs of the Reading, English, and Mathematics Departments (4.18).

The DSP&S office serves a population that includes a low incidence of students who may have difficulty benefiting from college-level instruction. To determine whether students have the ability to benefit, qualified DSP&S counselors carefully review professional verification of disability from psychologists, physicians, clinical social workers, school psychologists, and other professionals with the ability to provide diagnoses and assessments. In addition, the results of standardized tests, which may include intelligence, aptitude, achievement, SAT, ACT, and PSAT, and the College assessment are examined. Students who do not appear to have the ability to benefit from instruction are counseled and referred to community agencies with the capacity to provide instruction at an appropriate level, such as the San Bernardino Adult School (4.10).

Self-Evaluation

The institution meets the standard. Mandatory assessment was implemented by SBVC in 2010. The College assessment instruments are designed to appropriately place students in fundamental courses to improve their chances of succeeding in college. Students are assessed in English, mathematics, reading, and ESL. The assessment includes multiple measures and is conducted in SBVC's Assessment Center or in DSP&S for students who need special accommodations. In fall 2009, the Academic Senate addressed SBVC's assessment options. The Office of Research, Planning and Institutional Effectiveness provided a comparative study of the three assessments at SBVC: locally developed tests, Accuplacer, and Compass. Accuplacer was chosen to administer math and English assessments, and an additional locally developed English test is available for students seeking placement into English 101. Since that time, the assessment instruments have been continuously monitored, evaluated, and adjusted through the collaboration of the Office of Research, Planning and Institutional Effectiveness and content faculty in the Reading, English, and Mathematics Departments (4.42).

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

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

- *Cut-score validity.* This study shows that the cut scores are matched to the degree of course difficulty. In concert with the SSSP Committee, staff of the Office of Research, Planning and Institutional Effectiveness evaluate the cut-scores used for placement in reading, English, and math yearly and make recommendations for changes, if appropriate.

- *Consequential and predictive validity.* This study ensures that students and faculty agree on the accuracy of the placement and that the test is a good predictor of success in a course.

- *Test-item reliability.* This process shows internal consistency within each test.

- *Disproportionate impact.* The demographic characteristics of various student groups are examined to determine the percentages of students who are placed in and complete pre-collegiate courses, degree-applicable courses, and/or transfer courses in reading, English, math, and ESL. A series of studies has been implemented to determine the extent of cultural and linguistic bias in the assessment instruments.

Each of these reports is produced on a schedule defined by the CCCCO.

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

Actionable Improvement Plan

None.

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

Descriptive Summary

The Admissions and Records Office is responsible for maintaining student records. The process to electronically archive records prior to 1981 was completed in fall 2013. The SBCCD has a policy for the release of student records, which is compliant with FERPA (BP/AP5040). The policy is posted for student access on the SBCCD website (4.66).

The Financial Aid Office is governed by both federal and state regulations with regard to the maintenance of student records. Federal regulations governing financial aid require that student financial aid records are kept for three years after the date of the last Fiscal Operations Report and Application to Participate (FISAP), which is filed each September 30th following the end of the academic year. The Financial Aid Office complies with this regulation. State regulations governing state financial aid require that student financial aid records are kept for three years from the last day of the period in which the grants were intended. The SBVC Financial Aid Office complies with this regulation. Financial aid records are now scanned into SBVC's Imagenow System, and only the Financial Aid staff have access to these records. The SBVC Financial Aid Office follows FERPA regulations with respect to releasing student records. The policy is posted for student access on the SBCCD website (4.66).

Self-Evaluation

The institution meets the standard. Student admission records, transcripts, and financial aid records are maintained in accordance with state and federal guidelines. Student records are secured and only released in accordance with board policies and administrative procedures.

Actionable Improvement Plan

None.

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

Descriptive Summary

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

Self-Evaluation

The institution meets the standard. Student Services programs are systematically evaluated through program efficacy, the EMP, and SAO assessment processes. Additionally, many areas such as financial aid and DSP&S are subject to state and federal requirements.

Annually, SBVC participates in a campus climate survey. Table 24 is a snapshot of the data compiled by the annual student campus climate survey. Table 24 provides student evaluations of counseling services, Puente Project, STAR Program, Student Activities, Student Government, DSP&S, EOP&S/CARE, Financial Aid, Health Services, CalWORKS, and Career Services. The survey yields information about the percentage of respondents who actually participate in each program as well as a rating for the overall quality of service. Programs use this information to improve services and link it to the program review process as evidence of quality (4.67).

Table 24. *Rating of Quality of Programs or Services*

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

Note. In response to question, Which programs or services have you used and how do you rate the quality of their services?

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

ASLO Committee. Student support services' learning outcomes are monitored through the ASLO Committee. The committee generates statistics and regularly reviews guidelines and best practices for all aspects of the student learning process (4.68, 4.69).

Actionable Improvement Plan

None.

Evidence—Student Support Services
4.1   College Planning Documents
4.2   SLO/SAOs for Student Services
4.3   Student Success and Support Program (Matriculation) Committee
4.4   Campus Committees
4.5   Collegial Consultation
4.6   Strategic Initiatives
4.7   Program Review
4.8   Vice President of Student Services
4.9   Office of Research, Planning and Institutional Effectiveness
4.10   Disabled Students Programs and Services
4.11   Disabled Students Programs and Services Specialized Counseling
4.12   Extended Opportunities Programs and Services
4.13   Financial Aid
4.14   SBVC Library
4.15   Success Through Achievement and Retention
4.16   CalWorks
4.17   Student Life
4.18   Student Success and Support Program process (formerly matriculation process)
4.19   Career Transfer
4.20   Veterans
4.21   Tumaini Program
4.22   Puente Project
4.23   Foster Youth Program
4.24   Valley Bound Commitment Program
4.25   Outreach
4.26   College Catalog
4.27   Academic Calendar
4.28   Campus Website
4.29   Enrollment Fees
4.30   Board Policies
4.31   College Website
4.32   Grade Appeals Process
4.33   SBVC Handbook for Online Students
4.34   Representative Examples: Program Efficacy
4.35   Learning Compass/ASSETS
4.36   Basic Skills Report
4.37   Student Success Center
4.38   Writing Lab
4.39   Reading Lab
4.40   Specialized Counseling Services
4.41   Online Classes
4.42   Student Assessment
4.43   Representative Data: Help Desk Calls
4.44   Counseling Program Efficacy
4.45   Student Life