San Bernardino Valley College

2014

Campus Guide to Accreditation

### Team Visit: September 29 - October 2, 2014

San Bernardino Valley College

Abstract of the San Bernardino Valley College Self-Evaluation

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

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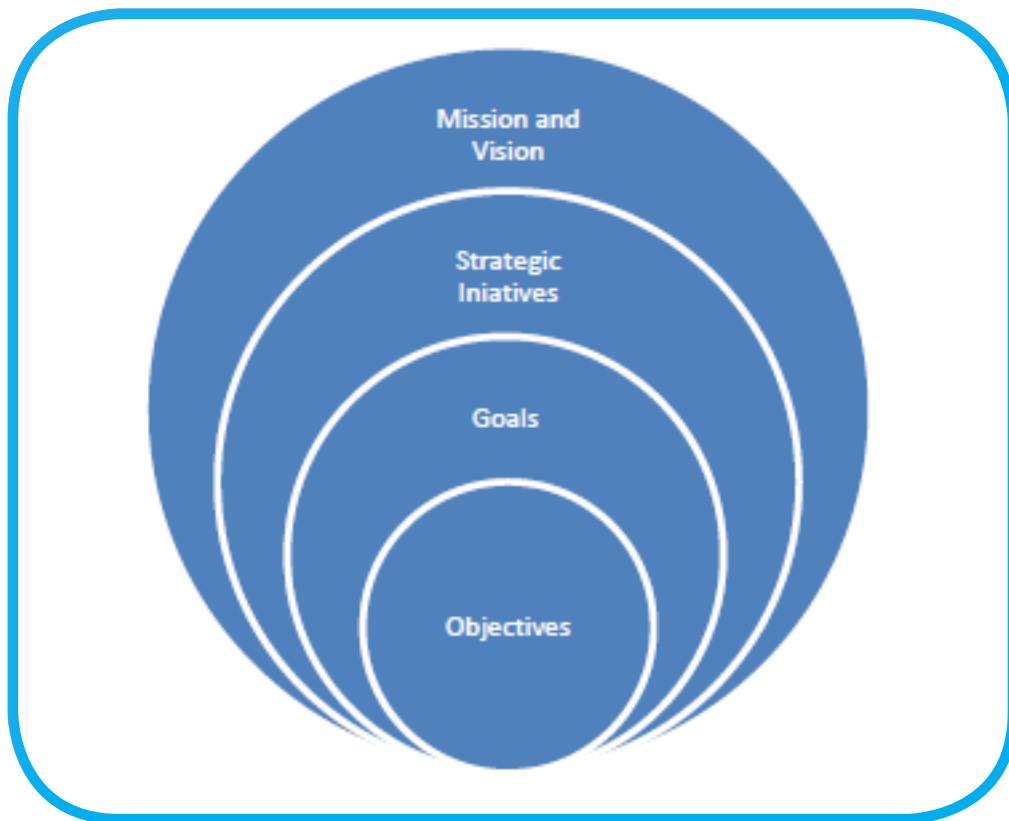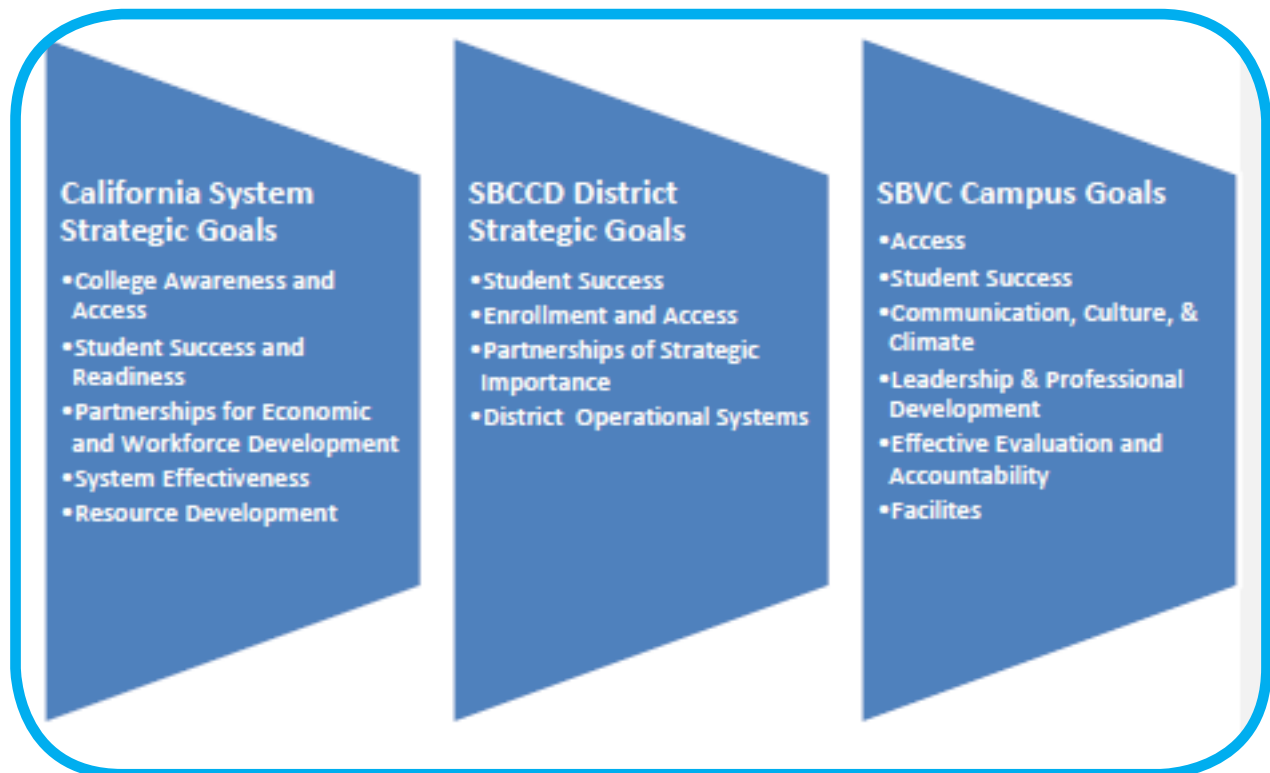

Links between objectives and mission

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

and participate in regular cycles of assessment of student learning at the course, program, and college levels. SBVC DE programs are compliant with all ACCJC Accreditation Standards, following models of best practice.

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

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

California System Strategic Goals

- College Awareness and Access
- Student Success and Readiness
- Partnerships for Economic and Workforce Development
- System Effectiveness
- Resource Development

SBCCD District Strategic Goals

- Student Success
- Enrollment and Access
- Partnerships of Strategic Importance
- District Operational Systems

SBVC Campus Goals

- Access
- Student Success
- Communication, Culture, & Climate
- Leadership & Professional Development
- Effective Evaluation and Accountability
- Facilites

SBVC and SBCCD are linked to the California Community College System strategic goals

Standard I: Mission and Institutional Effectiveness

Standard I.A. Mission

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

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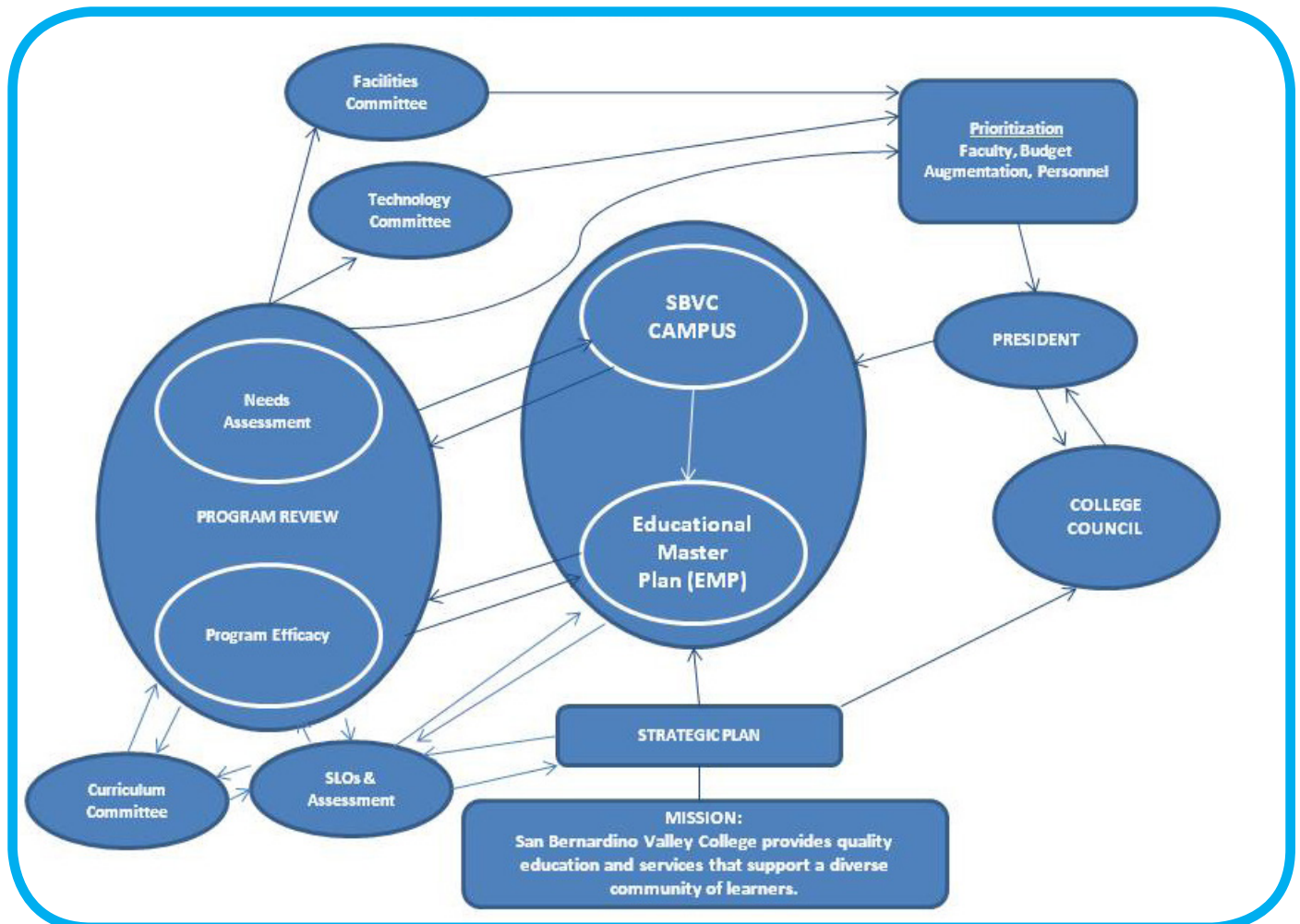
SBVC planning model

Standard I.B. Institutional Effectiveness

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

Integrated planning model

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

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Standard II: Student Learning Programs and Services

Standard II.A. Instructional Programs

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

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

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

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

Students attend college for a variety of reasons: self-improvement, lifelong learning, job skills, certificates, degrees, and transfer. The one commonality in all these goals is courses; thus, instructional outcomes are aligned through mapping, courses are mapped to CCs, and courses are mapped to PLOs.
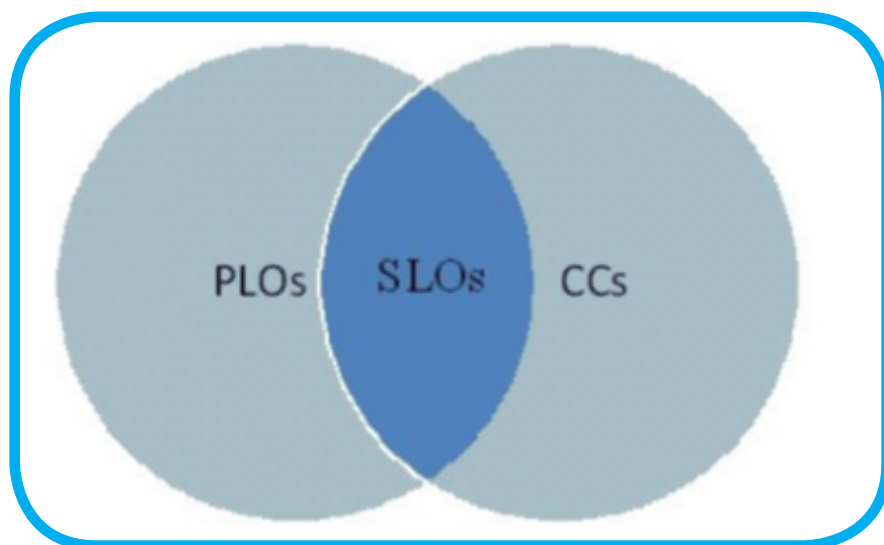
Relationship between SLO, PLO, and CC assessment

In fall 2013, upon the recommendation of the Accreditation and Student Learning Outcomes (ASLO) Committee and approval of the Academic Senate, SBVC began implementing an every-course, every-section, every-semester assessment data collection philosophy. For courses and programs, the resulting assessment data are used to evaluate outcomes a minimum of once every three years. Eighty-five percent of courses and 29 percent of programs have achieved ongoing assessment and have completed at least one evaluation cycle. All CCs require ongoing assessment and were evaluated in 2013.

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

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

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

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

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

Standard II.B. Student Support Services

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

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

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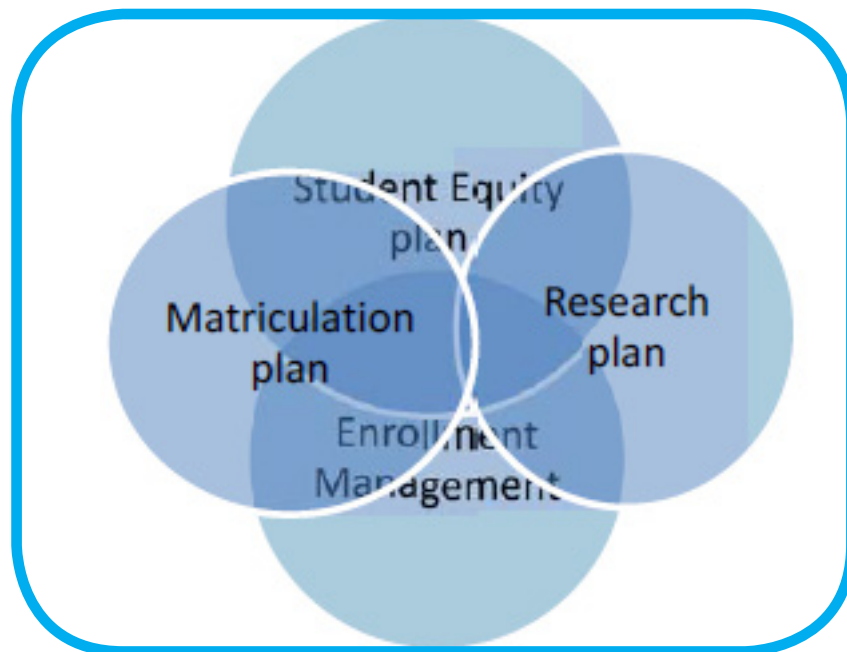
Overlapping goals of four special area campus plans

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

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

Standard II.C. Library and Learning Support Services

SBVC Library and Learning Support Services are comprehensive and support campus curriculum in a safe and secure environment. Guided by faculty librarians and with input from instructional faculty, the Library maintains a collection of books and periodicals in print, microform, and online format to support the depth and breadth of the campus curriculum and provide resources for lifelong learning. Online resources are available remotely to all students via the Internet. Library services include circulation of

print resources, a large textbook reserve collection for in-library use, an open student computer lab, and a research computer lab. Additionally, faculty librarians provide reference services, open workshops, and class bibliographic instruction (BI). Reference services are available 24/7 via online Ask-A-Librarian services. The Library has established partnerships with the VRC and the Basic Skills Committee.

Library and Learning Support Services and other departments that support student learning have been subject to reduced staffing, reduced budget, and fluctuating hours of operation. Although the latter has been stable for several semesters, concerns about student access to these services remain. Learning support services include the Reading Lab, the Writing Lab, the Technology Skills Center, and other campus labs. These services also include SI, which is housed in the Library, and the SSC, which also houses general tutoring, the math drop-in center, and STEM tutoring. The Writing Lab and SSC provide online tutoring.

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

Standard III: Resources

Standard III.A. Human Resources

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

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

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

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

Standard III.B. Facilities

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

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

The campus has been undergoing reconstruction for over a decade. These reconstruction efforts have been funded by FEMA and the passage of general obligation bonds Measure P and Measure M (2008). All new construction is compliant with California Building Codes and is approved by the state architect.

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

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

Standard III.C. Technology

SBCCD and SBVC have focused on integrating technology planning. In keeping with the SBCCD mission and board imperatives, the District has established the Technology and Educational Support Services (TESS) Department. TESS oversees technology needs, and SBCCD computing services are no long contracted out. SBVC has centralized technology resources and personnel under Campus Technology Services (CTS).

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

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

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

Standard III.D. Budget

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

SBVC receives unrestricted general funds via the SBCCD resource allocation model (RAM). State budget cuts have reduced campus funding. Accordingly, caps in FTES have been strategically reduced, and expenses have been adjusted to match revenues. The Board of Trustees has set the fund balance minimum at 15 percent of general fund expenditures, while the state has a 5 percent minimum requirement. This strategy, along with two supplemental executive retirement plan (SERP) retirements and a soft hiring freeze allowed SBVC and SBCCD to weather the budget challenges of recent years. It is notable that SBVC was able to weather the recent economic downturn with no layoffs, which can be attributed to prudent fiscal management by SBCCD.

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

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

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

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

Standard IV: Leadership and Governance

Standard IV.A. Decision-Making Process

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

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

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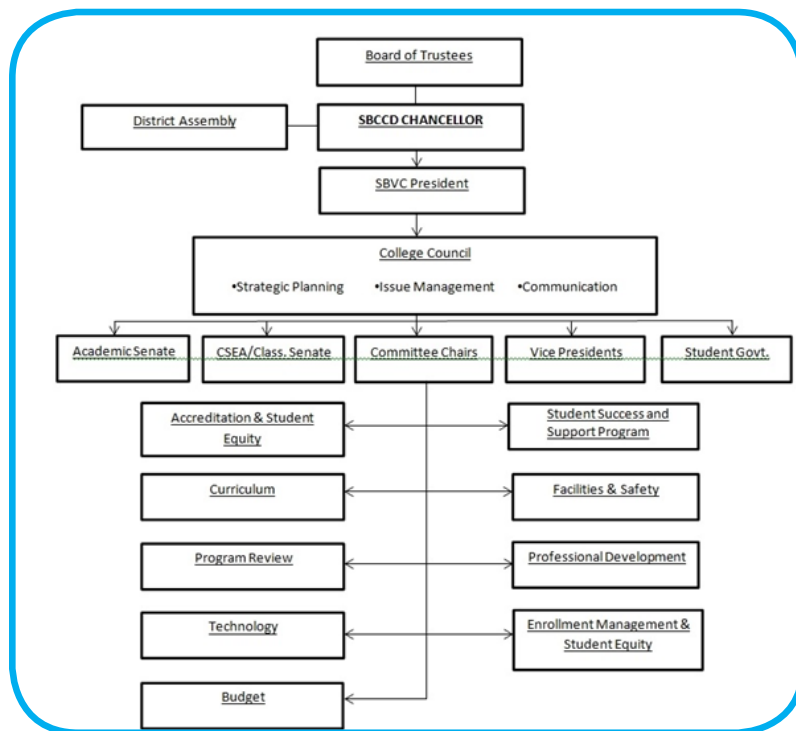

Diagram of SBVC's consultation flowchart

Standard IV.B. Board and Administrative Organization

The Board of Trustees, comprising seven elected members and two student members, ensures that the mission of the SBCCD, which is "to promote the discovery and application of knowledge, the acquisition of skills, and the development of intellect and character in a manner that prepares students to contribute effectively and ethically as citizens of a rapidly changing and increasingly technological world," is achieved. The Board of Trustees engages in current and long-range education planning. The Board of Trustees maintains and reviews the board policies and administrative procedures that guide all aspects of SBCCD and SBVC functions. The Board of Trustees is responsible for the hiring and evaluation of the District chancellor and delegates operation authority to the chancellor. The Board of Trustees is in regular communication with the SBVC campus through board meetings and through SBCCD and SBVC governance structures as outlined in BP/AP2045 and AP2225. The Board of Trustees is informed of campus performance on institution-set standards and is informed on and involved in accreditation processes.

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

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

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

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

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

Actionable Improvement Plan Summary

SBVC's actions plans are listed here under the sections of the self-study in which they originated. Some may apply to more than one area and are noted in the applicable standards in parentheses. Responsible parties and timelines, when appropriate, are indicated in brackets. When no timeline is given, it is implied that these are ongoing activities.

Institutional Effectiveness

I.B.2

SBVC will incorporate SLO/SAO data into EMP one-sheets. [Office of Research, Planning and Institutional Effectiveness]

SBVC will revise the SBVC Planning Model. (II.D.1.a) [College Council and appropriate collegial consultation committees, fall 2014]

I.B.3

SBVC will determine appropriate course of action regarding institution-set standard for certificates awarded. [Academic Senate, College Council, Dean of Research, Planning and Institutional Effectiveness, 2014-2015]

I.B.4

SBVC will compile, analyze, and distribute the results of the Committee Self-Evaluation survey in fall 2014. (I.B.5, I.B.7) [College Council, 2014-2015]

I.B.7

SBVC will prepare and conduct a validity check of the evaluative measures for the Strategic Plan. [Dean of Research, Planning and Institutional Effectiveness, spring 2015]

Instructional Programs

II.A.1.b

SBVC will gradually implement SLO software for easier outcomes tracking, evaluation, and analysis. (II.A.6) [ASLO Committee, 2014-2015]

II.A.2.i

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

II.A.5

SBVC will develop strategies to track employment rates. [Office of Research, Planning and Institutional Effectiveness]

II.A.7.c

SBVC will complete a review of board policies and administrative procedures according to a designated cycle, in coordination with the SBCCD. (II.B.2.c, III.D.3.a)

Student Services

II.B.2.c

SBVC will update the student complaint policy. [VPSS]

II.B.3.c

SBVC will implement and evaluate the SSSP Plan. [VPSS]

Library and Learning Support Services

II.C.1.b

SBVC will incorporate SSC CC data for campuswide analysis and dialogue on CCs. [ASLO Committee, Tutorial Coordinator]

Human Resources

III.A.1.a

The recommendations of SBCCD Three-Year Staffing Plan 2014-2017 will be reviewed in fall 2014 using collegial and transparent processes and will be implemented as appropriate. (II.A.4.b, III.A.6)

III.A.1.b

SBVC will establish better processes for tracking and completing employee evaluations.

III.A.1.c

Professional development will provide expanded training and opportunities to engage the campus in dialogues on SLOs, learning, and success.

III.A.6

The Hayes Group Salary Study will be reviewed using collegial processes and implemented as appropriate.

Facilities

III.B.1

SBVC will review and modify as required the safety components and responsibilities of various position descriptions.

SBVC will implement a more efficient and effective process for filling vacant positions.

III.B.2.a

SBVC will utilize information and enhanced data from cost analyses, reports, and new software for more effective use of resources and for long-range planning, staffing, and budget forecasting. (III.B.2.b) [Administrative Services]

Technology

III.C.1.a

SBVC will move all of the District information systems into one cohesive system that allows for electronic approval and documentation.

III.C.2

SBVC will implement mobile application selected by SBCCD.

Budget

III.D.1

SBVC will print the mission and goals on financial planning documents so they are visible, up front and center. SBVC will include the mission and goals in the developmental budget instructions to management with direction to consider these as the budget is developed.

III.D.1.a

SBVC will review and update SBVC Planning Model. [College Council and appropriate collegial consultation committees, fall 2014]

III.D.1.b

SBVC and SBCCD will implement the recommendations of the DBC to the Chancellor's Cabinet. (III.D.2.e)

III.D.1.c

SBVC will develop the long-range SMSR planning tool and include it in the long-range financial plans for the College.

Decision-Making Roles and Processes

IV.A.1

College Council will develop plans to improve trends in campus climate and Committee Self-Evaluation surveys. (IV.A.3, IV.A.5)

IV.A.5

Campus climate surveys will be coded to enable longitudinal study. [Office of Research, Planning and Institutional Effectiveness]

Board and Administrative Organization

IV.B.2.e

SBVC will hire a permanent president for SBVC during the 2014-2015 academic year.

IV.B.3.c

SBVC will develop multiyear budget projections.

Actions on Institutions that are Applicants for Reaffirmation of Accreditation

Actions that Reaffirm Accreditation

<u>Reaffirm accreditation</u>. The institution substantially meets or exceeds the Eligibility Requirements, Accreditation Standards and Commission policies. Recommendations are directed toward strengthening the institution, not correcting situations where the institution fails to meet the Eligibility Requirements, Accreditation Standards and Commission policies. The institution is required to submit a Midterm Report in the third year of the six-year accreditation cycle.

<u>Reaffirm accreditation, and request a Follow-Up Report</u>. The institution substantially meets or exceeds the Eligibility Requirements, Accreditation Standards and Commission policies, but has recommendations on a small number of issues of some urgency which, if not addressed immediately, may threaten the ability of the institution to continue to meet the Eligibility Requirements, Accreditation Standards and Commission policies. The institution is required to submit a Follow-Up Report. The Commission will specify the issues to be addressed and the due date of the report. Resolution of the issues is expected within a one- to two-year period. The institution is also required to submit a Midterm Report in the third year of the six-year accreditation cycle.

<u>Reaffirm accreditation, and request a Follow-Up Report with a visit</u>. The institution substantially meets or exceeds the Eligibility Requirements, Accreditation Standards and Commission policies, but has recommendations on a small number of issues of some urgency which, if not addressed immediately, may threaten the ability of the institution to continue to meet the Eligibility Requirements, Accreditation Standards and Commission policies. The Commission will identify the issues to be addressed in the report, the due date of the report to be submitted, and specifics of the visit to be made. Resolution of the issues is expected within a one- to two-year period. The institution is also required to submit a Midterm Report in the third year of the six-year accreditation cycle.

<u>Defer a decision on reaffirmation of accreditation</u>. A Commission decision on reaffirmation of accreditation is postponed pending receipt of specified additional information from the institution or to permit an institution to correct deficiencies and report to the Commission within six months or less. The response from the institution may be followed by a visit addressed primarily to the reasons for the decision. The Commission will specify the nature, purpose, and scope of the information to be submitted and of the visit to be made. The accredited status of the institution continues during the period of deferment.

Sanctions

Institutions are advised that the U.S. Department of Education requires recognized accrediting bodies to terminate accreditation when an institution is determined to be out of compliance with Eligibility Requirements, Accreditation Standards and Commission policies and fails to come into compliance within a two-year period. Consequently, the Commission will take action to terminate accreditation if deficiencies are not resolved within this period. Under extraordinary circumstances, the institution may be granted additional time when the Commission determines good cause for extension exists.

A. **Issue Warning**. When the Commission finds that an institution has pursued a course deviating from the Commission's Eligibility Requirements, Accreditation Standards, or Commission policies to an extent that gives concern to the Commission, it may issue a warning to the institution to correct its deficiencies, refrain from certain activities, or initiate certain activities. The Commission will specify the time within which the institution must resolve these deficiencies. During the warning period, the institution will be subject to reports and visits at a frequency to be determined by the Commission. If warning is issued as a result of the institution's educational quality and institutional effectiveness review, reaffirmation is delayed during the period of warning. The accredited status of the institution continues during the warning period.

B. **Impose Probation**. When an institution deviates significantly from the Commission's Eligibility Requirements, Accreditation Standards, or Commission policies, but not to such an extent as to warrant a Show Cause order or the termination of accreditation, or fails to respond to conditions imposed upon it by the Commission, including a warning, the institution may be placed on probation. The Commission will specify the time within which the institution must resolve deficiencies. During the probation period, the institution will be subject to reports and visits at a frequency to be determined by the Commission. If probation is imposed as a result of the institution's educational quality and institutional effectiveness review, reaffirmation is delayed during the period of probation. The accredited status of the institution continues during the probation period.

C. **Order Show Cause**. When the Commission finds an institution to be in substantial non-compliance with its Eligibility Requirements, Accreditation Standards, and Commission policies, or when the institution has not responded to the conditions imposed by the Commission, the Commission will require the institution to Show Cause why its accreditation should not be withdrawn at the end of a stated period by demonstrating that it has corrected the deficiencies noted by the Commission and is in compliance with the Eligibility Requirements, Accreditation Standards or Commission policies. In such cases, the burden of proof will rest on the institution to demonstrate why its accreditation should be continued. The Commission will specify the time within which the institution must resolve deficiencies. If the loss of accreditation will likely cause an institution to close, then during the Show Cause period, the institution must make preparations for closure according to the Commission's "Policy on Closing an Institution." While under a Show Cause order, the institution will be subject to reports and visits at a frequency to be determined by the Commission. If Show Cause is ordered as a result of the institution's educational quality and institutional effectiveness review, reaffirmation is delayed during the Show Cause order. The accredited status of the institution continues during the period of the Show Cause order.

ACRONYMS

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

DSP	District Strategic Plan
DSP&S	Disabled Students Programs and Services
DTSC	Department of Toxic Substance Control
DTSP	District Technology Strategic Plan
EDCT	Economic Development and Corporate Training
EDTC	Employment Development Training Center
EEO	Equal employment opportunity
EHS	Environment, Health and Safety Committee
ELL	English Language Learner
EMP	Educational Master Plan
EOP&S	Extended Opportunities Programs and Services
ESL	English as a Second Language
FAFSA	Free Application for Federal Student Aid
FEMA	Federal Emergency Management Agency
FERPA	Family Educational Rights and Privacy Act of 1974
FISAP	Fiscal Operations Report and Application to Participate
FMP	Facilities Master Plan
FMP	Facilities Master Plan
FSC	Facilities and Safety Committee
FTEF	Full-time equivalent faculty
FTES	Full Time Equivalent Students
GASB	Governmental Accounting Standards Board
GE	General education
GOFA	Government Finance Officers Association
GPA	Grade point average
GSA	Gay-Straight Alliance
HACU	Hispanic Association of Colleges and Universities
HIS	Hispanic-Serving Institution
HTC	High Tech Center
IB	International Baccalaureate
ICC	Inter-Club Council
IGETC	Intersegmental General Education and Transfer Curriculum
IT	Information Technology
ITV	Interactive television
JPA	Joint Power Authority
LEED	Leadership in Energy and Environmental Design
M&O	Maintenance and Operations Department
MEChA	Movimiento Estudiantil Chicano de Aztlan
MCHS	Middle College High School
MOU	Memorandum of Understanding
MSEIP	Minority Science and Engineering Improvement Program
NFPA	National Fire Protection Agency
OCLC-	WMS Online Computer Library Catalog World Share
OEP	Office of Emergency Preparedness
OPEB	Other Post-Employment Benefits
OPEB	Other Post-Employment Benefits
ORT	Off Reservation Training
OSHA	Occupational Safety and Health Administration

PALM	Program for the Advancement of Leadership for Managers
PLOs	Program learning outcomes
POST	Peace Officer Standards and Training
RAC	Resource Allocation Committee
RAM	Resource Allocation Model
RTVF	Radio, Television, Video and Film Department
SAOs	Service area outcomes
SARS	Scheduling and Reporting System
SBCCD	San Bernardino Community College District
SBCCDTA	San Bernardino Community College District Teachers Association
SBCS	San Bernardino County Sheriff
SBVC	San Bernardino Valley College
SEOG	Supplemental Educational Opportunity Grant
SERP	Supplemental executive retirement plans
SI	Supplemental Instruction
SLOs	Student learning outcomes
SMSR	Scheduled maintenance and special repair
SNAP	Software
SPAR	Student Progress and Achievement Rate
SPSS	Statistical Package for the Social Sciences
SSC	Student Success Center
SSSP	Student Success and Support Program
STAR	Success Through Achievement and Retention
STEM	Science, Technology, Engineering and Mathematics
SWACC	State Wide Association of Community Colleges
SWOT	Strengths, weaknesses, opportunities, and threats
TAG	UC Transfer Admission Guarantee
TAP	Transfer Alliance Program
TESS	Technology and Educational Support Services
TMC	Transfer Model Curricula
TRANS	Tax revenue anticipation note
TTIP	Telecommunications and Technology Infrastructure Program
UC	University of California
USDE	U.S. Department of Education
VA	Veterans Affairs
VBC	Valley-Bound Commitment
VPAS	Vice president of administrative services
VPI	Vice president of instruction
VPSS	Vice president of student services
VRC	Veterans Resource Center
WOW	Week of Welcome
WPA	Works Progress Administration
WSCH	Weekly student contact hours