

San Bernardino Valley College

Mid-Term Report

Submitted By

San Bernardino Valley College

To

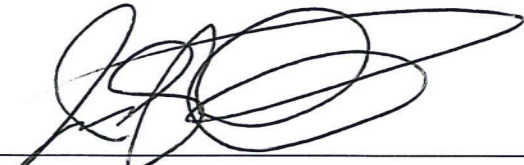
The Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

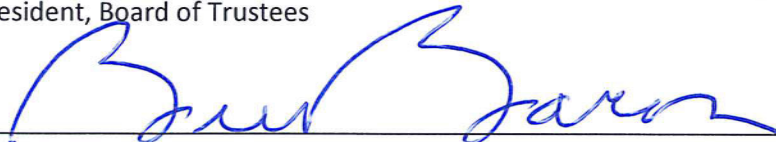
October 2017

This Mid-Term Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community and believe that this report accurately reflects the nature and substance of this institution.



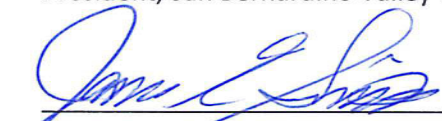
Joseph Williams
President, Board of Trustees



Bruce Baron
Chancellor, San Bernardino Community College District



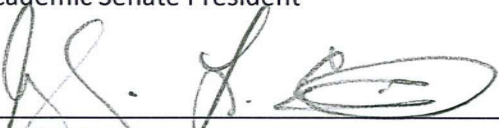
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Statement of Report Preparation

The Accreditation and SLO Committee (ASLO Committee) is a shared governance committee with representation of all constituency groups. In preparation for the Mid-Term report, the ASLO Committee met to review and evaluate the Planning Agenda items from the 2014 Comprehensive Self-Study.

SBVC Mid-Term Report Timeline
Updated 2/23/2017

9/22/2016	ASLO Committee: Approve Tentative Timeline
10/10/2016	Develop Template for Outline and begin requesting information; Send out request information updates
10/27/2016	ASLO Meeting:
11/10/2016	ASLO Meeting: Review Draft
12/10/2016	ASLO Meeting: Review Draft
2/9/2017	ASLO Meeting
3/9/2017	ASLO Meeting
4/13/2017	ASLO Meeting
4/27/2017	ASLO Meeting: Send draft to constituencies
5/3/2017	Academic Senate First Reading
5/5/2017	ASG First Reading
5/9/17	Board: First Reading
5/10/2017	College Council First Reading
5/11/2017	ASLO Meeting: First Reading
5/11/2017	First Draft to Campus
June 2017	Mid-Term Report Editing
July 2017	Mid-Term Report Formatting
8/24/2017	ASLO Meeting: Final Review
8/25/2017	Final Document to Campus Constituencies
9/05/2017	Academic Senate Final Reading
9/14/2017	Board Approval
9/15/2017	Mail To ACCJC

The October 2014 accreditation team visit resulted in San Bernardino Valley College being placed on warning. The team made several recommendations to resolve deficiencies, one recommendation directed to the college, four recommendations directed at the district and one commission recommendation. In brief the ACCJC Commission recommended that San Bernardino Valley College resolve the following:

- assess PLOs on a regular basis
- examine the role of the Board of Trustees and ensure Trustees act consistently within defined policies

- improve the effectiveness of district human resources services that support the Colleges in their missions and functions
- include SLOs on faculty evaluation forms
- increase the consistency and transparency of Resource Allocation Model
- develop comprehensive and fully integrated Enrollment Management and HR Staffing Plans
- increase transparency and improve communication between the District and the Colleges.
- ensure the President holds an appropriate degree
- ensure that the college catalog accurately reflects the degrees held by all administrators and faculty

The campus addressed these recommendations and submitted a Follow-Up Report to the Commission in March 2016. As a result of the Follow-Up Report and a team visit San Bernardino Valley College was removed from warning and accreditation was reaffirmed.

The October 2014 accreditation team visit and Commission made further recommendations for improvement. In brief the Commission recommended the following:

- dialogue about the results of the evaluation and measurement of strategic goals and objectives should be increased
- documentation of assessment of planning and evaluation processes
- review of the financial aid department processes and make any changes deemed necessary to support student success
- development of a formal centralized student complaint process that is communicated to the College community through the catalog
- development of a local board orientation program

The college takes very seriously the recommendations of the Commission and the 2014 accreditation and is ready to report on the campus' continued progress on these recommendations and the actionable planning agenda items in the 2014 Comprehensive Self-Evaluation Study.

The ASLO Committee reviewed the Planning Agenda items in SBVC's 2013 Institutional Self-Evaluation Report (ISER) and found that many of the Planning Agenda items have been satisfied during the completion of the District and College recommendations in the Follow-Up Report.

Update on Recommendations to Resolves Deficiencies

ACCJC Recommendation	Planning Agenda Items
<p>College Recommendation 1: In order to meet Standards, the team recommends that all program student learning outcomes be assessed on a regular basis as part of a sustainable cycle of continuous quality improvement. (I.B.1, II.A.2.f)</p>	<p>I.B.2: SBVC will incorporate SLO/SAO data into EMP one-sheets</p> <p>II.A.1.b: SBVC will gradually implement SLO software for easier outcomes tracking, evaluation, and analysis.</p> <p>II.A.2.i: SBVC will conduct a campus-wide 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.</p> <p>III.A.1.c: Professional development will provide expanded training and opportunities to engage the campus in dialogues on SLOs, learning, and success.</p>
<p>Activities:</p>	
<p>San Bernardino Valley College has continued to move forward with the innovative processes that were implemented during the ISER and Follow-Up Report. The Academic Senate has consistently voted to maintain current assessment processes which consist of ongoing data collection for every course, every semester and systematic evaluation of courses and programs. The Outcomes process was moved online during the follow-up report process. The SLOCloud, an open source SLO reporting tool that has been modified to mimic SBVC's simple paper SLO form on the front end for data collection and aligns SLOs with PLOs, and ILOs on the back end to generate evaluation reports has been very successful. SLOCloud data can be disaggregated for analysis of learning gaps between modes of delivery, between learning cohorts and general population, between accelerated and traditional delivery of classes, and more. The SLOCloud is currently being configured for SAO data collection and reporting.</p> <p>In SP16, the Academic Senate voted to explore aligning SLO processes with Program Review processes to eliminate duplication of effort. The Program Review committee requires each program to complete a Program Efficacy report every four years. These reports already include a thorough evaluation analysis of PLO, SLO, and SAO data as appropriate. The ASLO and Program Review Committees successfully explored and have developed a plan to fully integrate outcomes with Program Efficacy. The data collection process will remain the same. SLO data will be collected for every course, every semester. PLO, SLO, and SAO evaluation will move to a four-year cycle and be aligned with Program Efficacy. Programs will have to demonstrate to the Program Review Committee that PLOs, SLOs, and SAOs have been evaluated at least once during the four year program review cycle. Program review will also focus on how programs are using outcomes to impact teaching, learning, and student success.</p>	

ACCJC Recommendation	Planning Agenda Items
<p>District Recommendation 1: In order to meet Standards, the team recommends that the Board of Trustees examine its role in the development of policies and ensure that it acts in a manner consistent with its approved policies and bylaws. The team further recommends that the Board of Trustees should take steps to ensure that all policies are developed or revised within the framework of the established input and participation process. (III.A.3, III.A.3.a, III.D.3, IV.A.2, IV.B.1.e, IV.B.1.j)</p>	<p>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)</p>
<p>Activities</p>	
<p>SBVC continues to follow the review cycle for board policies and administrative procedures. For additional details see March 2016 Follow-Up Report pp. 13-19.</p>	

ACCJC Recommendation	Planning Agenda Items
<p>District Recommendation 2: In order to meet Standards, the team recommends that the Board of Trustees, and the chancellor, in consultation with the leadership of the college campuses, develop a strategy for addressing significant issues to improve the effectiveness of district human resources services that support the colleges in their missions and functions. These issues include: Reliable data from the Human Resources Department to support position control and other human resources functions;</p> <ul style="list-style-type: none"> • Timeliness of employee evaluations; • Responsiveness and improved timelines for employee hiring; • Consistent policy interpretation and guidance; and • Completing the faculty evaluation instrument that was agreed would include work on Student Learning Outcomes 	<p>III.A.1.b: SBVC will establish better processes for tracking and completing employee evaluations.</p> <p>III.B.1: SBVC will implement a more efficient and effective process for filling vacant positions.</p>
<p>Activities</p>	
<p>SBCCD continues to utilize the successful improvements and practices put in place for position control numbers, employee evaluations, hiring practices, and policy interpretation and guidance established in the Follow-Up report. For additional details see March 2016 Follow-Up Report pp. 20-29.</p>	

SBCCD has evaluated the *Human Resources Reorganization and Restructure Plan* is currently restructuring HR personnel and processes based on feedback from District constituencies. SBCCD will continue to monitor and evaluate HR during and after the reorganization.

ACCJC Recommendation	Planning Agenda Items
<p>District Recommendation 3: In order to meet Standards, the team recommends that the District follow their Resource Allocation Model focusing on transparency and inclusiveness, supported by a comprehensive district-wide Enrollment Management Plan and a Human Resource/Staffing Plan integrated with other district-wide program and financial plans, broadly communicated to the colleges. (San Bernardino Valley College 2009 Commission Recommendation #1, III.A.6, III.D, III.D.1.a, III.D.1b, III.D.1.d, III.D.4, IV.B.3.c)</p>	<p>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)</p> <p>IV.B.3.c SBVC will develop multiyear budget projections</p>
<p>Activities</p>	
<p>SBCCD continues to utilize the successful the practices established and encourages campus participation in budget and RAM processes and enrollment management. HR is piloting a new organization structure and the Staffing Plan will be readdressed in 2018-2019 after the pilot has been evaluated. For additional details see March 2016 Follow-Up Report pp. 30-35.</p>	

Plans Arising from the Self Evaluation Processes

The recurring themes of access, course completion, and strategic planning are found throughout the 2013 ISER and embedded in our campus planning documents including the Equity Plan, SSSP Plan, Strategic Plan and Educational Master Plan

One way the college addressed these themes was through a series of workshops entitled Strategic Planning through a Culturally Competent Lens. Through these workshops our campus desired to gain an accurate working definition of student equity through the increased understanding of cultural competence and to review or revise our planning documents to more effectively serve students. The workshops were a collaborative effort with our offices of Instruction, Student Services and Professional Development. The workshops included an overview of cultural competence; how cultural competence applies to higher education, and ultimately creating a living document that integrates this understanding into our strategic plan goals. Through this process a group of active and engaged colleagues will continue to make meaningful contributions.

The campus scheduled a series of 3 off-campus retreats that were facilitated by a recognized speaker on cultural competence. Participants included a diverse mixture of attendees from instruction and student services who work with students in varying capacities. Workshop attendees included campus leadership; College President, VP's, Division Deans, Department Chairs, and the Academic Senate Executive Committee, as well as other interested faculty and classified professionals.

The October 2016 workshop activities focused primarily on cultural competency activities. Participants measured their awareness of cultural differences, learned about unconscious bias, and learned strategies for leading culturally competent discussions. The workshop also presented an overview of strategic planning, SBVC's Strategic Plan, and defined strategic planning goals for future workshops.

The morning session of the February 2017 workshop revealed how alignment of cultural competency, student equity and strategic planning could benefit the college. Workshop attendees participated in brainstorming sessions for how campus planning could benefit different student equity groups.

The afternoon sessions of the February 2017 workshop focused on establishing planning values, norms, and assumptions for strategic planning at Valley College. Workshop attendees emphasized the need for collegial planning and decision making, improved communication, and greater student participation in the planning process. Participants identified structural challenges in the existing strategic plan agreeing that the plan objectives were too numerous and highly detailed and that the May 2017 workshop should focus on refining Strategic Goals and Objectives.

During the May 2017 Workshop participants were broken into groups and assigned a strategic planning goal. Participants were asked to read the goal and objectives for clarity and simplicity, identify how the goal addressed student equity and cultural competence; and evaluate the overall relevance of the goal to the college mission. Participants were encouraged to rewrite and/or combine goals or objectives and reform goals to be action oriented that move the campus out of its comfort zone.

The Strategic Planning through a Culturally Competent Lens workshops were successful in that they brought campus constituencies together in an environment where candid conversations could take place and ideas could flourish. The key organizers of the workshops are working with College Council to continue the workshops on campus in 2017-2018 and build on the concepts that emerged from the workshop to reframe the campus strategic goals and objectives.

Institutional Reporting on Quality Improvements

ACCJC Recommendation

District Recommendation 4: In order to improve effectiveness, the team recommends that the District develop a local Board orientation program to ensure that all members of the Board are adequately prepared to provide leadership appropriate to their role as board members. (Standard IV.B.1.f)

District Recommendation 4 is closely aligned with District Recommendation 1 and the Board Handbook and Trustee training was briefly addressed in that section. The Board Handbook includes the mission, vision and values of the District, organizational charts for both campuses and the District entities, Board imperatives and goals, Board duties and responsibilities, procedural information regarding the Board and its meetings, planning and evaluation, accreditation, and a Board member orientation, among other topics. The section of the handbook concerning orientation calls for training of all new Board of Trustee appointees within 30 days of appointment. The responsibility for new Board member orientation is shared by the Chancellor and current Board of Trustees members. The training includes orientation to the institution, such as college history and development; briefings on the organization, programs, budget, and facilities of the colleges and sites; and orientation to trusteeship, including roles of Board members, attendance at local, state, and national meetings, and review of pertinent laws and Board policy. The new Board Handbook was approved by District Assembly on September 1, 2015 and by the Board on October 8, 2015. The Handbook is available on the District website. Each section of the handbook features a checklist, which the new Board member is expected to sign. The Board scheduled a special meeting for the purposes of new Trustee Orientation on December 3, 2015.

In addition, the SBCCD Board of Trustees participated in Board Training at a special meeting on June 1, 2015. Topics addressed included Board roles and responsibilities from an accreditation viewpoint, the realm of the Board, scenarios describing the accreditation experiences of three community college boards, and some actions for improvement.

The Board President received training specific to his/her role (IV.B.1.f). Local Board President Training was included in the latest edition of the Board Handbook. Topics covered include Board imperatives and goals, Board duties and responsibilities, elections, officers of the Board, committees of the Board, Board education, the Brown Act, preparing for meetings, communications among Board members, and the like. Most important in addressing the recommendation is the addition of clear language that the Board President is ultimately responsible for new board member and student trustee orientation. Last, the Board Policy concerned with Board Officers (BP 2210) was updated to align with the new handbook. Board Policy 2210 was approved by the District Assembly on November 3, 2015, and was forwarded to the Board for a first reading on December 10, 2015. Final Board approval took place on January 21, 2016. The updated Board Policy will be added to the District website. The Chancellor requested a Partnership Resource Team (PRT) visit through Institutional Effectiveness Planning Initiative (IEPI) that focused on the District Recommendations. The

resulting Institutional Innovation and Effectiveness Plan includes actions based on the recommendation of the PRT that include improving the relationship between the Trustees, District and Colleges, developing a process to vet Board agenda items, increasing communication, and increasing training and leadership opportunities for the Trustees and the Chancellor. Section 3 of the Institutional Innovation and Effectiveness Plan focuses on Board Roles and includes the following actions.

1. "Reset" – Academic Senates, Managers, and Board Members to have joint training on 10+1
2. Develop joint training with constituency group leadership to improve communication and build a culture of trust
3. Utilize the District Assembly Executive Committee to vet board agenda items
4. Present "Key Topics" to Board at each meeting with calendar built out a year in advance.
5. Provide ongoing training for the Board on topics including:
 - a. Decision making
 - b. Adherence to policies and procedures
 - c. Role and importance of resolutions
 - d. Working within/with district processes and constituents of the district and not "go it alone."

Upon completion of the Institutional Innovation and Effectiveness Plan, the district requested and received a grant from Institutional Effectiveness Partnership Initiative.

The 10+1 Reset was scheduled during a Board Study Session on Wednesday 5/10/17 from 8 – 11 am. The training was conducted by:

Julie Bruno, Academic Senate for California Community Colleges

Bill Scroggins, Mt. San Antonio CCD

Larry Galizio, Community College League of California

All Board members, as well as representative from the faculty and administration from both campuses were in attendance.

The ACCJC Joint Task Force Ad-Hoc Committee is working toward improving communication and trust between the campuses and district by developing a calendar of key topics for the Board; defining decision making processes; examination of SBCCD collegial consultation processes; alignment of District and Campus Planning Processes, aligning District Program Review and Planning processes with the Campus Program Review Processes.

<p>ACCJC Recommendation College Recommendation 2: In order to improve effectiveness, the team recommends that dialogue about the results of the evaluation and measurement of strategic goals and objectives be increased so that the outcomes of College efforts to improve can be used to make decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. (I.B.2, I.B.3, I.B.7)</p>	<p>Planning Agenda Items</p> <p>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]</p> <p>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]</p>
<p>Activities</p>	
<p>In addition to the Strategic Planning through a Culturally Competent Lens workshops detailed in the Plans Arising from the Self-Evaluation Process section of this report SBVC has held ongoing community meetings and opening day events when planning and evaluation were on the agenda.</p> <p>Over the last two years, the campus has undertaken a broad-based and inclusive dialog regarding planning goals, and the methodology used to measure progress toward meeting those goals. In each of the meetings listed In Table 1 below, the campus engaged in identifying priorities, evaluating progress, and evaluating our evaluation tools.</p> <p>Campus and community meetings are designed to provide a venue where community members can interact with faculty and staff to discuss planning priorities. These meetings typically have representatives from local school boards, community non-profit service organization representatives, elected officials, and residents from the surrounding neighborhood. The meeting involved presentation from subject experts who provided the attendees with statistics regarding, community demographics, student success, and employment projections.</p> <p>This was followed by table exercises that allowed that group to provide their input. Recommendations from these meetings led to a reexamination of strategic planning goals, strategic initiatives, and objectives. The number of objectives was questioned. A reduction in the number of objectives was recommended. These recommendations have resulted in the combining and consolidation of several objectives, and the removal of many others.</p>	

Table 1: Community meetings and Opening day events when planning and evaluation were on the agenda		
Campus/Community Meetings	Attendance	Topics covered
January 5, 2015 Opening Day	212	Which of our current measures are essential to assess our progress toward achieving strategic goals. Which can be illuminated? Which need to be refined?
April 1, 2015 Community Meeting	43	How can SBVC better serve the educational needs of the local community? Are the tools we use providing an accurate measure of our success?
August 12, 2016 Community Meeting	77	Cultivating partnerships with community organizations and local institutions: Adult Education, CTE, and Transfer. How do we determine the right balance?
August 14, 2016 Opening Day	63	Partnerships for student success and student equity.
January 13, 2016 Community Meeting	44	Student equity: How do we measure success?
January 15, 2016 Community Meeting	198	Do we have the right strategic goals? How can we improve our strategic objectives? How can we improve our methods of measuring strategic objectives? Mission statement revisions—what should we include?
January 11, 2017 Community Meeting	40	Planning priorities for a caring and safe campus. What are the indicators that let us know when we are moving in the right direction?
January 13, 2017 Opening Day	179	Student success; student equity, and evaluating progress
August 10, 2017 Community Meeting	65	Partnerships and Pathways to Student Success

<p>ACCJC Recommendation College Recommendation 3: In order to improve effectiveness, the team recommends that the College document how it is assessing its planning and evaluation mechanisms for use in a systematic review of their effectiveness in improving instructional programs, student support services, library services, and other learning support services. (I.B.6, I.B.7)</p>	<p>Planning Agenda Items I.B.2: SBVC will revise the SBVC Planning Model. (II.D.1.a) [College Council and appropriate collegial consultation committees, fall 2014]</p>
<p>Activities</p>	
<p>College Council worked on updating the SBVC Planning Model periodically through Feb 2016, but approval of the final draft was delayed until a permanent campus President was hired. College Council reviewed the updated SBVC Planning Model with the new President and approved the SBVC Planning model in November 2016.</p> <p>The College documents how it is assessing its planning and evaluation mechanisms for use in a systematic review of their effectiveness in improving instructional programs, student support services, library services, and other learning support services in a number of ways. Campus planning, instructional programs, and academic and student support services are functions of the collegial consultation process and the campus committee structure. Campus committees assess their mission, culture, and effectiveness every academic year using a Committee Self-Evaluation survey. Results of the survey are reviewed by the committee, Academic Senate, and College Council. The Academic Senate and College Council review the campus committee structure, mission, and composition every two years and make changes as appropriate. Committees with responsibility for major campus planning processes; curriculum, program review, and SLOs, conduct internal and external assessments of their processes.</p> <p>The campus holds regular meetings with faculty, staff, students, and community members where planning objectives and methods of evaluating outcomes are reviewed. Input from these meetings is used by the Office of Research and Planning to refine evaluation methods including, but not limited to the meetings in Table 2. Over the last two years, the campus met with consultants employed by the district to update the campus and district strategic plans. This process included an additional set of meetings and workgroup sessions with stakeholders to discuss the value and relevance of goals and objectives, as well as define and refine evaluation procedures for measuring the achievement goals, objectives, and outcomes. These efforts represent ways the campus has addressed college recommendation 3—to assess planning mechanisms and systematically review the methods for evaluating and assessing effectiveness in improving instructional programs, student support services, library services, and other learning support services.</p>	

<p>ACCJC Recommendation</p> <p>College Recommendation 4: To improve effectiveness, the team recommends that the College review the financial aid department processes and make any changes deemed necessary to support student success through the timely processing of student aid packages. (II.B.1.)</p>	<p>Planning Agenda Items</p> <p>N/A</p>
<p>Activities</p>	
<p>SBVC has made major advancements in our Financial Aid Office. During spring 2015, we implemented Auto-Packager and hired two additional clerks to work the front counter. Our fall 2015 numbers show that approximately 2000 students were paid \$1.8 million during our first disbursement. This was nearly three times the amount of aid that was disbursed during the first disbursement during fall 2014. The integration of technology and reorganizing the staffing in the office have led to shorter lines and larger disbursements. During our first disbursement for spring 2016, approximately 2,800 students were paid \$2.85 million. The spring 2016 disbursement was one of the, if not the, largest first disbursements in the history of SBVC.</p> <p>During spring 2017, the Financial Aid Office launched an electronic line which allows students to sign into a virtual waiting line in the office where they can adjust their place in line based on the amount of people waiting to see an advisor. This use of technology has been met with great feedback from students who no longer have to come into the office to wait in line when they may have class or work. Students can now sign up to see an advisor without ever coming into the office. There is nearly never a line in the Financial Aid Office because students are alerted via text or email to see a counselor when they have questions. Additionally, our disbursements have been in the \$2-\$3 million range, which compared to before the launch of Auto-Packager, when our first disbursements ranged from approximately \$5-\$600,000.</p>	

<p>ACCJC Recommendation College Recommendation 5: To improve effectiveness, the team recommends the College develop a formal centralized student complaint process, communicate this process to the College community through the catalog, and develop procedure to determine any trends in complaints that need to be addressed for institutional improvement. (II.B.2.c, II.B.3.a, II.B.4)</p>	<p>Planning Agenda Items</p> <p>II.B.2.c: SBVC will update the student complaint policy. [VPSS]</p>
<p>Activities</p>	
<p>Summary: <i>Current procedures allow students to file grievances against any District employee or another student for a variety of reasons. Although the procedure requires every effort to resolve the issue at the lowest level, most grievances require that a supervisor be involved and thus becomes a formal hearing (AP/BP 5530). Because students may only want to submit a complaint and not go through the formal process, a student complaint form may be appropriate.</i></p> <p>On February 4, 2015, a standing committee presented to the Academic Senate the language that would be used on the Student Complaint Form. The following language was adopted:</p> <p><u>Adopted Language</u> PROCEDURES: The Director of Student Life or the appropriate manager that has oversight of the department in which the complaint was made will investigate student complaints.</p> <ul style="list-style-type: none"> • The complaining party will be interviewed by the Director of Student Life or the appropriate manager. • The investigation may include contact with other parties involved. • If appropriate, efforts may be taken to resolve a conflict by bringing parties together for discussion. • Supervisors of employees may be contacted if complaints involve their areas. • A record of complaints will be maintained in the Office of Student Life. • Written complaints against a member of the San Bernardino Community College District Teachers Association (SBCCDTA) collective bargaining unit shall not be filed in the Office of Student Life, but shall be maintained in the Human Resources Department. In accordance with Article 17 of the Agreement between the San Bernardino Community College District (SBCUSD) and the San Bernardino Community College District Teachers Association (SBCCDTA), “No reference to complaints, which are determined by the District to be without merit, shall be placed in the unit member’s personnel file or utilized in any evaluation or disciplinary action against the 	

unit member.” For the purposes of accreditation accountability, the Office of Student Life will keep only a numerical record of the number of written complaints against members of the SBCCDTA but shall not keep copies of any documents relating to the complaints.

Should any outside agencies seek information regarding specific faculty members, they shall be referred to Human Resources Department in accordance with existing law.

History and Current Efforts

In the summer of 2015, the District (including Valley College and Crafton) moved forward in reviewing software to streamline the conduct process. In fall of 2015, Maxient software was identified. This software will allow for a more efficient way of managing student conduct, student behavior, and student complaints. The system would also allow the college to streamline the student complaint procedures electronically. In the summer of 2016, Tech area at district stated they were not accepting any more project requests and the Maxient software would have to wait until spring of 2017. Currently, we are manually inputting the back end data to roll out Maxient next spring.

Future Plans

Once the data is inputted manually into the system, the Maxient software will be available for use. Training manuals and professional development workshops will be held in fall of 2017. This software will be used to track the number of student complaints.

Planning Agenda Items

III.B.1: SBVC will review and modify as required the safety components and responsibilities of various position descriptions.

Activities

Progress Report: The purpose of this action item was to address the following problem: As stated in the self-evaluation, few positions are dedicated to safety, and there is increasing demand on management in general- significantly affecting management's ability to complete its mission. The College and District have moved to address this problem more directly, and from a different angle to that stated in the improvement plan to get quicker relief to management while improving college safety simultaneously.

In June 2015, Environmental Health & Safety was reorganized as follows and approved by the Board of Trustees:

- Environmental Health & Safety (EH&S), was changed to Safety & Risk Mgmt. (SRM)
- SRM was moved from under Fiscal Services to Human Resources
- The EH&S Administrator position was reclassified to the Director, Safety & Risk Mgmt.
- SRM was reorganized to oversee, safety, risk mgmt., workers' compensation, hazardous waste mgmt. operations & disaster preparedness
- 1 permanent staff member was added to SRM, the Safety & Risk Mgmt. Specialist in April 2016
- The Emergency Preparedness Manager was moved from Police to SRM in HR as a professional expert, the Emergency Preparedness Coordinator.

During 2015, program review funding was approved to fund the Emergency Preparedness Manager position, permanently once again, under SRM. Recruitment will commence in December 2016 for the permanent position, in the interim a professional expert serves in this role.

A space inventory and utilization study was completed in July 2016 by in-house staff under the auspices of the Director of Facilities, Maintenance and Operations. It was used this year to adjust classroom chair counts to maximize student capacity but stay within code limits. It will also be used to populate the new facilities scheduling and management software Resource 25.

As enrollment increases, we continue to struggle with finding suitable space to conduct classes, especially during the prime hours of the instruction week. Matching course facilities requirements with our inventory of rooms is becoming increasingly labor intensive for staff, generating less than optimal schedules for some faculty and students.

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

Activities

Progress Report: In December 2015 the district contracted with ISES Corporation to provide a comprehensive facility condition assessment of all buildings on the SBVC campus. The assessment and report was completed in April 2016. The assessment inspected and evaluated all building components/systems and the utilities as they related to the asset. ISES determined what repairs or modifications may be necessary to restore the systems and buildings to an acceptable condition, the timeframe, and costs to do so. The costs can be escalated for inflation. The reports identified recurring and non-recurring repairs and modifications, as well as critical modifications. The list of projects identified as critical were reviewed and used to prioritize the allocation of facilities repair funding this fiscal year. The reports were produced for the college in hard copy binders, as well as on-line access.

Resource 25 (R25) facilities scheduling and management software implementation is in the planning and data collection process. Training for academic and administrative power users was completed in November 2016. To make sure R25 is implemented effectively, we have pulled together a team with individuals from both colleges and the District. The team includes technical personnel, classified employees with scheduling expertise, and academic managers. The team is following an 18-month implementation timeline with beta tests scheduled for Spring 2017 and Fall 2017. Our "go-live" goal is to officially develop the Spring 2018 schedule with R25. Throughout the process we will be collecting feedback from multiple shared governance committees and groups.

II.B.3.c: SBVC will implement and evaluate the SSSP Plan.

Activities

SSSP plan is reviewed annually by the SSSP Committee for currency and to ensure the state mandates are being met. Additionally, key services are required for first time students to complete prior to registering for classes, i.e. orientation, assessment, and an initial education plan. Further assessment is conducted but not limited to:

- Annual Program SLO
- Student surveys as they pertain to services received
- SSSP reports to the state
- Evaluation of student participation in SSSP components (i.e. orientation, assessment, off-site high school assessment, etc.)
- MIS reports on all the mandated services rendered
- Regular departmental and divisional meetings to assess implementation of SSSP plan

Results indicated that approximately ninety percent of incoming students have received the mandated services, orientation, assessment, academic advising, initial education plan, and follow-up services. There has been a marked increase of service utilization by the general population. Student registered in SDEV 102 and 103 showed markedly higher retention and success compared to those students who did not take the SDEV courses; target students are first time students. Student retention and success were maintained overtime until educational goal completion. Students that receive academic advising and an education plan show a higher GPA than those who do not. Thus, performance outcomes have been maintained with the imperative to elevate overall academic success. Currently, representatives from the SSSP, Student Equity, and Basic Skills committee are working on the new integrated report.

III.D.1.b: SBVC and SBCCD will implement the recommendations of the DBC to the Chancellor's Cabinet.

Activities

Progress Report: The District Budget Committee has continued to discuss and deliberate budget issues and forward recommendations to the Chancellor's Cabinet for consideration. Evidence of DBC meetings and recommendations to the Chancellor's Cabinet, as well as acceptance of the recommendations by Chancellor's Cabinet can be found at the link below. [http://www.sbccd.org/District Faculty , -a-, Staff Information-Forms/District Committee Minutes/District Budget Committee](http://www.sbccd.org/District_Faculty_-_a-,_Staff_Information-Forms/District_Committee_Minutes/District_Budget_Committee)

When the recommendations are accepted by the Chancellor's Cabinet, and subsequently entered into the budget and approved by the Board of Trustees in the final budget, SBVC implements the budget as approved by the board.

Evidence of recommendations to the Chancellor's Cabinet that are ultimately approved by the Board of Trustees and implemented by SBVC are indicated in the 2016-17 Final Budget Summary.

Data Trend Analysis

ACCJC Midterm Report Data Reporting Form

ANNUAL REPORT DATA INSTITUTION-SET STANDARDS

STUDENT COURSE COMPLETION

(Definition: The course completion rate is calculated based on the number of student completions with a grade of C or better divided by the number of student enrollments.)

Category	Reporting Year		
	2014	2015	2016
Institution Set Standard	62.0%	63.2%	62.6%
Stretch Goal	69.7%	70.2%	69.8%
Actual Performance	65.0%	68.3%	69.7%
Difference between Standard and Performance	+ 3.0%	+ 5.1%	+ 7.1%
Difference between Stretch Goal and Performance	- 2.7%	- 1.9%	- 0.1%

Analysis of the data: SBVC is meeting and exceeding the Institution Set Standard for Course Completion and growing closer to meeting the six year stretch goal.

DEGREE COMPLETION

(Students who received one or more degrees may only be counted once.)

Category	Reporting Year		
	2014	2015	2016
Institution Set Standard	975	1040	968
Stretch Goal	1055	1097	1165
Actual Performance	983	981	1068
Difference between Standard and Performance	+ 8	- 59	+ 100
Difference between Stretch Goal and Performance	- 72	- 116	- 97

Analysis of the data: SBVC is meeting and exceeding the Institution Set Standard for Degree Completion and working towards meeting the six year stretch goal.

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CERTIFICATE COMPLETION

(Students who received one or more certificate may only be counted once.)

Category	Reporting Year		
	2014	2015	2016
Institution Set Standard	362	354	360
Stretch Goal	404	394	388
Actual Performance	406	347	374
Difference between Standard and Performance	+ 44	- 7	+ 14
Difference between Stretch Goal and Performance	+ 2	- 47	- 14

Analysis of the data: SBVC is now meeting and exceeding the Institution Set Standard for Certificate Completion and working towards meeting the stretch goal after a completion decline in 2015.

TRANSFER

Category	Reporting Year		
	2014	2015	2016
Institution Set Standard	613	614	613*
Stretch Goal	778	797	828
Actual Performance	696	730	786
Difference between Standard and Performance	+ 83	+ 116	+ 173*
Difference between Stretch Goal and Performance	- 82	- 67	- 42

Analysis of the data: SBVC is exceeding the Institution Set Standard for Transfer and gradually moving closer towards meeting the stretch goal.

STUDENT LEARNING OUTCOMES ASSESSMENT

	Reporting Year		
	2014	2015	2016
Number of Courses	760	716	1031
Number of Courses Assessed	741	733	
Number of Programs	138	139	126
Number of Programs Assessed	123	139	126
Number of Institutional Outcomes	7	7	5
Number of Outcomes Assessed	7	7	

Analysis of the data: SBVC has revised all ILOs. SLOs, PLOs, and SAOs are following the current 3 year cycle of ongoing assessment and systematic evaluation. SBVC Academic moved to align evaluation of SLOs, PLOs, and SAOs with the campus's 4 year Program Review process

LICENSURE PASS RATE

(Definition: The rate is determined by the number of students who passed the licensure examination divided by the number of students who took the examination.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		2014	2015	2016	2014	2015	2016		2014	2015	2016
Nursing	75.34	74.65	79.31	77.94	-69	+3.97	+2.6	81.21	-6.56	-1.9	-3.27
Pharmacy Technology	50.00	81.81	50.00	n/a	+31.8	0	n/a	97.72	-15.9	-47.7	n/a
Psychiatric Technology	TextField1	97.00	86.00	n/a	+11.0	0	n/a	102.5	-5.5	-16.5	n/a

JOB PLACEMENT RATE

(Definition: The placement rate is determined by the number of students employed in the year following graduation divided by the number of students who completed the program.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		2014	2015	2016	2014	2015	2016		2014	2015	2016
		n/a	n/a	n/a							

ANNUAL FISCAL REPORT DATA

Category	Reporting Year		
	2014	2015	2016
<u>General Fund Performance</u>			
Revenue	76,906,981	78,442,275	98,090,550
Expenditures	73,167,902	78,869,870	83,535,522
Expenditures for Salaries and Benefits	62,457,130	67,295,050	72,283,420
Surplus/Deficit	3,739,079	(427,495)	14,555,027
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	4.86	(.545%)	14.84%
Reserve (Primary Reserve Ratio)	22.8%	13.3%	20.0%
Analysis of the data:	[Empty Box]		

Other Post Employment Benefits

Actuarial Accrued Liability (AAL) for OPEB	7,224,889	7,224,889	8,325,249
Funded Ratio (Actuarial Value of Plan Assets/AAL)	46%	46%	94%
Annual Required Contribution (ARC)	732,097	732,097	568,558
Amount of Contribution to ARC	4,384,127	374,226	304,023

Analysis of the data:

Enrollment

Actual Full-Time Equivalent Enrollment (FTES)	9,901.70	10,117.30	10,499.50
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Analysis of the data:

Financial Aid

USED Official Cohort Student Loan Default Rate (FSLD - 3 year rate)	25%	22%	20%
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Analysis of the data:

Additional Job Placement Rate Data

	ISS	2014	2015	ISS diff_2014	ISS diff_2015	stretch Goal	Stretch_d iff_2014	Stretch_d iff_2015
Accounting	63%	73%	70%	10%	7%	80%	7%	10%
Business Management	97%	97%	98%	0%	1%	98%	1%	0%
Logistics and Materials Transporta	43%	44%	43%	1%	0%	48%	4%	5%
Real Estate	47%	47%	47%	0%	0%	52%	5%	5%
Office Technology/Office Compute	46%	50%	46%	4%	0%	55%	5%	9%
Electronics and Electric Technolog	80%	80%	81%	0%	1%	88%	8%	7%
Environmental Control Technology	65%	80%	67%	15%	2%	88%	8%	21%
Diesel Technology	61%	62%	67%	1%	6%	68%	6%	1%
Automotive Technology	60%	61%	65%	1%	5%	67%	6%	2%
Automotive Collision Repair	47%	58%	48%	11%	1%	64%	6%	16%
Aeronautical and Aviation Technol	69%	82%	70%	13%	1%	90%	8%	20%
Manufacturing and Industrial Tech	81%	82%	82%	1%	1%	90%	8%	8%
Civil and Construction Managemer	63%	64%	64%	1%	1%	70%	6%	6%
Water and Wastewater Technolog	73%	74%	76%	1%	3%	81%	7%	5%
Graphic Art and Design	55%	67%	56%	12%	1%	74%	7%	18%
Pharmacy Technology	61%	61%	74%	0%	13%	67%	6%	-7%
Nursing	90%	93%	90%	3%	0%	97%	4%	7%
Psychiatric Technician	85%	85%	86%	0%	1%	94%	9%	8%
Child Development/Early Care and	66%	68%	67%	2%	1%	75%	7%	8%
Library Technician (Aide)	85%	85%	92%	0%	7%	94%	9%	1%
Human Services	64%	65%	65%	1%	1%	72%	7%	7%
Administration of Justice	85%	91%	85%	6%	0%	96%	5%	11%

Substantive Change

In October 2016, San Bernardino Valley College submitted Substantive Changes Reports for two programs; Heavy Duty Diesel Program and Basic Police Officer.

On June 28, 2017 and July 19, 2017 SBVC received confirmations from ACCJC that the following new programs did not require a substantive change report:

- Professional Baking and Management AA Degree
- Business Baking Certificate
- Baking Certificate
- Industrial Automation Certificate
- Automotive Interiors Certificate
- Diesel Engine and Fuel Injection Technology Certificate
- Modular Basic Peace Officer Certificate Medical Coding and Billing Certificate
- Computer Information Technology AA Degree
- Computer Network Support Specialist Certificate
- Computer Support Specialist Certificate
- Information Security and Cyber Defense Certificate
- Office Technology Fundamentals Noncredit Certificate
- Refrigeration Service Engineer Society (HVAC) Certificate

And that the minor curricular changes to the existing programs below did not require substantive change report:

Certificates

- Automotive and Manual Transmission
- Administrative Assistant
- Basic Automotive Collision Repair and Refinishing
- Computer-Aided Drafting Technician
- Graphic Design
- Machinist Standard
- Pharmacy Technician
- Radio, Television, and Film (RTVF)
- RTVF-FILM

Degrees

- Anthropology
- Art
- Astronomy
- Automotive and Manual Transmission
- Basic Automotive Collision Repair and Refinishing
- Office Technology

- Graphic Design
- Machinist Standard
- Pharmacy Technician
- Radio, Television, and Film (RTVF)
- RTVF-FILM
- Sociology

Evidence

Report Preparation

1. [Accreditation and SLO Committee Minutes](#)
2. [Academic Senate Minutes 5/3/17](#)
3. [College Council Minutes 5/10/17](#)
4. [SBCCD Board of Trustees Agenda 8/10/17](#)
5. [College Council Minutes 8/23/2017](#)
6. [Academic Senate Minutes 9/6/2017](#)

Update on Recommendations to Resolve Deficiencies

College Recommendation 1

7. [ACCJC Follow Up Report](#)
8. [Academic Senate Minutes 5/3/17](#)

District Recommendation 1

9. [Board Policy 2200, Board Duties and Responsibilities, reviewed 1/21/2016.](#)
10. [Webpage, Board of Trustees Policy Committee.](#)

District Recommendation 2

11. [Academic Senate Agenda 4/19/17](#)
12. [District Assembly Minutes 5/2/2017](#)
13. [Board of Trustees, Agenda, April 27, 2017, p. 1, 4. a.; pp. 25-53.](#)

District Recommendation 3

14. [District Budget Committee Web Page.](#)
15. [San Bernardino Community College District Enrollment Management Plan.](#)

16. SBCCD Board Minutes, Approval of Questica, p. 11
17. District Budget Committee Minutes December 17,, 2015 re: Enterprise Resource Planning solutions Oracle and ADP.
18. ERP Update, 2016.

Commission Recommendation 1

19. Board of Trustee Meeting Agenda 7/12/16 p. 46

Plans Arising from the Self Evaluation Process

20. Strategic Planning through a Culturally Competent Lens Workshop Agenda and Materials
 - a. Agenda 10/21/16
 - b. Agenda 02/03/17
 - c. Integrated Planning PPT 5/10/17
 - d. Reflection 5/10/17

Recommendation for Improvement and Planning Agenda Items

District Recommendation 4

21. SBCCD IEPI Plan
22. Board of Trustees Meeting Minutes 5/10/17

College Recommendation 2

23. Representative Evidence
 - a. Campus and Community Meeting 8/10/17
 - b. College Council Minutes 1/25/17 p. 4 Master Plan and Strategic Planning
 - c. Educational Summit and Strategic Visioning 8/14/15
 - d. Accreditation and SLO Committee Minutes 1/22/15 p. 1 Refining Strategic Planning Evaluation Methods

College Recommendation 3

24. SBVC Planning Model – College Council Minutes 12/14/16

College Recommendation 4

25. President’s Board Report 9/11/14 Financial Aid p. 7

26. Academic Senate Minutes 12/9/15 Old Business – Student Drops and Financial Aid p. 3

27. Financial Aid Webpage Virtual Check-In

College Recommendation 5

28. Minutes SBVC Academic Senate 4/5/17

Planning Agenda Items

29. Board of Trustee Meeting Minutes 6/11/2015 Item 14.b.i p. 245 Consideration of Approval of Human Resources Restructuring Plan

30. Comprehensive Facilities Condition Assessment, 2016

31. Academic Senate Minutes 8/16/2017 (R25 in Chancellor's Update)

32. SSSP Plan

33. Integrated SSSP/BS/SE Report (draft)

34. District Budget Committee Minutes