

San Bernardino Community College District

# SAN BERNARDINO VALLEY COLLEGE

## INSTITUTIONAL SELF-EVALUATION REPORT



San Bernardino  
Valley College



**Institutional Self-Evaluation Report  
In Support of an Application for  
Reaffirmation of Accreditation**

Submitted by

San Bernardino Valley College  
701 S. Mt. Vernon Ave  
San Bernardino, CA 92410  
to

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

August 2020


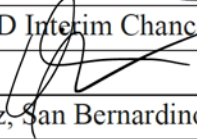
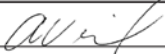

## Certification

To: Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges  
From: Diana Z. Rodriguez, President

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

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

	8/14/20
Mr. Jose Torres, SBCCD Interim Chancellor	Date
	8/14/20
Ms. Diana Z. Rodriguez, San Bernardino Valley College President	Date
	8/14/20
Dr. Anne L. Viricel, SBCCD Board of Trustees Chair	Date
<b>Dina Humble</b>	Digitally signed by Dina Humble Date: 2020.08.13 14:30:17 -07'00'
Dr. Dina Humble, SBVC Vice President of Instruction	Date
	8/13/2020
Dr. Scott Thayer, SBVC Vice President of Student Services	Date
<b>Scott Stark</b>	Digitally signed by Scott Stark Date: 2020.08.13 19:44:50 -07'00'
Mr. Scott Stark, SBVC Vice President of Administrative Services	Date
<b>Amy Avelar</b>	Digitally signed by Amy Avelar Date: 2020.08.14 06:48:21 -07'00'
Dr. Amy Avelar, Academic Senate President	Date
<b>John Feist</b>	Digitally signed by John Feist Date: 2020.08.14 14:00:26 -07'00'
Mr. John Feist, Classified Senate President	
<b>James E. Smith</b>	Digitally signed by James E. Smith Date: 2020.08.14 09:09:59 -07'00'
Dr. James E. Smith, SBVC Accreditation Liaison Officer	8/14/2020
<b>Taylor DeBenedictis, 8/14/2020</b>	
Mr. Taylor DeBenedictis, SBVC Student Senate President	

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## Introduction

### History of San Bernardino Valley College

An election to establish the San Bernardino Valley Union Junior College District was held on March 26, 1926. On June 23, 1926, the Board of Trustees met at a site on the east side of Mt. Vernon Avenue equidistant between the downtown areas of San Bernardino and Colton. It was suggested that approximately 30 acres in the northwestern section of the parcel being inspected would provide the ideal location for the new college.

The 1927-1928 SBVC faculty comprised eleven men and six women. Nearly 300 students enrolled for the fall semester of 1927 with the freshmen outnumbering the sophomores nearly six to one. Fifty-four courses were offered, nearly all with a strong academic orientation.

The effects of the Great Depression were felt on campus in the early 1930s, but beginning in 1936, SBVC's financial situation seemed to recover. Additional buildings were added, providing employment for over 500 individuals in the area. The auditorium was accepted by the Board of Trustees in October 1938, and during that same month, the Drama Department presented Shakespeare's *As You Like It* as its first production. In other construction projects, State Emergency Relief Administration funds were obtained to construct a Greek Theatre, and Works Progress Administration (WPA) funds were used to build concrete bleachers for the stadium and a new vocational building.

The fall of France in 1940 and the passage and implementation of the Selective Service Act had a sobering effect on the SBVC campus. After the United States' entry into World War II, the number of male students on the campus decreased drastically. The war impacted the college in other direct ways in both curriculum and campus activities. The vocational building, completed in the fall of 1941, was used to house a number of Off Reservation Training (ORT) courses. Courses in radio equipment repair and battery maintenance were also offered. (0.1)

Some of the first veterans returned to campus in 1944, and a Veterans' Club was organized. By the fall of 1945, the faculty men who had been on military leave began to return, and veterans enrolled in SBVC in ever-increasing numbers. A big expansion in enrollment came a year later in 1946 with the addition of many new faculty members and a rapidly growing student body. Through the 1960s, 1970s, and 1980s, changes in curriculum mirrored the changing social and economic conditions. The Civil Rights Movement resulted in a substantial increase of minority students. Occupational courses were in great demand, and courses in psychology and philosophy also became popular.

Faced with increasing enrollment and a cap on state funding, SBVC faculty and administration held a forum in 1991 to discuss "Whom Shall We Serve?" Initiatives to bring new populations to the campus were reduced, while state-mandated tuition was increased, resulting in a sharp decline in enrollment. An earthquake in 1992 severely damaged the book stacks on the main floor of the Library, causing the facility to be closed for the summer while repairs were made. (0.2)

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

In 1997, SBVC President Sharon Caballero was presented with an immediate challenge. There was a pressing need to identify a funding source to build new facilities to replace seven buildings that straddled the San Jacinto fault line, which traversed the campus. A combination of District and College efforts as well as contacts with the Federal Emergency Management Agency (FEMA) resulted in the positive outcome of a state commitment of over \$40 million to erect replacement structures. ([0.3](#), [0.4](#))

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

In 2008, SBCCD asked voters again to approve funds to complete work laid out in SBCCD's Master Plan. Voters approved a \$500 million general obligation bond, Measure M, to complete construction projects at SBVC and Crafton Hills College (CHC) In fall 2008, SBVC began another phase of construction with a phasing in of three new buildings on campus and a fourth across Grant Street and the demolition of the old North Hall, the Physical Sciences Building, the Chemistry Building, and the Maintenance and Operations (M&O) Building. Four new buildings opened in 2010: North Hall, Media and Communications, Custodial, and M&O. The new M&O Building was soon converted to the Diesel instructional program, with M&O and Custodial using the same building. In fall 2011, another new three-story building opened, the 56,000-square-foot Physical Sciences Building, the campus's first Leadership in Energy and Environmental Design (LEED) certified building. ([0.5](#))

The SBVC campus now features new access points, sweeping walkways, vistas, and an expansive greenbelt area. As visitors, staff, and students traverse the college grounds—from the Administration Building to the Campus Center—the area now equals the size of the Pasadena Rose Bowl. The revamped Business Building is Silver LEED Certified from the U.S. Green Building Council. A new state of the art Athletic building opened in fall 2016. ([0.6](#)) The SBVC website contains a full history of SBVC. ([0.7](#)).

In November 2018, voters approved bond measure CC to support new construction and retrofitting of buildings laid out in the 2016 Facilities Master Plan. In addition, SBVC will receive \$34 million from Prop 51 funding to support the construction of a new Career Technology Education (CTE) building. SBVC is in the developmental stages for construction of the CTE building and new parking structure. ([0.8](#))

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

SBVC presently offers 88 certificate and 66 degree programs (2018-2019 Catalog). SBVC also maintains one of the most diverse and comprehensive vocational programs in its region with 11 programs, from Aeronautics to Water Supply Technology, and has more than 170 distributed education courses. Strong Workforce funding has enhanced offering and resources for CTE programs across campus. New programs include Sterile Processing, Baking, and Pharmacy Technology. For students interested in enrolling in a four-year college or university, SBVC offers 19 AA-T and AA-S transfer degrees that guarantee admission into the four-year CSU and UC systems. SBVC has one fully online degree path and one zero textbook cost degree path.

Despite challenges unique to SBVC, such as a massive construction project, statewide initiatives being implemented throughout the educational system, and uncertainty of the new funding model, SBVC has remained committed to maintaining a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners; its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

The COVID-19 pandemic of 2020 had significant impact on SBVC and SBCCD. Just prior to spring break SBCCD announced that in order to reduce the spread of the virus and for the safety of students and District employees, most classes and many student and learning support services would be moved online. The campus complied with the CCCC's Office and ACCJC requirements for waiving DE requirements. The District entered MOUs with SBCDTA and CSEA on March 16, 2020. The campus moved forward in good faith to provide DE training for faculty, work at home training for all employees, and for department chairs and deans to identify classes which could be feasibly taught online. On March 19, 2020, the governor of California issued a stay-at-home order (Executive Order N-33-20) that further affected how classes and services might be offered. Faculty and staff began receiving training during spring break (March 16, 2020-March 22, 2020). Classes were suspended from March 23, 2020-March 30, 2020, while faculty moved classes into a fully online format. (0.9)

On May 22, 2020 SBVC conducted a COVID-19 Student Needs Survey. The survey inquires on student's perception on communication from the campus and with instructors, how well students are adjusting to online learning, and how SBVC could better support students in an online environment (0.9.6).



Campus and District shared governance processes were observed during the COVID-19 pandemic. The campus employees were resilient and strove to adapt and complete their workload in a work-at-home environment. Essential campus processes such as curriculum, Program Review, accreditation and outcomes assessment continued. The Professional Development Coordinator, DE Faculty Leads, and Technology and Educational Support Services provided outstanding support and training. Examples and evidence regarding SBVCs response to the COVID-19 pandemic will be further addressed in the Standards.

### Student Enrollment Data

Figures 1-4 show enrollment trends by semester for FTES and Unduplicated Head Count. Fall enrollments rose sharply from 2016 to 2017 but declined slightly in 2018. Spring enrollments also rose sharply in 2016 and have continued to rise the past two years.

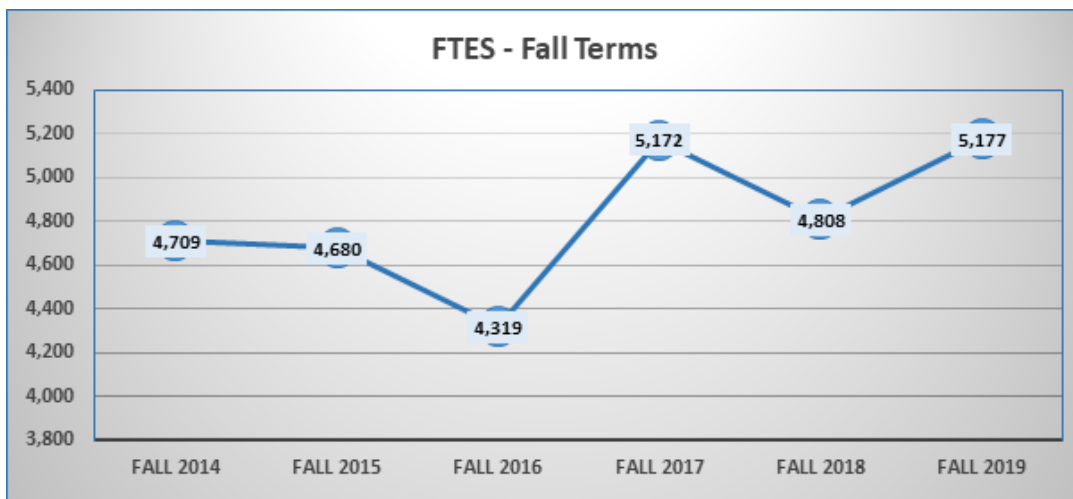


Figure 1: FTES – Fall Terms

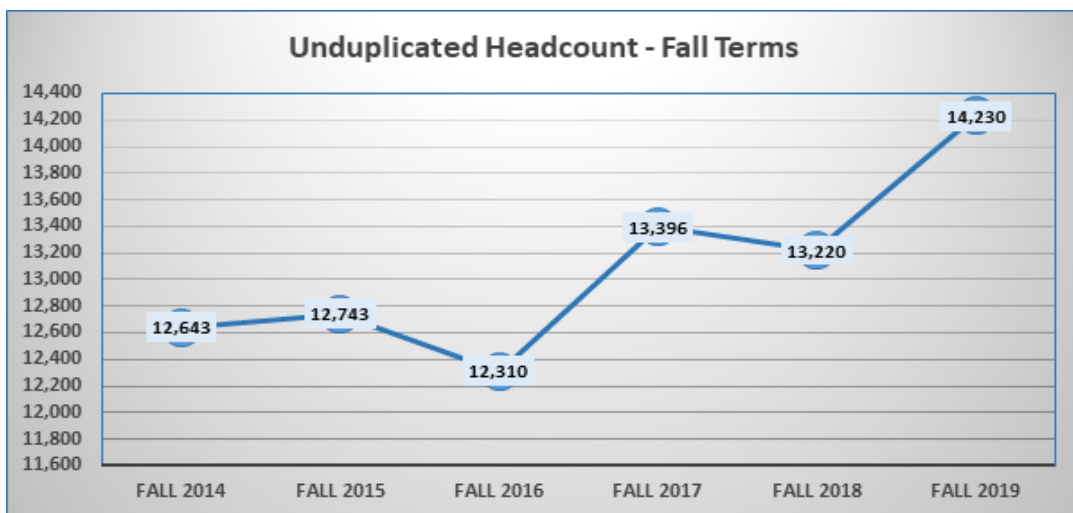


Figure 2: Unduplicated Head Count – Fall Terms

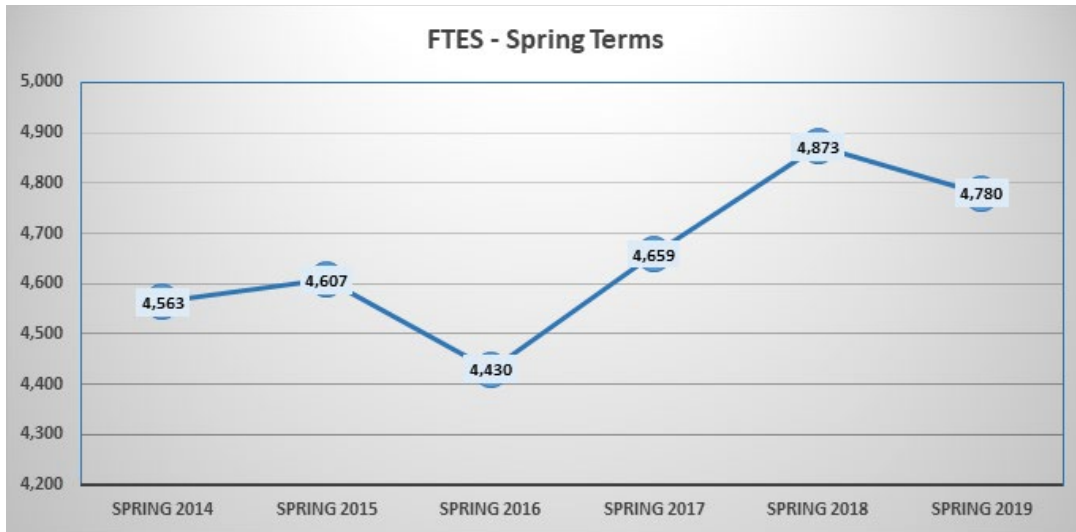


Figure 3: FTES – Spring Terms

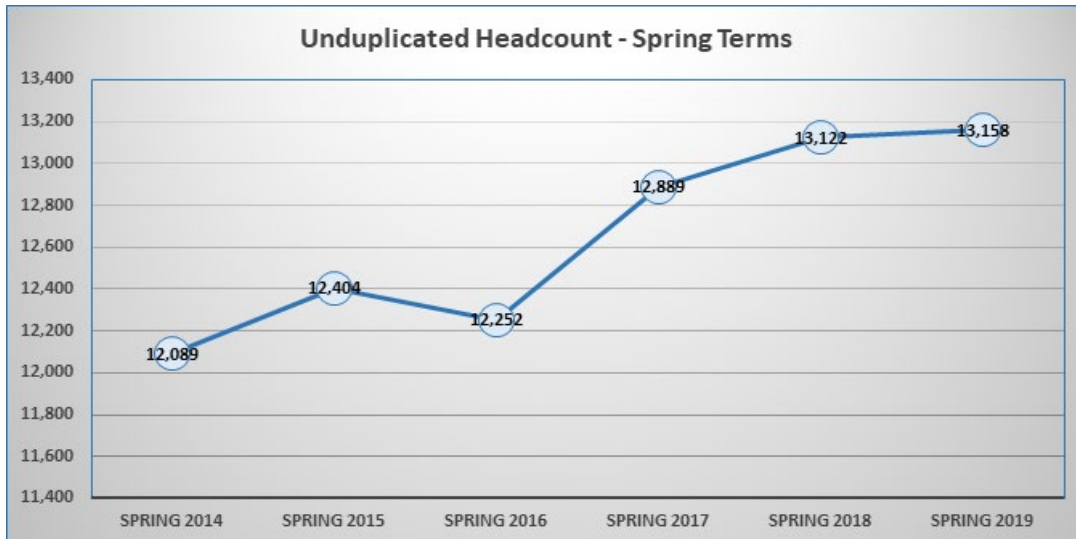


Figure 4: Unduplicated Head Counts – Spring Terms

Table 1: First-Time Student Count

Fall Term	First-Time Student Count
2014	1,820
2015	1,923
2016	1,808
2017	1,902
2018	1,614
2019	4,030
Six-Year Average	2,183

[https://datamart.cccco.edu/Students/Enrollment\\_Status.aspx](https://datamart.cccco.edu/Students/Enrollment_Status.aspx)

The table above includes first-time students of all ages. Approximately 75% of these students come from local feeder high schools within one year of graduation.

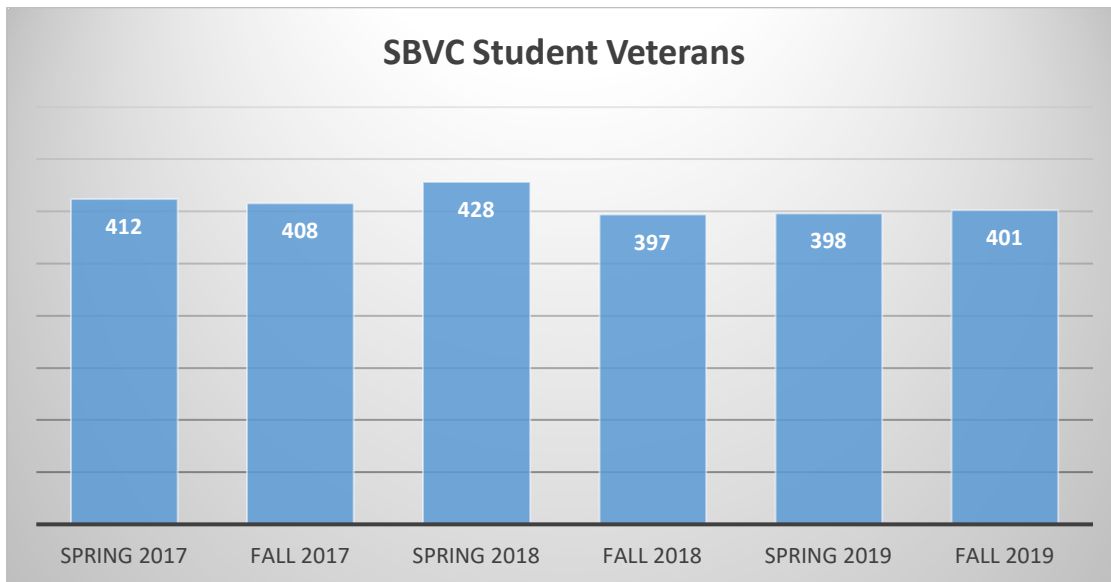


Figure 5: SBVC Student Veterans

## Labor Market Data

The institution offers 72 Gainful Employment Programs. Data on annual openings, percent change, average hourly wage and median hour wages are included in the Gainful Employment Programs for San Bernardino Valley College from the Center of Excellence, Supply and Demand Tool for the Desert Region: San Bernardino and Riverside Counties.

Table 2: Occupational Categories Related to SBVC Programs

Major Occupational Categories	2017 Jobs	Five-Year Change	Five-Year % Change	Annual Replacements	Annual Job Openings	Median Wages
Management Occupations	19,653	469	2%	450	664	\$29.72
Business & Financial Operations Occupations	15,762	1,021	6%	451	657	\$27.30
Computer & Mathematical Occupations	8,725	846	10%	128	297	\$32.59
Architecture & Engineering Occupations	4,648	9	0.2%	93	102	\$26.80
Life, Physical & Social Science Occupations	2,102	109	5%	88	109	\$24.74
Community & Social Services Occupations	3,750	749	20%	83	233	\$16.53
Legal Occupations	3,757	210	6%	88	130	\$25.48
Education, Training & Library Occupations	19,392	1,422	7%	543	827	\$15.48
Arts, Design, Entertainment, Sports & Media Occupations	9,113	435	5%	263	351	\$18.18
Healthcare Practitioners & Technical Occupations	53,654	7,976	15%	1,275	2,870	\$27.16
Registered Nurses	25,534	3953	15%	672	1462	\$47.44
Licensed Practical & Licensed Vocational Nurses	6,816	942	14%	214	402	\$22.76
Pharmacy Technicians	3331	460	14%	39	97	\$17.64
Protective Service Occupations	17,189	1,080	6%	534	748	\$33.77
Food Preparation & Serving Related Occupations	11,598	1,790	15%	349	708	\$14.32
Building and Grounds Cleaning & Maintenance Occupations	2,449	102	4%	48	68	\$15.62
Personal Care & Service Occupations	36,563	1,899	5%	1,089	1,474	\$15.16
Sales & Related Occupations	57,948	3,472	6%	1,339	2,148	\$18.67
Office & Administrative Support Occupations	113,495	8,289	7%	2,021	3,733	\$18.72
Production Occupations	23,000	294	1%	653	811	\$20.75

Transportation & Material Moving Occupations	42,982	4,666	11%	872	1,820	\$25.77
Aircraft Mechanics and Service Technicians	930	116	12%	25	48	\$23.14
Electricians	6,301	654	10%	114	245	\$22.56

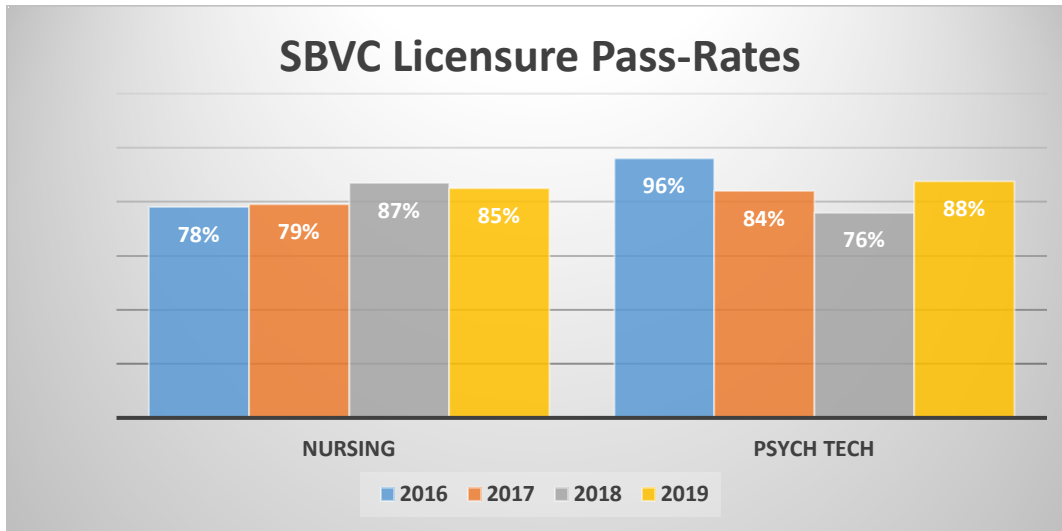


Figure 6: 2016-2017 Licensure Pass-Rates

Source: Nursing NCLEX Quarterly Report; CA Board of Vocational Nursing and Psychiatric Technicians

The campus has maintained higher than average pass-rates in its two largest health care related programs as shown in Table 4. The Psychiatric Technology Program has maintained high pass-rates and the Nursing has shown improvement over the last four years.

## Demographic Data

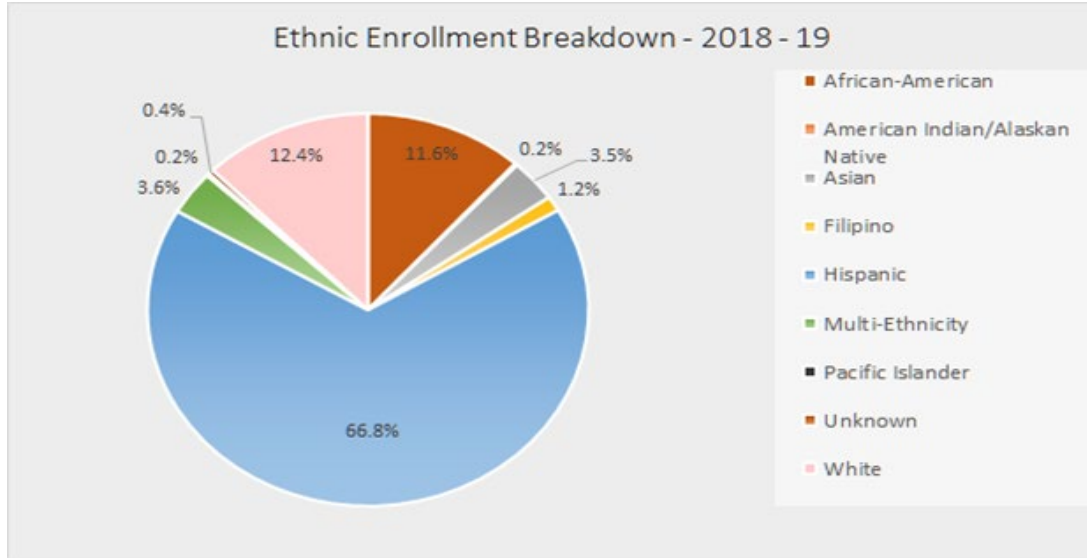


Figure 7: 2017-2018 Ethnic Enrollment Breakdown

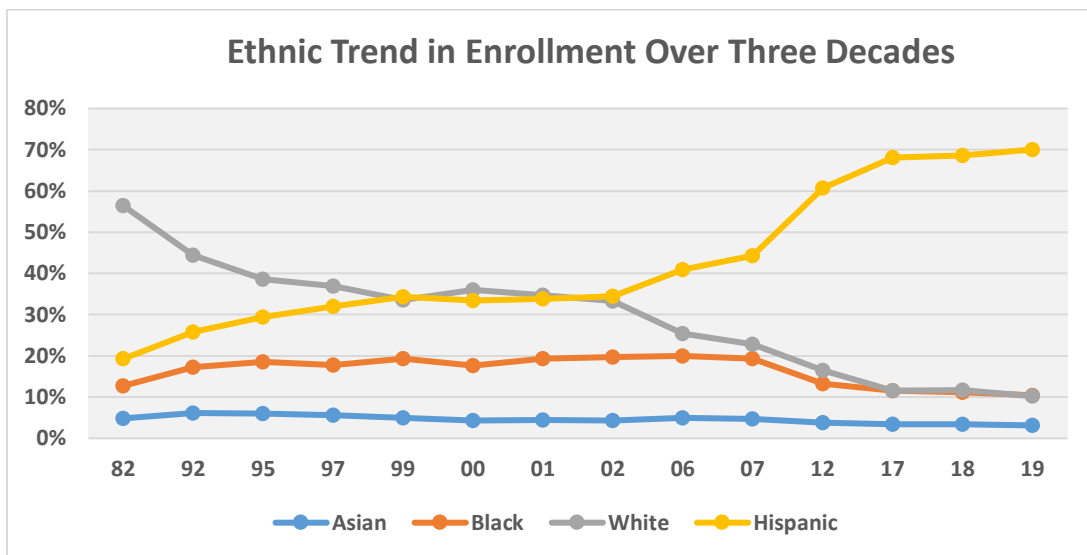


Figure 8: Ethnic Trends in Enrollment Over Three Decades

SBVC is a federally designated Hispanic-Serving Institution with over 66 percent of students identifying as Hispanic. White Non-Hispanic and African Americans make up just over 25 percent of the school population. American Indian/Alaskan Native, Asian, Filipino, Multi-Ethnic, Pacific Islander, and students who did not specify an ethnicity compose the remainder combined make up 8 percent of the student the school population.

Ethnic enrollment trends over the past three decades show a decline in enrollment of white students with a concurrent increase in the numbers of Hispanic students. Since 2003, the majority

of student on campus are Hispanic students. In 2007, the African American student population began to decline, but the African American population was stable from 2017-2018. The Asian population varies by a few percentages each year.

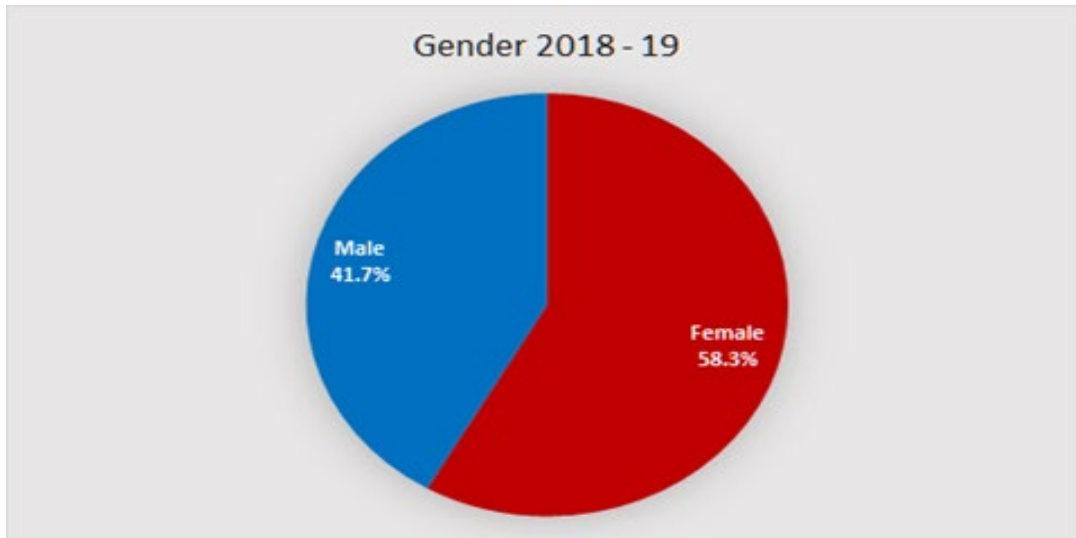


Figure 9: 2017-2018 Gender

SBVCs student population is predominately female.

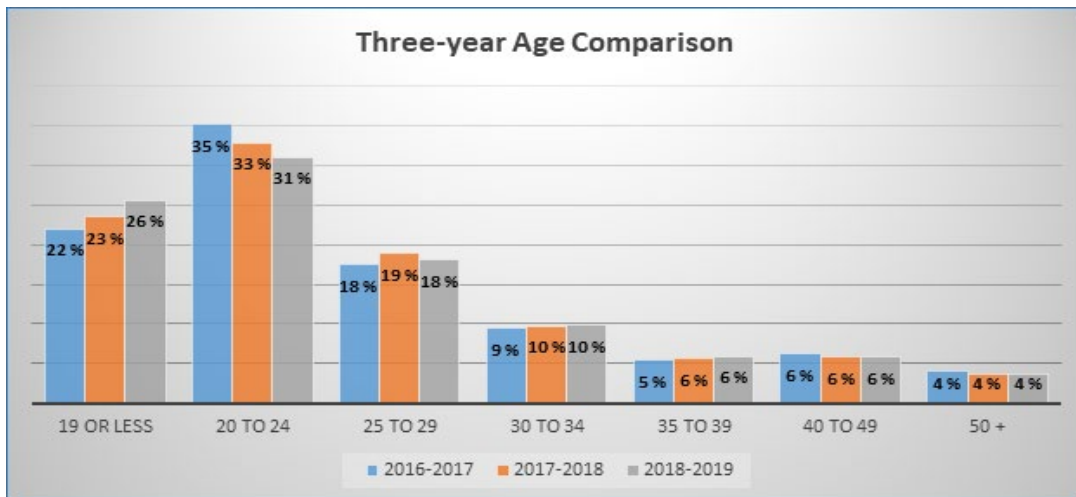


Figure 10: Age Comparison

The majority of SBVCs students range in age from 19-29, with the 20-24 age group being dominant. In 2017-2018 the campus saw an increase in students 19 or less, 30-34, and 35-39.

### Socio-Economic Data

Table 2 shows the demographics for the ZIP codes where approximately 80 percent of the SBVC students live. Many students are characterized by lower household incomes and higher-than-

average poverty rates. These demographics show how essential SBVC is to the community's well-being.

Table 3: Top 25 ZIP Codes Where SBVC Students Resided in 2018-2019

Top 25 ZIP Codes Where SBVC Students Resided in 2018 – 2019						
City	% of Students in this ZIP code	Median Household Income	% with less than a H.S. Degree	% with a Bachelor's Degree or higher	% below poverty level with less than a H.S. Degree*	% below poverty level with a Bachelor's Degree or higher*
San Bernardino	8.90%	\$42,051	18.59%	13.85%	36.20%	6.50%
San Bernardino	8.80%	\$56,819	17.43%	16.31%	32.00%	7.30%
Colton	8.50%	\$48,578	17.45%	18.05%	18.90%	7.60%
San Bernardino	7.70%	\$27,383	27.56%	5.71%	40.70%	14.00%
Rialto	7.20%	\$60,732	21.85%	12.07%	20.60%	8.90%
Highland	7.60%	\$59,722	15.40%	26.26%	32.10%	4.20%
San Bernardino	4.30%	\$38,762	19.74%	12.11%	35.60%	12.50%
San Bernardino	4.20%	\$37,266	27.07%	7.59%	29.50%	6.60%
Redlands	3.00%	\$67,606	9.88%	39.24%	37.30%	5.00%
Fontana	2.90%	\$47,226	24.73%	9.77%	24.40%	15.00%
Yucaipa	2.30%	\$58,570	8.85%	29.57%	29.60%	4.50%
Fontana	2.20%	\$87,744	11.52%	29.12%	16.10%	1.90%
Loma Linda	2.00%	\$54,877	8.76%	72.85%	29.00%	10.10%
Bloomington	2.00%	\$53,648	25.24%	12.58%	22.10%	5.60%
Redlands	1.90%	\$65,403	5.59%	64.75%	24.90%	5.90%
San Bernardino	1.80%	\$38,949	25.35%	19.71%	38.50%	12.50%
Rialto	1.60%	\$77,094	13.58%	21.34%	12.20%	3.80%
Beaumont	1.50%	\$63,999	9.25%	31.97%	19.50%	4.20%
Grand Terrace	1.20%	\$65,565	9.41%	38.12%	24.60%	1.40%
Fontana	1.00%	\$76,046	14.06%	19.69%	8.60%	2.10%
*Population 25 years and over	<a href="http://factfinder.census.gov">factfinder.census.gov</a>					



SBVC Enrollment by ZIP Code with Service Area Boundaries

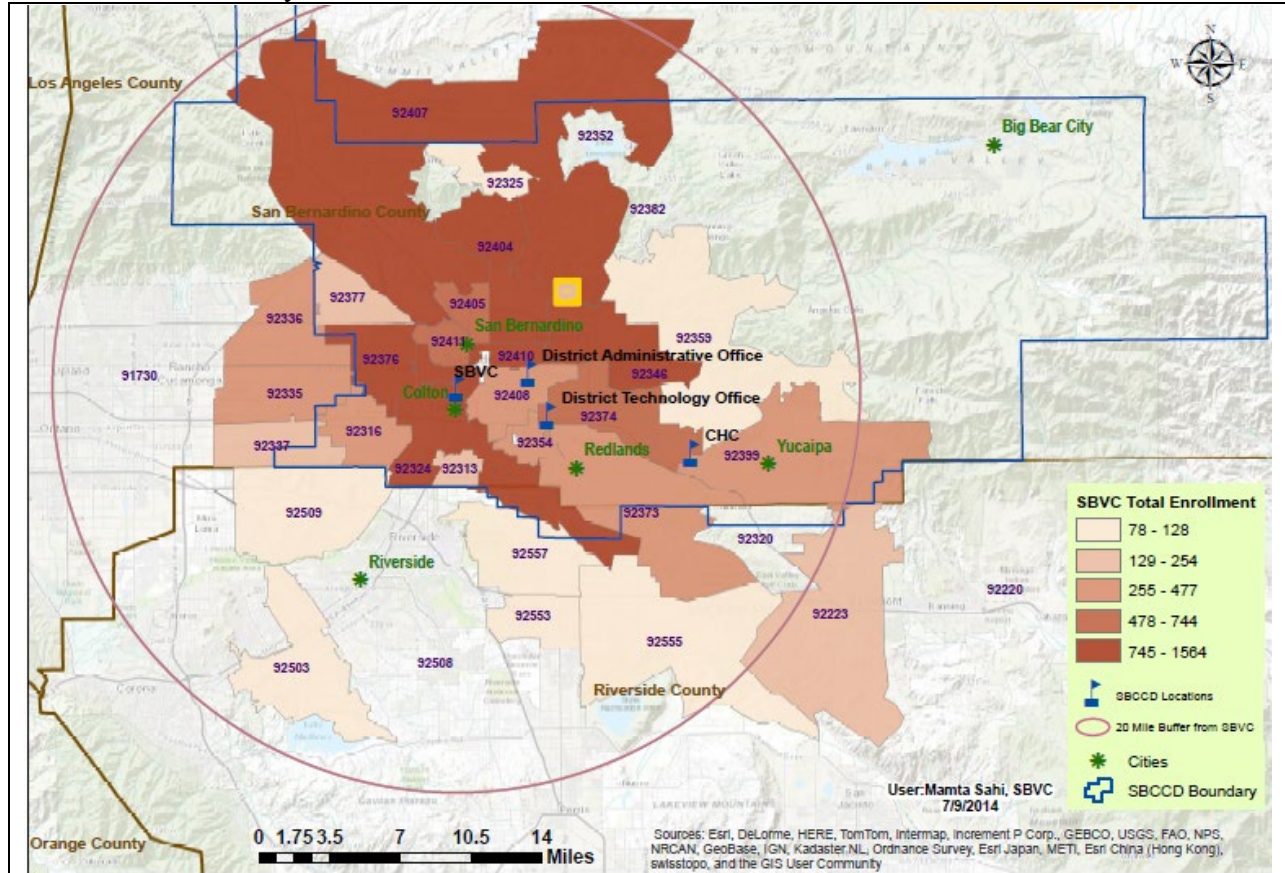


Figure 11: SBVC Enrollment by ZIP Code with Service Area Boundaries

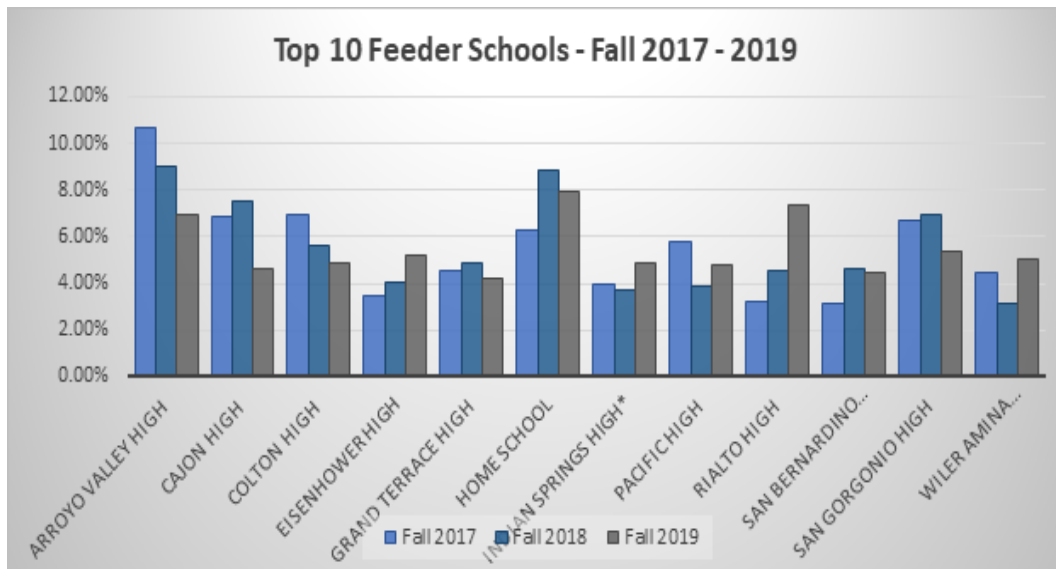


Figure 12: Top 12 Feeder High School Enrollments

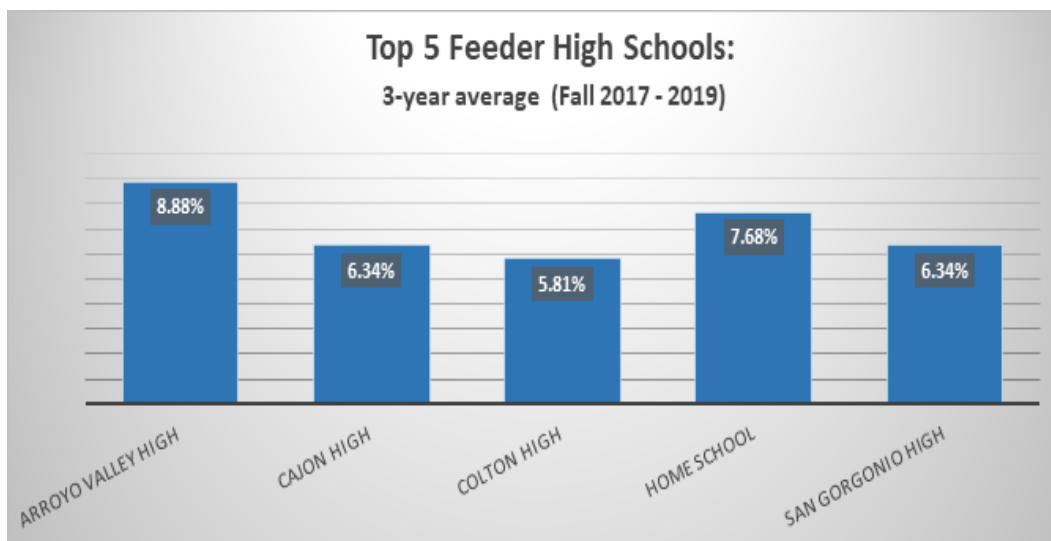


Figure 13: Top Five Feeder High Schools

Evening classes provide access to the Big Bear mountain students who would have a long and difficult commute to the SBVC campus. The classes range from associate degree and transferable courses, such as political science to certificate courses, such as child development. An on-site coordinator provides management and support for the classes. Many classes are offered using interactive television (ITV) technology, which provides two-way instruction between the SBVC campus and the Big Bear site. Most of the students and the instructor are located in a classroom on the SBVC campus, while some students participate from a classroom at the Big Bear site. (0.10)

## Sites

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

The Big Bear program, located at Big Bear High School, serves the residents of this mountain community. Surveys and focus groups have been held in Big Bear to determine the services and student learning programs of interest in the community. SBVC staff makes frequent trips to Big Bear to provide visibility, interest, and dedication to support a successful learning program. Evening classes provide access to the Big Bear mountain students who would have a long and difficult commute to the SBVC campus. The classes range from associate degree and transferable courses, such as political science to certificate courses, such as child development. An on-site coordinator provides management and support for the classes. Many classes are offered using interactive television (ITV) technology, which provides two-way instruction between the SBVC campus and the Big Bear site. Most of the students and the instructor are located in a classroom on the SBVC campus, while some students participate from a classroom at the Big Bear site.

All matriculation services are provided to the students in the mountain communities. Counselors go to the site each semester to meet with the currently enrolled students. Counseling can also be provided by telephone or Cranium Café. There are two Super Saturdays, one in summer and one in late fall, that provide a one-stop array of services that help new students matriculate. Personnel from Admissions and Records, Financial Aid, Assessment, and Counseling all participate. On Super Saturday, students can apply, complete the online orientation, take the assessment test, speak to Financial Aid staff, and consult with a counselor.

Students registered for classes have access to SBVCs digital library and can order textbooks from the campus bookstore and have them delivered to their residence.

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

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

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

Enrollment is limited to those students who meet the screening requirements as outlined in the Government Code, California Penal Code, and the *Commission on Peace Officers Standards and Training Administrative Manual*. All prospective trainees visit SBVC for matriculation services.

Trainees must apply, complete the online orientation, and take the assessment test. Financial aid, tutoring, and computer labs are available for all Academy trainees. (0.11)

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

### Specialized or Programmatic Accreditation

SBVC [Accreditation webpage](#), program webpages and SBVC Catalog lists the specialized and programmatic accreditations or certifications held by the institution. (0.12)

[Accreditation Commission for Education in Nursing \(ACEN\)](#)

[California State Board of Registered Nursing](#)

California State Board of Vocational Nurses and Psychiatric Technicians

FAA Certification

### Presentation of Student Achievement Data and Institution-Set Standards

[see Chapter 5.3B. and Appendix E of *Guide to Institutional Self-Evaluation, Improvement, and Peer Review*]

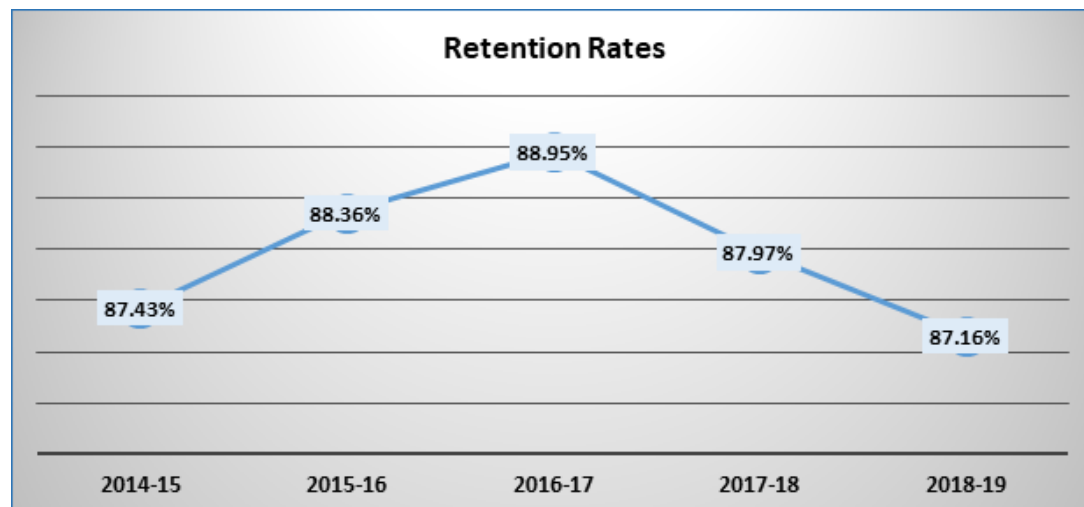


Figure 14: Average Retention

[https://datamart.cccco.edu/Outcomes/Course\\_Ret\\_Success.aspx](https://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx)

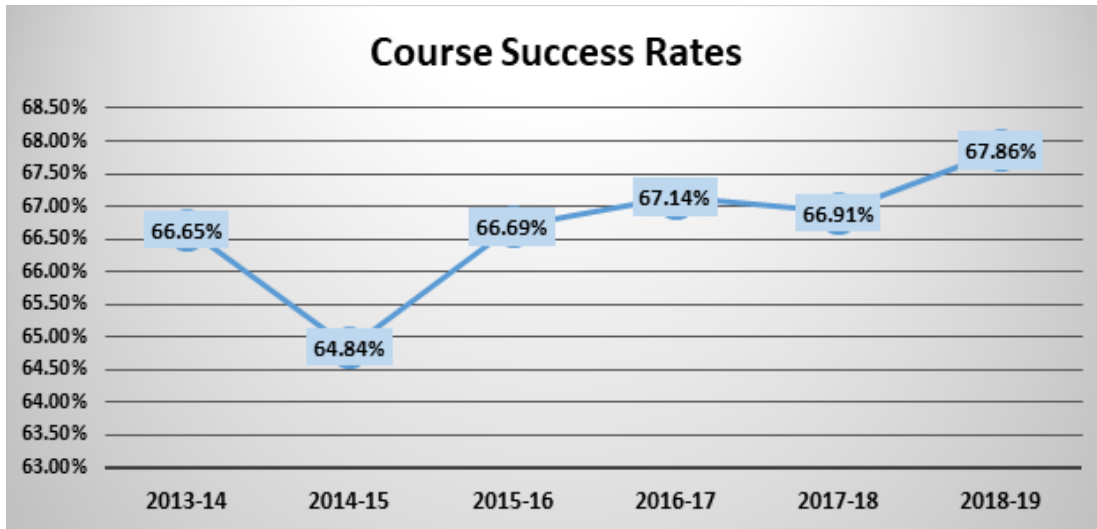


Figure 15: Success Rates

[https://datamart.cccco.edu/Outcomes/Course\\_Ret\\_Success.aspx](https://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx)

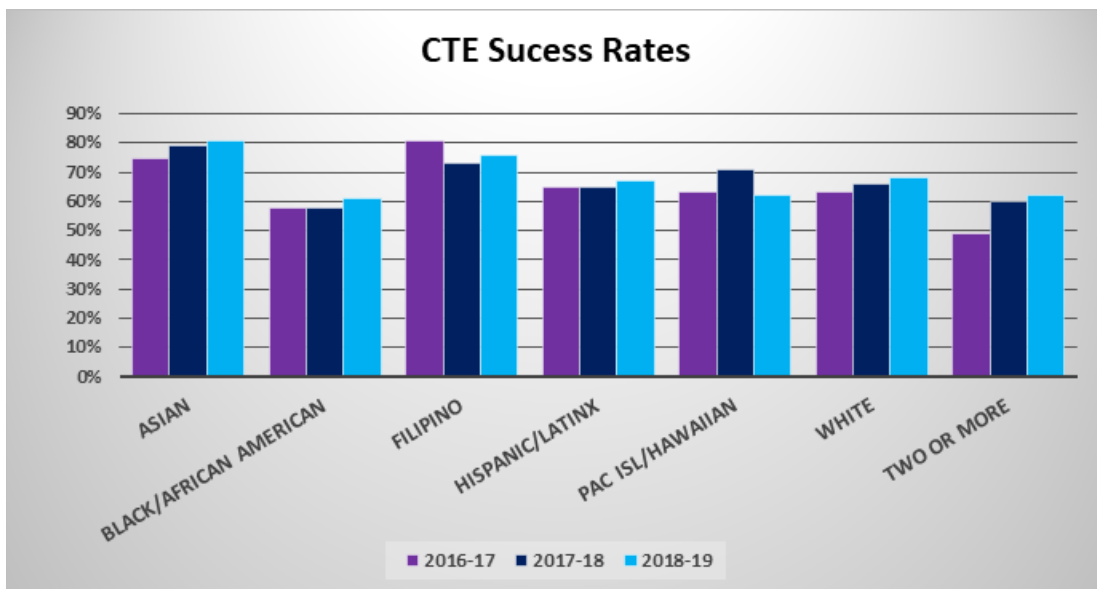


Figure 16: CTE Success Rates

<https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>

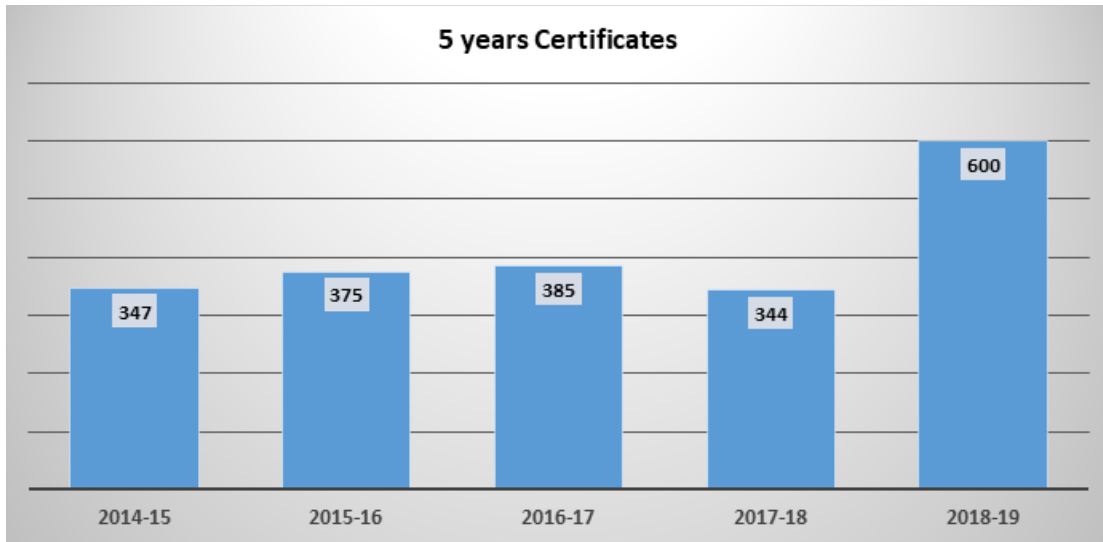


Figure 17: Certificate Count

[https://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](https://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

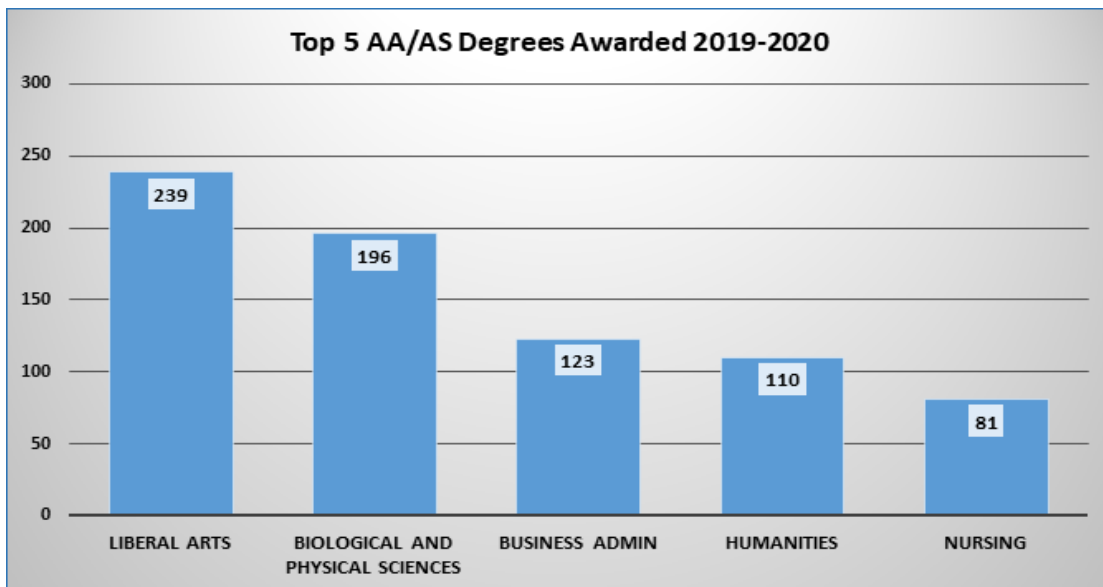


Figure 18: Top 5 AA/AS Degrees Awarded

[https://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](https://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

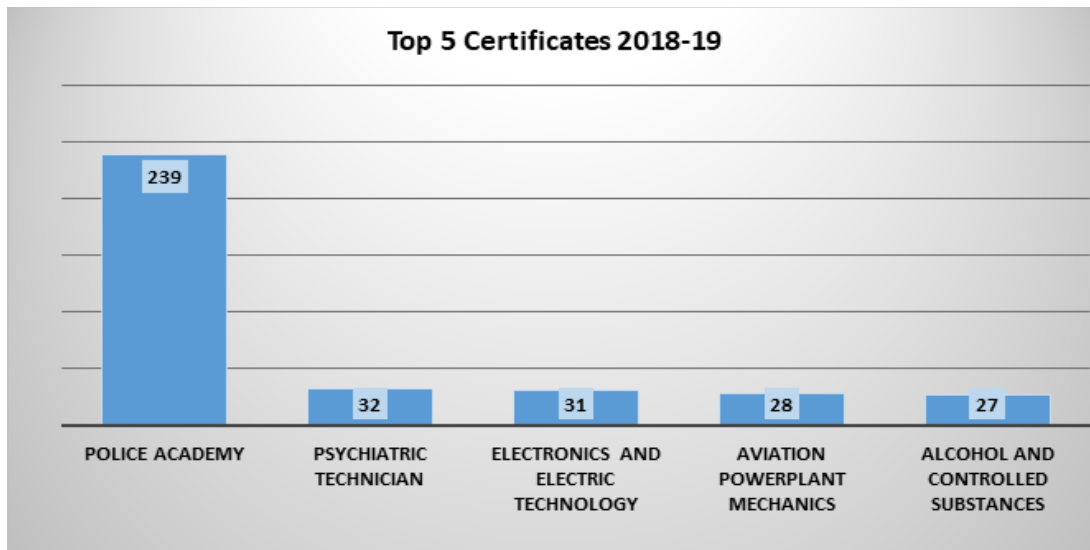


Figure 19: Top 5 Certificates Awarded  
[https://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](https://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

Table 4: CTE and Completion Success

Ethnicity	CTE	Program Completion
Overall	50.3%	36.7%
African American	51.9%	33.0%
Asian	52.2%	65.4%
Filipino	66.7%	46.7%
Hispanic	51.3%	36.0%
Pacific Islander	75.0%	37.5%
White	45.1%	35.9%

CTE/ Program Completion 2016-17 from 2011-2012 Cohort.  
[https://datamart.cccco.edu/Outcomes/Student\\_Success\\_Scorecard.aspx](https://datamart.cccco.edu/Outcomes/Student_Success_Scorecard.aspx)

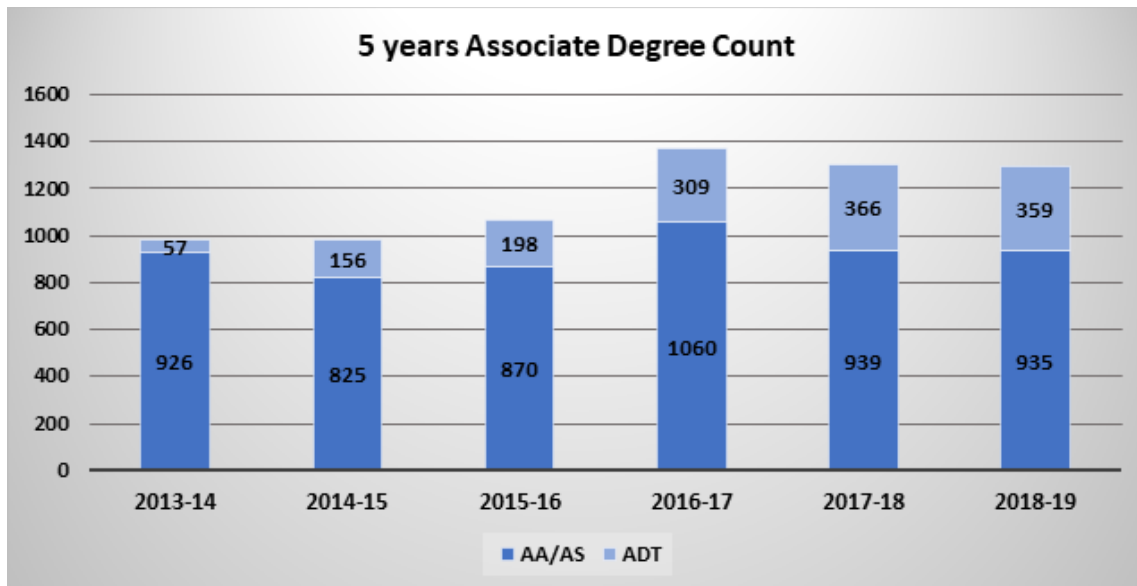


Figure 20: AA/AS Degree Count

[https://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](https://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

## Organization of the Self-Evaluation Process

SBVC began preparing for the 2020 self-evaluation during the fall 2018 semester by reviewing the standards and assigning Accreditation Standard chairs. (0.13) Accreditation Standard chairs and membership, which included representatives from administration, faculty, classified staff, and students, were finalized. Over the course of the 2018-2019 academic year, the A&O Committee visited collegial consultation committees, such as Curriculum Committee, Program Review Committee and Technology Committee, to review the standards and seek input on how the work of the committee meets the standard. (0.14) In spring 2019, the A&O Committee hosted Accreditation Interviews session for each standard. (0.15.1)

The first full draft of the ISER was composed in summer 2019 and was reviewed by the A&O Committee. (0.16) The second draft came out in late fall of 2019. This draft was presented to all constituency groups for review and feedback. (0.17) The draft was posted online, and campus constituencies were invited to provide feedback via an online survey. (0.17.4) The A&O Committee hosted forums for each standard and the QFE. The ISER Flex Day workshop, conducted virtually due to the COVID-19 crisis, was well attended. (0.18) The feedback from the second draft was used to develop the final draft. First reading of the final ISER took place in May 2020 (0.19), and the second reading and approvals took place in August.

The Faculty Lead visited the February 7, 2019, Board Retreat to present an overview of accreditation and share how the Trustees can become more informed about the importance of accreditation. The Faculty Lead and the College President regularly gave Board of Trustees verbal updates on the campus accreditation progress as a part of their reports to the Board.



On March 17, 2020, the Board of Trustees approved resolution #2020-03-17-BOT01 COVID-19, authorizing the District to prepare and respond effectively to the Novel Coronavirus (COVID-19) Declaration of State of Emergency. ([0.20](#))

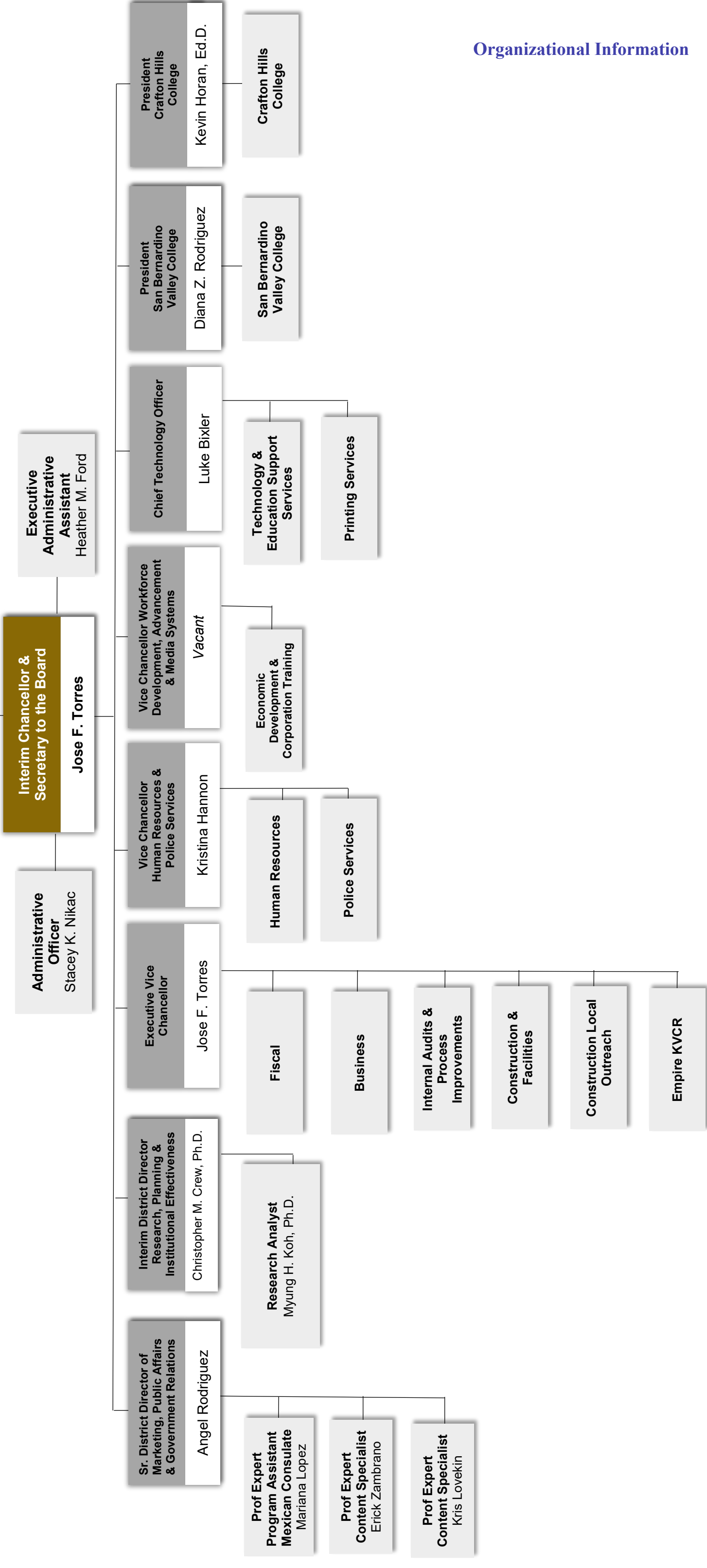
The COVID-19 crisis necessitated changes in practices, instruction, and services. SBVCs response to COVID-19 is addressed in the conclusion section of each standard.



# OFFICE OF THE CHANCELLOR

## Board of Trustees

<b>Chair</b> Dr. Anne Viricel	<b>Vice Chair</b> Dr. Stephanie Houston	<b>Clerk</b> Gloria Macias-Harrison	<b>Trustee</b> John Longville	<b>Trustee</b> Frank Reyes	<b>Trustee</b> Dr. Donald L. Singer	<b>Trustee</b> Joseph Williams	<b>Student Trustee</b> Alex Ramos Huaman, CHC Adrian Rios, SBVC
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# San Bernardino Valley College

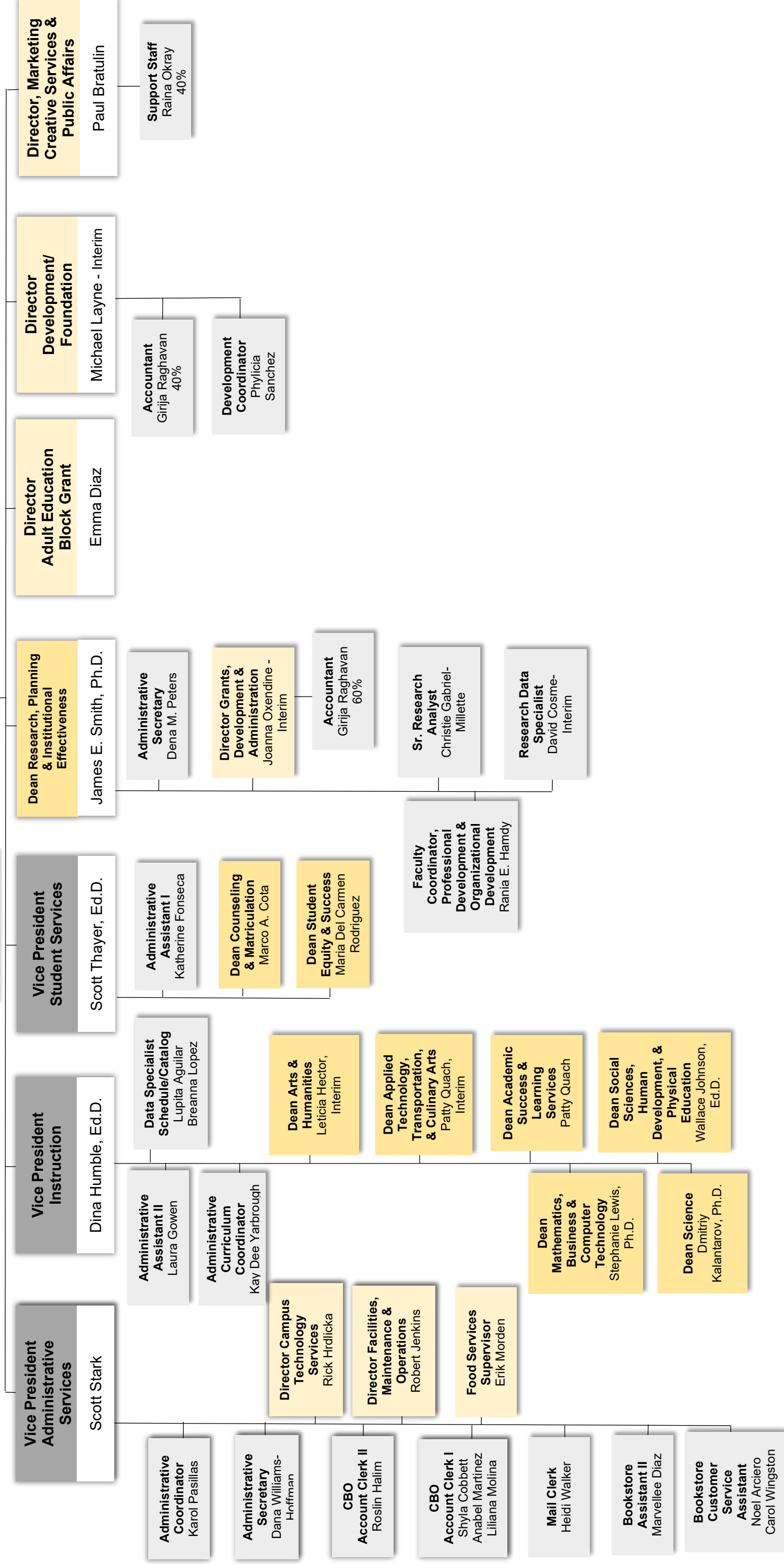


**Executive Administrative Assistant**  
Debby Gallagher

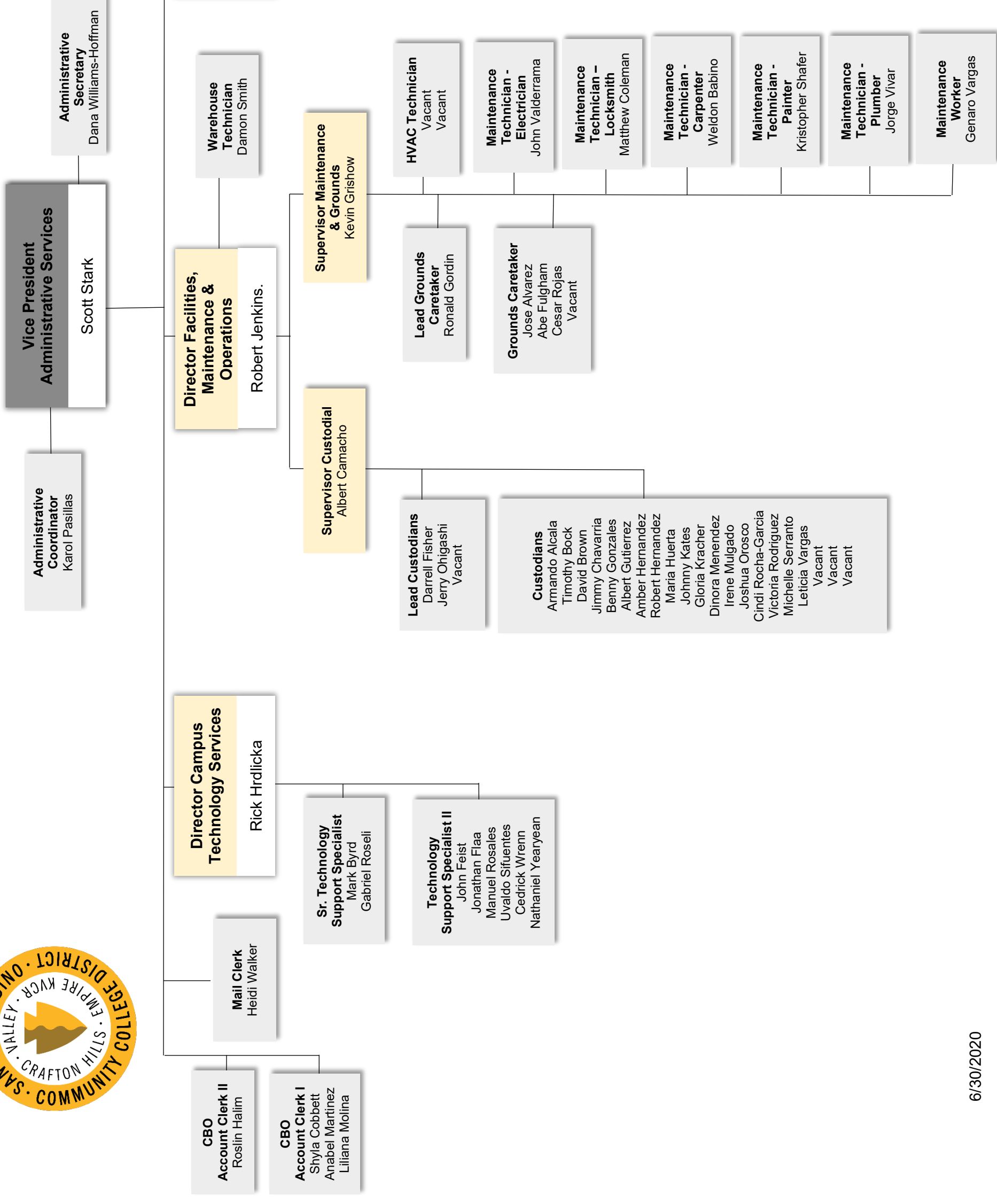
**Secretary II**  
Raina Okray 60%



**College President**  
Diana Z. Rodriguez



# San Bernardino Valley College

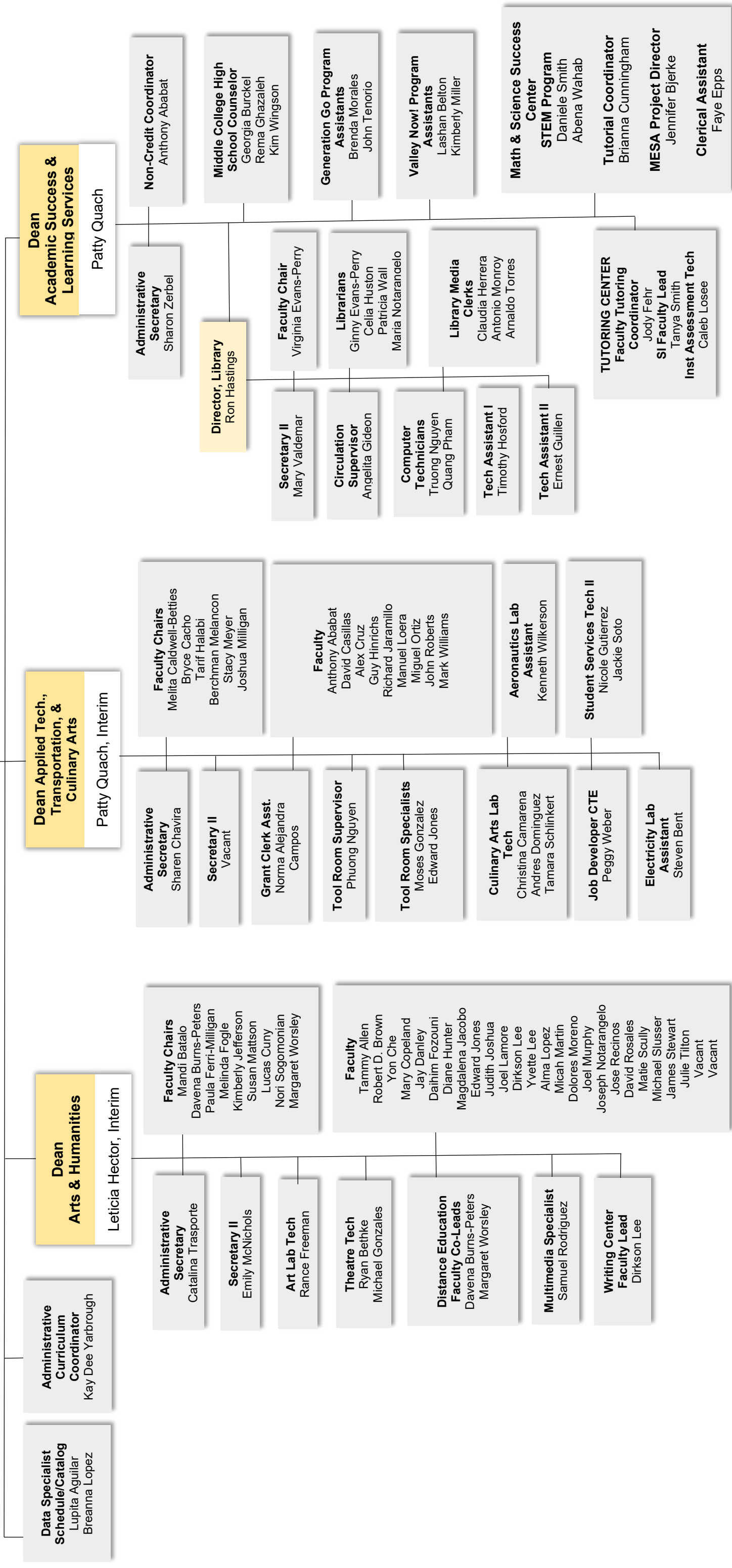


# San Bernardino Valley College



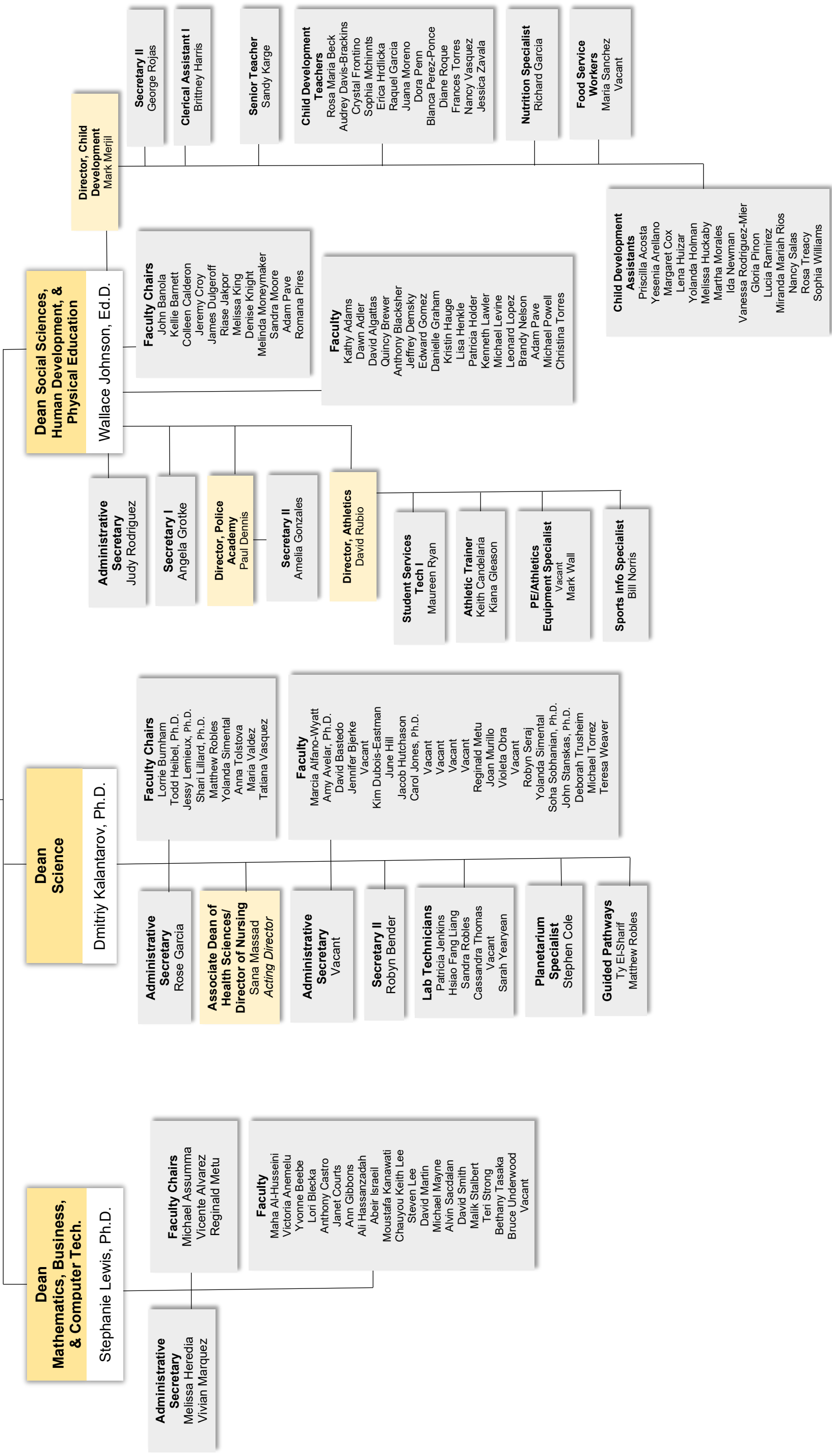
**Vice President Instruction**  
Dina Humble, Ed.D.

**Administrative Assistant II**  
Laura Gowen





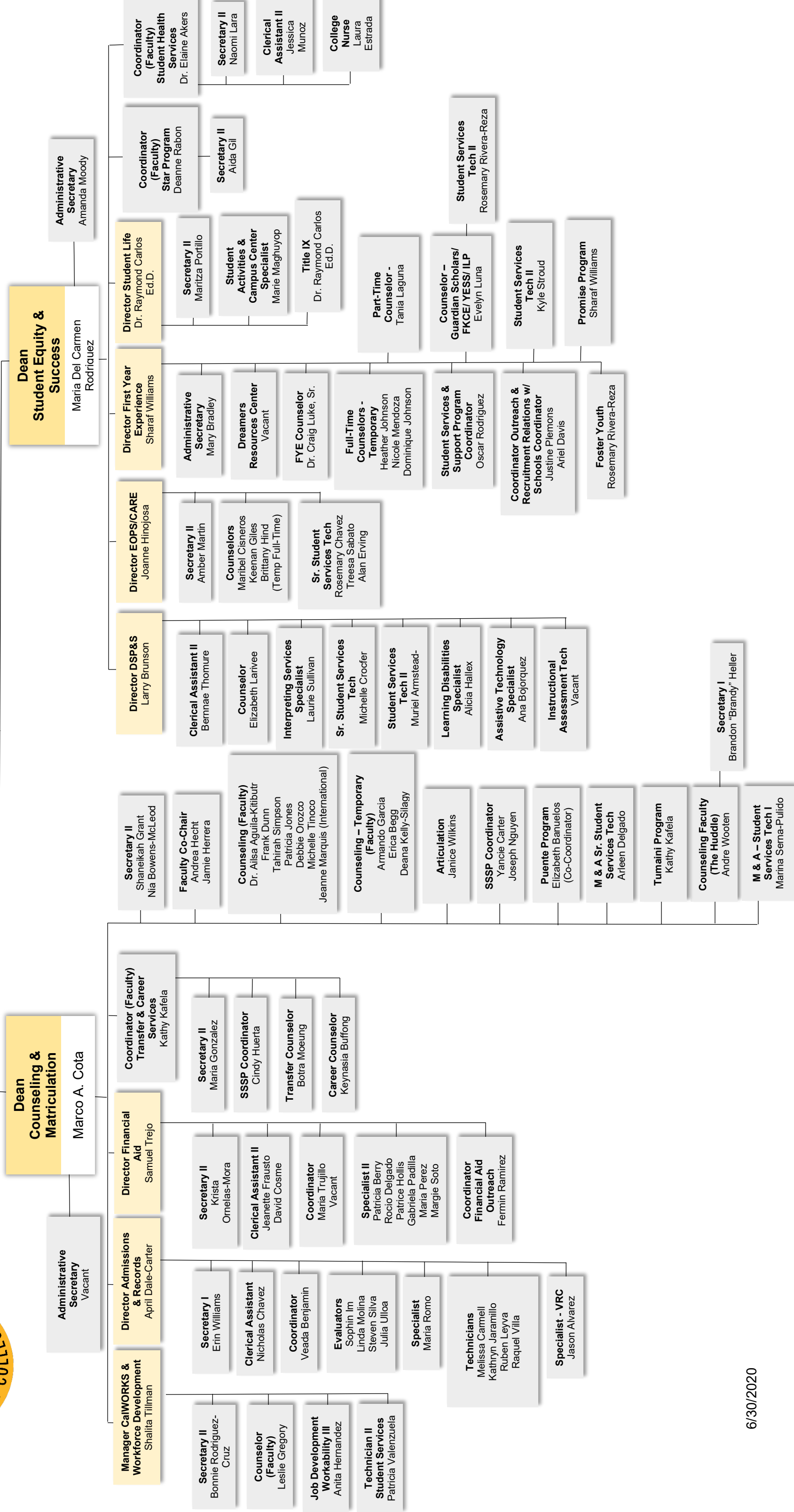
**Vice President Instruction**  
Dina Humble, Ed.D.



# San Bernardino Valley College



**Vice President Student Services**  
Scott W. Thayer, Ed.D.



## **Certification of Continued Compliance with Eligibility Requirements**

### **Eligibility Requirement 1: Authority**

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

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

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

### **Eligibility Requirement 2: Operational Status**

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

### **Eligibility Requirement 3: Degrees**

SBVC offers programs leading to 66 Associate of Arts (AA) and Associate of Science (AS) degrees, including 19 Transfer (AS-T and AA-T) degrees and 88 State approved, locally approved and non-credit certificates (effective fall 2018). Most courses satisfy the requirements for either majors or general education (GE).

### **Eligibility Requirement 4: Chief Executive Officer**

Ms. Diana Z. Rodriguez has served as the president of SBVC since her appointment by the Board of Trustees effective July 1, 2016. She does not serve on the Board of Trustees.

### **Eligibility Requirement 5: Financial Accountability**

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



## Certification of Continued Institutional Compliance with Commission Policies

San Bernardino Valley College certifies that it continues to be in compliance with the federal regulations noted below and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; institutional degrees and credits; transfer of credit; distance education and on correspondence education; representation of accredited status; student and public complaints against institutions; institution advertising, student recruitment, contractual relationships with non-regionally accredited organizations; and institutional compliance with Title IV.

### Public Notification of an Evaluation Team Visit and Third-Party Comment

*Regulation citation: 602.23(b).*

SBVC identifies all its accreditors in the College Catalog and on the Campus website. Contact information is available. The data of the ACCJC is listed on the Accreditation website along with a direct link for third-party comments

### Standards and Performance with Respect to Student Achievement

*Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).*

Table 5: Student Success Measure with Institutional Set Standards

Student Success Measure	2017-2018	2018-19	ISS	Goal
Course Completion*	67.00%	67.00%	66.82	67.68
Course Retention	88.60%	88.40%	84.88%	88.28%
Certificates Awarded	344	599	330.86	554.47
Degrees Awarded*	1305	1294	1289.60	1355.74
Transfers to CSU	454	411	417.33	453.34
Transfers to UC	69	66	66.09	68.58
Total Transfers	785	745	753.40	796.60
Completed Transfer-Level Math Within the First Year	7.00%	7.00%	5.88%	6.99%
Completed Transfer-Level English Within the Frist Year	10.00%	10.00%	8.51%	9.08%
Completed Transfer-Level Math and English Within the First Year	3.00%	3.00%	2.32%	2.78%
*Average Number of Units Accumulated by Associate Degree Earners	93	96	95.41	92.59
Retained from Fall to Spring	72.90%	67.10%	67.70%	72.39%
Attained the Living Wage, Year the Student Exited	52.00%	55.00%	49.55%	54.45%

Nursing (licensure pass rate)	87.00%	85.33%	80.33%	87.22%
Psych Tech (licensure pass)	76.00%	79.00%	76.37%	82.97%
<b>Job Placement</b>				
/Student Success Measure	2017-2018	2018-19	ISS	Goal
Business Management	78.13%	86.67%	78.74%	88.17%
Computer and information SCI, General	75.00%	81.82%	69.67%	83.32%
Environmental Control Tech HVAC	45.45%	84.00%	45.66%	85.50%
Manufacturing and industrial tech	88.89%	76.92%	61.71%	78.42%
Water and Wastewater Tech	86.87%	83.78%	58.60%	85.28%
Pharmacy Tech	50.00%	94.75%	52.24%	96.25%
Library Technology	100.00%	85.71%	72.51%	87.21%
Administration of Justice	84.20%	85.71%	76.70%	87.21%

As required by Commission policy, SBVC identifies and reports on student achievement standards annually. The College first defined these standards in 2013. Student Achievement Standards are described in detail in Standards I.A.2. and I.B.3., as well as in the Introduction chapter of the Institutional Self-Evaluation Report (ISER). As described in Standard I.A.2. and I.B.3., and throughout the ISER, this information is reported regularly across the campus and used in evaluating how well the institution fulfill its mission, to determine needed changes and for allocating resources.

SBVCs Program Efficacy process requires instructional departments to examine elements of student achievement such as success and retention rates. This process is described throughout the ISER, especially in Standards I.A.2., I.B.3. and II.A.2. Each program looks at these rates and disaggregates them by race, ethnicity, and other demographic elements. CTE programs engage in the process every other year.

### Credits, Program Length, and Tuition

*Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.*

Academic credit is given in semester units based on the Carnegie Unit Value (CUV) system and Title 5 of the California Code of Regulations (CCR) minimum standards. One credit hour of work is equivalent to one hour of lecture or three hours of laboratory per week based on a term of 18 weeks. Information regarding academic credit is published in SBVCs catalog. SBVC complies with this policy. The College conforms to the 60-unit semester credit-hour standard. Requirements are on page 33 in the College Catalog ([0.21](#)). Graduation requirements for the AA degree have the following criteria:

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

SBVC ensures that a credit hour meets accepted academic expectations through BP/AP4020 Program and Curriculum Development (4.11). The definition of a credit hour is on page 10 of SBVCs catalog. SBVC has established procedures to ensure that curriculum complies with the definition of “credit hour” or “clock hour,” where applicable. SBVCs Curriculum Committee ensures that a credit hour meets accepted academic expectations. SBVC complies with the ACCJC’s assessment of clock-to-credit-hour conversion formula.

### **Transfer Policies**

*Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).*

BP/AP4050 Articulation and BP/AP4235 Credit by Examination are publicly available on the District’s website. (0.22, 0.23)

The SBVC College Catalog (p.13) Transfer of Credit and the College website about the acceptance of transfer credit meet associate degree requirements and policies on transfer to upper-division curricula.

Part II Certificate, Degree, and Transfer of the SBVC College Catalog (pp. 39-47) the College’s website, about the acceptance of coursework meet associate degree requirements and policies on transfer to upper-division curricula, such as Intersegmental General Education Transfer Curriculum (IGETC) or California State University General Education (CSUGE).

Students are also provided with a variety of transfer services and resources through the [Transfer and Career Center](#) to guide them in the transfer process. (0.24) Student may also learn about Transfer-of-credit policies during student orientations, counseling appointments, and the development of student education plans specific to their majors and chosen transfer institution.

The [Transfer Guidebook](#) is a comprehensive guide to transfer services, events, and planning for transfer to four-year institutions. (0.25)

### **Distance Education and Correspondence Education**

*Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.*

Distance education (DE) offerings at SBVC do not alter or supplant the mission of the College; those offerings are a way of advancing SBVCs mission by using technology to increase student access to quality education and services that support a diverse community of learners. One of SBVCs strategic direction and goals—initiatives that grow out of the mission—is

“access.” Thus, there is a clear correspondence between the mission of SBVC, its strategic goals, and the existence of courses approved for DE delivery. (0.27)

All courses are the same in content, rigor, and quality, regardless of the mode of delivery. DE courses adhere to the course outline of record. SBVC requires that all courses proposed for DE delivery be separately reviewed and approved by the Curriculum Committee, a standing committee of the Academic Senate, before being forwarded to the Board of Trustees for final approval.

### **Student Complaints**

*Regulation citations: 602.16(a)(1)(ix); 668.43.*

The College Catalog provides information on major policies affecting students on pages 30-31 of the 2018-2019 College Catalog. (0.26) This information can also be found on the [SBVC website](#). (0.28) SBVC affirms its policy to provide fair and equitable treatment to students and employees in an effort to prohibit retaliation or discrimination on the basis of ethnic group identification, national origin, religion, age, gender, race, color, ancestry, sexual orientation, physical or mental disability.

SBVC is committed to nondiscrimination. The nondiscrimination policy can be found on page 17 of the College Catalog (0.29). SBVCs goal is to provide equal opportunities for all community members in all areas of the College, including admission, student financing, student support facilities and activities, and employment. Federal laws and SBCCD policies strictly prohibit all types of discrimination, including sexual harassment and inequities based on race, color, religion, gender, age, marital status, physical disabilities, mental impairments, or sexual orientation. SBVC is further committed to overcoming gender discrimination and gender stereotyping in vocational education programs. In addition, the lack of English language skills is not a barrier to admission and participation in vocational education programs. Information regarding SBCCD’s Unlawful Discrimination and Sexual Harassment policies and forms are located on SBCCD’s website (0.30), as are SBCCD’s Informal and Formal Complaint Forms (0.31) that SBVC uses to intake and track student complaints. The complaint forms and related policies are in the human resources area of SBCCD’s website. (0.32)

Students are encouraged to resolve complaints at the appropriate level of the dispute. Any student complaint about a grade, instructor, or course should be first made to the instructor involved. However, should this approach fail or be inappropriate, students may submit a written complaint through the faculty chair or the division dean, or students may use SBCCD’s Informal and Formal Complaint Forms. Once received, the complaint is forwarded to the appropriate College official for review, and the complaint receives a response as soon as possible. For matters regarding grade appeals, student grievances, discrimination, or sexual harassment, please refer to SBVCs policies relating to those matters. The student complaint process is currently being updated. For more information on the student complaint process, please refer to the SBCCD BP5530 Student Rights and Grievances. (0.33) The Title IX Brochure (0.34) contains valuable information on discrimination and harassment processes.

Sexual harassment of students or employees in the academic and work environments violates both federal and state law and District policy BP/AP3430 Prohibition of Harassment ([0.35](#)), and it is not tolerated. It also violates the law and policy to retaliate against any individuals for filing a complaint of sexual harassment or for participation in the investigation or resolution of a formal or informal written or oral complaint of sexual harassment. Unlawful harassment on the basis of sex includes, but is not limited to, classroom conditions, grades, academic standing, scholarships, recommendations, employment opportunities, disciplinary action, or any other aspects of college life within the control of SBCCD.

The policy on sexual harassment can be found on the [SBVC website](#). ([0.36](#))

### **Institutional Disclosure and Advertising and Recruitment Materials**

*Regulation citations: 602.16(a)(1)(vii); 668.6.*

#### **Evaluation Items:**

SBVC complies with this policy through the College Catalog ([0.37](#)), class schedules ([0.38](#)), College's website, and other forms of social media. SBVC uses several forms of institutional advertising to ensure integrity and responsibility in marketing, student recruitment, and representation of the College's accredited status to prospective and current students. The following list is an overview of how SBVC promotes its educational programs on and off campus:

#### **Advertising, Publications, and Promotional Literature**

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

The catalog is revised and reissued every year. The catalog is available in print and online. Catalog Addendums are published online as necessary.

#### **Student Recruitment for Admissions**

SBVC relies on qualified faculty and classified professionals who are knowledgeable about the College's admissions policies and procedures for financial aid. The Outreach and Recruitment Office is the primary recruitment unit on campus ([0.39](#)). The Outreach and Recruitment Office's objective is to provide prospective and current students with access to SBVC through recruitment and outreach efforts in the local community. The Outreach and Recruitment Office disseminates admissions information, major sheets, and other SBVC information at feeder high schools and community events. Under the direction of the outreach coordinator, trained student ambassadors serve as representatives at college fairs, community events, and high school visits. Together, the outreach coordinator and student ambassadors work to assist current and prospective students with admissions and successfully transitioning into college.

The campus website includes information on gainful employment for degrees and certificates. Gainful employment information includes program costs, licensure rates, and links to the occupational summary on O\*.net (0.40).

### Representation of ACCJC Accredited Status

SBVC maintains its accreditation status and informs the public of accreditation activities via the SBVC website. (0.41) The current accreditation status with the ACCJC is also published in the College Catalog. Additionally, the College Catalog includes statements that “SBVCs Nursing Program is approved by the California Board of Registered Nursing and accredited by the Accreditation Commission for Education in Nursing.” (0.42)

### Title IV Compliance

*Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.*

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

Table 6: Three-Year Official Cohort Default Rates

THREE-YEAR OFFICIAL COHORT DEFAULT RATES			
FISCAL YEAR	2016	2015	2014
Default rate	10.70%	11.50%	6.60%
Number in default	10	19	4
Number in repayment	93	165	60

<https://nces.ed.gov/collegenavigator/?q=sanbernardino+valley+college&s=all&z=92410@zd=0@of=3&id=123527#fedloans>

### Evidence List

- 0.1 [From Jantzen to Jenson](#)
- 0.2 [SBVC Working Through the Years 1976-1992](#)
- 0.3 [FEMA](#)
- 0.4 [Measure P and Measure M](#)
- 0.5 [LEED Certification](#)
- 0.6 [Campus Map](#)
- 0.7 [SBVC Website - Our History](#)
- 0.8 [Measure CC](#)
- 0.9 [COVID Communication](#)
- 0.9.1 [March 13 Email Public Health Updates on Coronavirus](#)

- 0.9.2 [Classes during the week of 3.23.2020 email](#)
- 0.9.3 [COVID-19 March 18 email](#)
- 0.9.4 [Task Force Meeting Minutes](#)
- 0.9.5 [Training and Resources for Online email](#)
- 0.10 [Big Bear Mountain Centers](#)
- 0.11 [Police Academies](#)
- 0.12 [Accreditation and Outcomes Committee](#)
- 0.13 [Minutes 9.12.18 re: Standard Chairs](#)
- 0.14 [Accreditation Committee Input](#)
- 0.14.1 [Minutes 9.27.18 re: Committee Input](#)
- 0.14.2 [SSSP agenda 2018-11-15](#)
- 0.15 [4.5.19 email re: Accreditation Interviews](#)
- 0.15.1 [4.16.19 email re: Accreditation Interviews](#)
- 0.16 [9.17.19 Minutes re: Summer draft](#)
- 0.17 [ISER Draft Review](#)
- 0.17.1 [1.23.20 ASG Agenda- ISER Review](#)
- 0.17.2 [2.14.20 Classified Senate Agenda- ISER](#)
- 0.17.3 [1.15.20 Academic Senate Quick Minutes](#)
- 0.18 [ISER Forums](#)
- 0.18.1 [2.11.20 Email – Forums](#)
- 0.18.2 [Standard III Forum Presentation](#)
- 0.18.3 [4.6.20 Email Flex Day Forum](#)
- 0.19 [ISER First Read Email Announcement](#)
- 0.20 [3.17.2020 BOT Meeting Minutes](#)
- 0.21 [Page 33 of Catalog - Credit Hour](#)
- 0.22 [BP/AP4050 Articulation](#)
- 0.23 [BP/AP4235 Credit by Examination](#)
- 0.24 [Transfer and Career Center](#)
- 0.25 [Transfer Guidebook](#)
- 0.26 [30-31 of the 2018-2019 College Catalog. Student Complaints](#)
- 0.27 [SBVC Strategic Direction and Goals – DE](#)
- 0.28 [Student Complaints](#)
- 0.29 [Page 17 of the College Catalog - Non-Discrimination](#)
- 0.30 [SBCCD's Unlawful Discrimination and Sexual Harassment policies and forms](#)
- 0.31 [SBCCD's Informal and Formal Complaint Forms](#)
- 0.32 [HR Compliance Hotline](#)
- 0.33 [BP5530 Student Rights and Grievances](#)
- 0.34 [Title IX Brochure](#)
- 0.35.1 [AP3430 Prohibition of Harassment](#)
- 0.35.2 [BP3430 Prohibition of Harassment](#)
- 0.36 [SBVC Website - Sexual Harassment Policy](#)

0.37	<a href="#">College Catalog</a>
0.38	<a href="#">Schedule of Classes</a>
0.39	<a href="#">Office of Outreach and Recruitment</a>
0.40	<a href="#">Gainful Employment</a>
0.41	<a href="#">Accreditation Status</a>
0.42	<a href="#">Accreditation Status - Nursing and other external</a>

## Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

**The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, classified staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.**

### I.A. Mission

**I.A.1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)**

#### Evidence of Meeting the Standard

The mission of San Bernardino Valley College (SBVC).

*“San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.”*

The mission meets the standard by describing:

- the campus’s broad educational purpose, which includes providing students the opportunity to earn certificates and degrees, transfer to four-year institutions, job readiness, workforce development, and improved quality of life;
- the student population as diverse learners in the Inland Empire, as evidenced by the student demographics in the introduction;



- the types of Degrees and Credentials available at the college, certificate, degree, transfer degrees; and,
- SBVCs commitment to student learning and achievement as providing a high-quality education and services, using innovative instruction and services.

### Analysis and Evaluation

The campus mission statement includes all elements described in Standard I.A.1. The mission is reaffirmed and supplemented by SBVCs vision and values, which reiterate the campus's commitment to educational quality, student population, and community. (1.1)

**I.A.2. The institution uses data to determine how effectively it is accomplishing its mission and whether the mission directs institutional priorities in meeting the educational needs of students.**

### Evidence of Meeting the Standard

The campus uses data provided by the [Office of Research Planning and Institutional Effectiveness \(ORPIE\)](#) to determine how the campus is meeting the mission (1.2). ORPIE collects and analyzes data on success, persistence, graduation, transfer, outcomes, institution self-standards, certification pass rates, job placement, earnings and the socio-economic/demographic data for our student and community populations. (1.3) Data is reported out and discussed at collegial consultation committees, community meetings, and Board of Trustee meetings. (1.4)

Mission related data sets are used to set and measure institutional priorities, such as offering dual and concurrent enrollment, adult education, and growing an equity minded culture. Data from ORPIE, SWF Labor Market Analysis, and environmental scan and gap analysis, support program growth and workforce development. Baking, Cyber Security, Sterile Process, Pharmacy Technician and Workforce Readiness. (Generation Go!) are among the new or developing programs that have been established to meet industry needs. (1.5, 1.6)

The campus mission is at the heart of Program Review processes, which include program efficacy, EMP Sheets, and needs assessment. Campus departments complete EMP Sheets annually and program efficacy every four years. These data rich processes examine student success, retention, and completion, enrollment and students served, student demographics, and services to students as appropriate. Program efficacy and EMP Sheets (1.7) lead to improvement in instruction and services, increase access for students, and prioritization of program growth and needs.

ORPIE receives research requests for individuals, departments, and committees and preforms customized datasets and surveys to meet their research needs (1.8).

### Analysis and Evaluation

ORPIEs habitual data collection, reports and presentations, contain the depth and breadth needed to fully evaluate how effectively the campus is achieving its mission. ORPIE maintains a website

containing comprehensive local, state, and national data that is relevant to the institution and its mission. The Office’s mission, like the campus mission focuses on continuous improvement and achievement.

*“The mission of Research, Planning and Institutional Effectiveness is to provide leadership for continuous improvement of academic achievement and institutional excellence by coordinating the college's planning and accreditation processes, offering opportunity and support for the professional development of employees, assisting members of the college community with program evaluation, and providing data to support decision-making.” (1.9)*

SBVC effectively uses data to evaluate the campus mission, set mission driven priorities, and meet the educations needs of students.

**I.A.3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goal for student learning and achievement.**

**Evidence of Meeting the Standard**

The SBVC Planning Model (1.10) demonstrates the importance of the mission as its base.

The SBVC Strategic Goals and Objectives (0.27) and the SBVC Educational Master Plan (1.12) were formulated using the mission statement as the foundation. The Strategic Goals and Objectives identify six themes that link the mission to planning. These Strategic Goals and Objectives drive and inform the campus Program Review process. The SBVC Facilities Master Plan (FMP) (1.13) and the SBVC Technology Strategic Plan (1.16) also stem from the mission.

Programs, divisions, and departments demonstrate their alignment with the mission of SBVC through the Program Review efficacy and needs assessment processes. (1.17) In program efficacy, programs are asked to respond to the statement, “The program has a mission, and it links clearly with the institutional mission.” Program responses are evaluated to see if they meet or do not meet the rubric for alignment with the campus mission. Programs must successfully complete program efficacy and submit EMP Sheets to participate in needs assessment. Both needs assessment and program efficacy are linked to SBVCs strategic planning in that programs must identify which strategic initiatives they are working to achieve. Institutional planning uses the documents from Program Review (See I.B.5) to guide decision making. Program Review needs assessment recommends and prioritizes growth positions for faculty and classified professionals as well as equipment, technology, facilities, and budget needs.

The SBVC Budget Committee uses data to make recommendations that align resource allocations with resource planning, utilizing the college mission, institutional planning documents, and Program Review recommendations. Annually, the SBVC Budget Committee identifies one-time funding to support campus growth in technology, facilities, equipment and budget increases. College Council allocates these funds based on the needs assessment prioritization lists from the Program Review Committee. Based on annual reoccurrence or projected future need, College Council will recommend that one-time budget requests be integrated into the annual budget. (1.18)

## Analysis and Evaluation

The mission of San Bernardino Valley College is the focal point for all planning activities on campus. SBVC Strategic Goals and Objectives support the campus mission. The campus embeds the mission, goals, and initiatives in its planning model, Program Review process, and major campus documents.

**I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)**

## Evidence of Meeting the Standard

SBVCs mission statement appears on all major publications including but not limited to the College Catalog, Schedule of Classes, Educational Master Plan, and [Campus Website](#). The mission appears on recruiting materials, campus flyers, and division/department publications. The campus mission is embedded into the campus Program Review processes. (1.17) An email signature generator that includes the mission statement is available to all campus employees.

The campus mission statement was collegially developed and approved by the Board of Trustees on March 10, 2016, and is periodically reviewed by major campus committees. (1.19)

## Analysis and Evaluation

The SBVC mission statement is approved by the Board of Trustees and is widely distributed to the campus community. The mission statement is periodically reviewed by campus constituencies.

## Conclusions on Standard I.A. Mission

SBVCs mission statement is broadly disseminated and shows the campus's commitment to student learning and achievement. Campus decision-making processes are tied to the mission of the college. The campus collects and analyzes data that reflects the values stated in the campus mission. The campus applies knowledge gained from data analysis to improve instruction and support services and create a culture of continuous improvement.

## Improvement Plan(s)

### Evidence List

- 1.1 [Mission Statement, tenants, and values](#)
- 1.2 [ORPIE Home Page](#)
- 1.3 [ORPIE Reports Page](#)
- 1.3.1 [Campus Climate Surveys](#)
- 1.3.2 [State Certification Pass Rates](#)
- 1.3.3 [EOPS Report](#)

- 1.4 [Reports to the Board of Trustees](#)
- 1.5 [IE-DRC Regional Labor Market Analysis](#)
- 1.6 [Environmental Scan and Gap Analysis 8 2016](#)
- 1.7 [EMP Sheets](#)
- 1.8 [Research Requests](#)
- 1.9 [ORPIE Mission](#)
- 1.10 [SBVC Planning Model](#)
- 1.12 [Educational Master Plan](#)
- 1.13 [Facilities Master Plan](#)
- 1.14 [Success Rate Cohort Groups](#)
- 1.16 [SBVC Technology Plan](#)
- 1.17 [Program Efficacy Alignment with Mission](#)
- 1.17.1 [Program Efficacy Process \(pp10-16\)](#)
- 1.17.2 [Admission and Records 2017-2018 pp 57](#)
- 1.17.3 [Diesel 2018-2019 p. 22](#)
- 1.17.4 [Physics/Astronomy/Observatory 2015-2016 p. 22](#)
- 1.18 [Needs Assessment](#)
- 1.18.1 [Needs Assessment Process \(pp. 2-4\)](#)
- 1.18.2 [2.12.2020 College Council Agenda](#)
- 1.18.3 [1.23.19 College Council Minutes](#)
- 1.19 [BOT Agenda 3/10/16](#)

## **I.B. Assuring Academic Quality and Institutional Effectiveness**

### **Academic Quality**

**I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.**

#### **Evidence of Meeting the Standard**

San Bernardino Valley College (SBVC) continually engages in substantive dialogue in an atmosphere of mutual respect.

Student outcomes (SLOs/PLOs/ILOs) are discussed at the department, and division level, in the Accreditation and Outcomes (A&O) Committee, Academic Senate, and College Council, and at all faculty/campus meetings and through professional development activities. [\(2.1\)](#)

Preparation of the Basic Skills Plans, SSSP Plans, and Student Equity Plans involve dialog in planning committees, governance committees, District, and Board of Trustees. [\(2.2\)](#)

Additionally, the development of these plans encourages dialog between SBVC and our sister campus Crafton Hills College (CHC).

Dialog on student equity is prevalent throughout the campus. In 2016/2017 SBVC hosted a three-part workshop series off campus to focus on strategic planning through a cultural competency lens. The first workshop focused on understanding equity, access, success facilitated by Rondine Macadaeg from Elevate Tomorrow. The following two workshops facilitated by Denice Inciong and Bri Hays from the RP Group, incorporated the equity and cultural competency framework into the strategic plan. (2.3)

Recreating the Paradigm, an innovative all-day workshop in May 2019, focused on reimagining campus processes to further statewide initiatives such as Guided Pathways, AB 705, and Vision for Success. (2.3)

In August 2019, a team of nine faculty and one administrator attended the workshop Equity in the Classroom presented by USC Rossiter School of Education, Center for Education. The “CUE Team” as they call themselves, presented information at the Academic Senate Retreat and at the all faculty meeting on opening day. (2.4)

The Arts, Lecture, and Diversity Committee is sponsoring equity minded events that are representative of the campus’ diverse student population including the following; Art, Allies & Activism: Supporting Migrant Communities with Favianna Rodriguez; Nahuatl Language Workshop; Dennis Biddle, former Negro league baseball player; themed film festivals and Illusions of ASL, a live theater that combines ASL language, performance; and storytelling. (2.5)

Dialog around academic quality, institutional effectiveness, and continuous improvement of student learning and achievement takes place at all levels of the campus and the District. These include the following:

- Through developing major planning documents such as the Educational Master Plan (EMP) (1.12), Strategic Goals and Objectives (2.6), and Facilities Master Plan, (FMP) (1.13);
- When developing grant applications;
- Through the use of EMP Sheets (1.7);
- Through targeted research and analysis such as development and analysis of assessment cut scores, and the success and achievement of cohort groups (1.14); and
- In governance and planning meetings.

Dialog regarding student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement culminates in our Program Review process which is discussed in detail later in this standard.

Further evidence of dialog on student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement includes trainings from ASCCC on AB705 and Guided Pathways; Gregory Stoup’s presentation on ways to re-think student success and equity for fall 2015 opening day and a follow-up visit to continue dialog on spring

2016 opening day. Dr. Vincent Tinto's speech on student persistence and completion on opening day Fall 2016, Rondine Macadaeg's speech on cultural competency in fall 2017; Dr. Wood's presentation "Teaching Men of Color" at the all-faculty meeting on opening day fall 2018; and Dr. Harris's follow-up training on use of "Teaching Men of Color" modules in spring 2019. (2.7)

## Analysis and Evaluation

SBVC has a robust governance and committee structure as detailed in AP2510 Collegial Consultation (2.8), which is inclusive of all constituency groups with representatives from administration, classified professionals, and faculty included in the committee membership. Student representatives are included on major committees, such as College Council, Curriculum, Program Review, and A&O Committee. Community input is sought through Advisory Groups, Focus Groups, and Bi-Annual Community meetings. District and campus leaders have initiated discussion regarding providing students with small stipends to attend campus meetings and search committees to inspire greater participation. All-campus governance and planning meetings are open to the public. The SBVC Communication Chart shows how dialog and dissemination of information takes place. The SBVC Planning Model (1.10) further supports that planning and dialog is centered on the campus mission and strategic goals and objectives.

### **I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)**

#### Evidence of Meeting the Standard

Outcomes (SLOs/PLOs/ILOs/SAOs) are under the purview of the faculty and processes for the establishment, assessment, and evaluation of outcomes are included in the charge of the A&O Committee whose membership is comprised of all campus constituencies. Outcomes processes are documented in the Outcomes Handbook. (2.9)

Outcomes for non-instructional areas are written by discipline faculty. In 2018, the establishment of instructional outcomes was moved from an independent process and aligned with the curriculum process. Instructional outcomes are created when a new course or program is established through the campus curriculum process. SLOs are a part of the course outline of record and appear on class syllabi. PLOs are listed in the catalog. Changes to SLOs or PLOs are made through the Content Review Process. (2.10)

In 2018, the A&O Committee developed the SLO Rubric to provide guidance for discipline faculty who are writing SLOs. The SLO Rubric ensures that SLO contain four components; SLOs are student centered, SLOs are measurable, SLOs contain action verbs, and that SLOs are related to course objectives and content. The SLO Rubric was adopted by the Academic Senate. As part of the curriculum process, SLOs and PLOs are review by faculty serving on the A&O Committee. SLOs and PLOs are evaluated for adherence to the SLO Rubric. (2.11)

It is the current philosophy of SBVC to practice "3E" assessment every semester for every course and section. SLO data is reported in the SLO Cloud. Along with the data, the SLO Cloud can collect assessment methodologies and faculty reflections on instruction and assessment. The SLO Cloud maps course data to PLOs based on mapping sheets completed by discipline experts.

The SLO Cloud can create longitudinal reports for courses and programs that display outcome success rates, assessment methodologies, and faculty reflections. SLO Cloud reports can be generated by semester, by academic year, and for a three-year period. SLO data can also be exported by campus, division or department and disaggregated by course section number. The SLO Cloud contains data going back to fall 2013.

SLO assessment data and reports are used for evaluation of SLOs and PLOs. SLOs evaluation started as an independent paper process that occurred at least once during a three-year period. In 2018, SLO evaluation was aligned with Program Review’s program efficacy process (2.12), which occurs every four years. Program efficacy’s focus on SLOs has progressed as the campus culture on outcomes has moved forward, for example:

Table 7: Program Efficacy Rubric for SLOs

Year	Program Efficacy Rubric for SLOs
2016-2017	Program <b>has demonstrated</b> that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to area services is <b>complete</b> .
2017-2018	Program <b>has demonstrated</b> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs)
2018-2019	Program <b>has demonstrated</b> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).
2019-2020	<p>Program <b>has demonstrated</b> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs). And</p> <p>Program <b>has demonstrated</b> that it has analyzed disaggregated data for at least two highly relevant Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).</p>

SAOs assessment and evaluation for student and administrative services are currently taking place within the department or division. SAOs and SAO assessment methodologies were established for all student and administrative services departments in fall 2015. Staffing changes, departmental reorganizations, and the addition and deletion of programs has created gaps in SAO assessment and reporting. These gaps are identified and remedied through the Program Review process. Student and administrative services areas who do not meet the Program Efficacy Rubric for SAOs are placed on conditional or probationary status until the rubric is met. (2.13) The process for outcomes development, assessment, evaluation, and continuous quality improvement is documented in the Outcomes Handbook. The most recent version of the Outcomes Handbook was developed by the A&O Committee in 2018/2019 and adopted by the Academic Senate.

## Analysis and Evaluation

The SBVC Outcomes Handbook offers guidelines for developing outcomes at the course, program, and service area level, and describes the processes by which outcomes are defined and assessed.

Using the SLO Rubric faculty defines learning outcomes for all instructional programs and courses during the curriculum process. Content Review for CTE programs takes place every two years and takes place every six years for non-CTE courses. The SLO Rubric was implemented in Spring 2019 thus, not all SLOs have been evaluated using SLO Rubric.

One hundred percent of courses have SLOs and SLOs are evaluated through the Program Review process. Course SLOs are to be assessed every semester and the data reported in the SLO Cloud. The SLO Cloud report shows that campus has data for 91.9 percent courses (2.14). This is in part due to special circumstances created by open entry, open exit non-credit labs and stacked courses. Often these course sections, which must remain open for the entire semester, have no registrations and falsely appear on the SLO Cloud report as unassessed. SBVC is also experiencing a culture shift due to contract negotiations to compensate full-time and adjunct faculty for outcomes assessment. (2.15) In 2013, full-time faculty salaries were augmented to include outcomes work, and adjunct faculty who chose to work on SLOs could be compensated on an hourly basis. In spring 2019, adjunct salaries were negotiated to include assessment and reporting of outcomes. Another recent change in “3E” assessment concerns building a culture of assessment or clear assessment expectations for the summer months. Some courses, offered only in summer and taught by adjuncts, have limited assessment data (2.16). The A&O Committee is working towards closing these gaps by messaging the contractual and philosophical expectations of SLO assessment and offering professional development opportunities on writing SLO’s, reporting SLO data, retrieving reports from the SLO Cloud, and data disaggregation workshops. (2.17) Data collected at the course-level is mapped to Certificates and Degree Program Level Outcomes (PLOs). The SLO Cloud houses longitudinal data and faculty reflections from fall 2013 forward. The SLO Cloud has the capacity to generate reports for courses and programs by semester, academic year, three-year period or all available data. The report consists of composite data for SLOs/PLOS for the reporting period, assessment methodologies as available, and faculty reflections. (2.18)

All programs are to do a thorough analysis and evaluation of SLOs/PLOs/SAOs as a part of their Program efficacy cycle. Program efficacy occurs every four years, with a mini review for career technical programs to be completed two years after their full efficacy.

**I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission assesses how well it is achieving them in pursuit of continuous improvement and publishes this information. (ER 11)**

## Evidence of Meeting the Standard

In February 2014, the Academic Senate finalized the initial group of institution-set standards. They included set standards for course completion rates, number of degrees awarded, number of certificates awarded, and number of students who transferred to four-year colleges. The standards boundaries for the set standards were established to be one standard deviation below



the mean over a seven-year period. College Council endorsed the institution-set standards on March 12, 2014. For Distance Education Courses, the set standard is the state average for DE courses.

In 2019, the A&O Committee revised institution-set standards and set the goal at one standard deviation below the three-year mean. The revised institution-set standards include a floor, which we will not go below, and a stretch goal to encourage campus growth. The revised institution-set standards were adopted by the Academic Senate on April 17, 2019, and by College Council on April 24, 2019 ([2.19](#))

Institution-set standards are documented annually in the ACCJC Annual Report. The annual Institution set-standard data can be viewed on ACCJC Annual Reports ([2.20](#)) which are developed by Office of Research Planning and Institutional Effectiveness (ORPIE) with the support the A&O Committee and disseminated to College Council and Academic Senate.

There is one instance where the college fell below the institution-set standard for certificates awarded. This triggered analysis by the ORPIE, A&O Committee and Academic Senate. It was determined and reported to College Council and Academic Senate that the dip below the institution-set standard was an aberration, caused by more students being awarded degrees than certificates that year. The campus met the institution-set standard the following year and continues to do so. ([2.20](#))

### Analysis and Evaluation

The development and establishment of institution-set standards have been collegially developed and approved by the Academic Senate, College Council, and A&O committee.

Institution-set standards are embedded in SBVCs assessment culture. The campus used the institution-set standard formula to measure progress on Strategic Goals and Objectives ([0.27](#)), including but not limited to:

- 2.5 Improve performance on all Student Success Scorecard measures
- 2.6.5 Increase success rate of transfer level courses; and
- 2.6.6 Increase the percentage of students who succeed in CTE courses and programs

Institution-set standards, along with stretch goals and timelines, are published in the Strategic Plan ([2.6](#)) and Educational Master Plan. ([1.12](#))

**I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.**

### Evidence of Meeting the Standard

The progression of planning utilizes the campus mission, Strategic Goals and Objectives, Program Review, EMP, EMP Sheets, FMP, institution-set standards, Outcomes, Campus Technology Strategic Plan, Professional Development Plan ([2.21](#)) as well as SBCCD's imperatives, and California's Vision for Success to improve institutional effectiveness. Each of

these plans uses data to measure how the plan is supporting student learning and achievement. For instance, EMP Data Sheets have five-year data sets on student success, retention data, and number of degrees and certificates awarded. This data is used by instructional programs to establish and evaluate departmental goals, reflect on opportunities and challenges, and create action plans. Student and administrative services areas utilize programmatic data sets in EMP Sheets for the same purpose.

Additionally, the dean of ORPIE habitually hosts campus and community forums ([2.22](#)) via flex-day meetings to discuss student success and presents at Academic Senate and College Council to capture emerging themes and concerns on campus.

Strategic planning on the SBVC campus has a long history starting in 1999. The first comprehensive plan was a five-year plan spanning the years between 2008 and 2013. This Strategic Plan was constructed primarily around goals and activities. The Strategic Plan 2014-2019 was built on the previous plan and contains six strategic initiatives to support a revised mission and vision and includes more contextual narrative than previous plans ([2.6](#)). Development of the plan included broad-based input from every campus constituency, and on-campus and off-campus stakeholders. To accommodate all voices, there were over 200 measurable goals tied to the six strategic initiatives. College Council reviewed the 2014-2019 Strategic plan during the 2018-19 school year establishing which goals have been met, which goals were unmet, and which goals were obsolete. ([2.23](#)) The 200 measurable goals were reviewed by College Council and in community forms and reduced to 42 measurable goals. The six strategic initiatives and their goals were aligned with campus processes, Vision for Success goals, the Student-Centered Funding Formula, and SBCCD Strategic Goals and KPIs ([2.24](#)).

### Analysis and Evaluation

The College Mission statement forms the foundation for setting goals, objectives, and planning priorities through its planning documents, grant applications, Program Review, needs assessments and an abundance of subject-specific reports that support student success and achievement driven by qualitative and quantitative data.

Through analysis of the 2014-2019 Strategic Plan, its many goals, and the alignment exercise, ORPIE drafted the SBVC Planning Handbook. The handbook details the strategic planning process and demonstrates how campus plans and processes align with and support each other ([2.25](#)).

### Institutional Effectiveness

**I.B.5. The institution assesses accomplishment of its mission through Program Review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.**

## Evidence of Meeting the Standard

The institution assesses the accomplishment of its mission through Program Review. Program Review requires that programs complete EMP Sheets annually, provide an in-depth program efficacy report every four years, and conducts an annual needs assessment process (2.26).

The EMP Sheets (2.27) include planning statements that evaluate goals and objectives in light of the student access and performance data. Access and performance data include student demographics, course retention, course success, and an assessment of student learning outcomes (SLOs). The EMP Sheets are used as an evaluation tool by the Program Review Committee with regard to program efficacy and needs assessment. ORPIE engages in conversations with the Program Review and A&O Committees about how best to include SLO/SAO assessment data in the EMP data/planning sheets. Over the years, the EMPs have undergone several changes. In 2010, student services programs were included. In 2017, SLOs and SAOs were included in the datasheets. Each program receives an updated data sheet annually. Current and historical EMP Sheets are available on the [ORPIE website](#). (2.27)

Program efficacy evaluation is framed by the college's strategic initiatives and incorporates the programs' EMP data and dialogue that is updated and submitted to the PRPIC each fall (2.28). Full-efficacy reviews require areas to address the following through both data analysis and anecdotal evidence:

- Increase Access (programs address service to demographic makeup of the college and pattern of services);
- Promote Student Success (programs provide data/analysis demonstrating achievement of instructional or service success and analysis of SLOs/SAOs/PLOs);
- Improve Communication, Culture & Climate (program demonstrates and analyzes communication efforts with college and community and demonstrates and analyzes its impact on culture and climate);
- Maintain Leadership and Promote Professional Development (program demonstrates currency in professional development activities);
- Evaluate effectively and provide accountability (program provides mission/statement of purpose that is linked to the college's and provides data analysis of productivity, evidence of program's relevance/currency—specifically curriculum for instructional programs and incorporates program weaknesses and challenges into planning); and
- Facilities (program evaluates sustainability of physical environment for its program).

Program efficacy requires departments/programs to submit their EMPs as part of the review process. Departments/programs evaluate their effectiveness through analysis of FTES, duplicated enrollment, FTFE, WSCH, student success and retention, percent of online enrollment, degrees awarded, and certificates awarded. Department/program planning is linked to data analysis, anticipated challenges and opportunities, SAO/SLO/PLO assessment, and previous progress on department/program goals (1.17, 2.28).

During the 2017-18 academic year, the Academic Senate voted to align SLO/PLO/SAO reporting processes with program efficacy in order to eliminate duplication of reporting. At that

time, departments reported on their SLO/PLO/SAO progress, assessments, and findings on a three-year cycle. Beginning in fall 2017, this cycle was aligned with the four-year Program Review cycle, and departments now submit evidence to the Program Review Committee, via the efficacy process so that each course and program has completed a summary evaluation at least once during the four-year review cycle (2.29).

The Program Review Committee conducts an annual campus-wide needs assessment each fall. Programs' requests for budget, equipment, faculty or classified professionals are evaluated and ranked to inform college decision-making. Request for technology or facilities are forwarded to committees charged with evaluating those requests. (2.30) The results of the Needs assessment Program Review Rankings are sent via email to the entire campus. Results are also posted on the Program Review website. (2.31) Needs assessment is tied to department/program efficacy; departments/programs are required to address how the content of their latest program efficacy Report and current EMP data support their requests.

### Analysis and Evaluation

The Program Review Process is transparent, and all documents (efficacy reports, needs assessment requests, committee minutes, etc.) are posted on the college's Program Review website. (2.32)

The Faculty and Administrative Co-Chairs of the Program Review Committee are members of College Council where they take part in planning, issue management, and communication for college governance issues. The Faculty Co-Chair is a member of the Academic Senate and regularly informs that constituency of Program Review processes and outcomes. (2.33, 2.34)

The Program Review Committee is charged with evaluating the effectiveness of programs and services. The current efficacy cycle for full review is every four years. However, in order to comply with Title 5 regulations, CTE programs are required to review their programs every two years (2.26). Committee membership requires area representation and is comprised of at least three Vice Presidents or their designees, as appointed by the President, 10 percent faculty representation by Division, at least three classified professionals as appointed by Classified Senate/CSEA, and one student (2.34).

**I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.**

### Evidence of Meeting the Standard

SBVC collects aggregate learning outcomes data at the course-level, which allows for disaggregation at the section level. Faculty are able to disaggregate and analyze data by mode of delivery, day or time of instruction, upper division vs. lower division, analyze student performance in gateway and capstone courses, linked courses, cohort groups, accelerated courses, short term vs. full term courses and any other way faculty find relevant to their courses and programs. (2.35) Course-level SLO data are mapped up to PLOs. Faculty have the

opportunity to compare and evaluate program outcomes for certificates and degrees and analyze the underlying courses. (2.36) Faculty can disaggregate and evaluate SLOs using quantitative data and/or incorporate faculty reflections to identify challenges, successes, and improve the quality of teaching and learning.

Advisory committees in CTE programs meet regularly to evaluate program practices and recommend ways to improve instructional programs. (2.37)

ORPIE utilizes disaggregated achievement data that is integrated into planning processes throughout the institution. For instance, student achievement data can be found in EMPs, Program efficacy, STEM data, SSSP reporting, and strategic goals and initiatives. (1.3)

Every three years, the campus prepares a formal Student Equity Report. This report includes data disaggregated by all student demographics including race, gender, age, foster youth, LGBTIA, and veteran status. The report identifies groups that are disproportionately impacted on key performance metrics and specifies which support programs will address the gaps. (2.38)

### Analysis and Evaluation

Initially, disaggregation took place at the campus level with periodic reporting on SLOs for all courses disaggregated by mode of delivery. Departments report on SLOs once every four years as a part of program efficacy. As data collection in the SLO Cloud began in 2014, it took several years for departments to gather enough data for thorough evaluations. Analysis of disaggregated SLO data began to appear in program efficacy documents in 2017. As of 2019-2020 program efficacy has included disaggregation of SLO data in its evaluation rubrics. (2.35)

ORPIE makes regular reports that analyze student-success scorecard, now Vision for Success data. Reports are made to the Academic Senate, College Council, and the Board of Trustees. Strengths and weaknesses are discussed with respect to the disaggregated data. Student Equity Reports are prepared every three years, and ORPIE makes presentations at community meetings addressing enrollment and success rates. The ORPIE website contains campus planning documents, survey results, and data reports on such key indicators as demographics, enrollment, graduation, and student success. Each year the campus holds a campus and community meeting where scorecard and student equity data are presented along with plans for partnerships, instructional programs, and student success programs. ORPIE has standing items on the College Council agenda for strategic planning and Educational Master planning where data is discussed in terms of planning priorities. (2.22)

With the implementation of AB 705, analysis of math and English achievement was used to estimate the increases in resources for tutoring and supplemental instruction that would be needed. (2.39)

**I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.**

## Evidence of Meeting the Standard

SBVC evaluates its policies and practices based on the timelines established within a plan and/or by the responsible committee.

Board policies and Administrative Policies are overseen by District Assembly and are reviewed in accordance with AP2410 Board policies & Administrative Procedure. This review process also ensures that governance processes, outlined in AP2510 Collegial Consultation are regularly reviewed. (2.33, 2.8)

Instructional programs and student and learning support services complete EMP Sheets annually. All areas on campus that do not have a program efficacy rating of 'probation' and have current EMP Sheets are able to participate in needs assessment to identify and prioritize needed resources. With the mission at its center program efficacy evaluates all administrative, instructional, and student and learning support services areas.

The Program Review Committee seeks anecdotal feedback from participants annually and uses the information refine and perfect committee processes. The Program Review Committee will be conducting a campus wide survey on program review processes in fall 2019. All campus committees are given a committee self-evaluation at the end of the academic year. Committee surveys are compiled and reported to College Council. (2.40)

Campus Climate Surveys provide insight from management, faculty, classified professionals, and student regarding the scope and quality of campus programs and services. Campus Climate surveys are conducted every year. They are distributed in two phases: (1) students and faculty during spring semester and (2) classified professionals and managers during summer months. (1.3.1)

## Analysis and Evaluation

SBVC engages in evaluation of policies, procedures, instructional and student support services. On the first day of every semester, the president and executive team visit each Division meeting to hear feedback about campus policies and practices.

**I.B.8. The institution broadly communicates the results of all its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.**

## Evidence of Meeting the Standard

Campus collegial consultation processes are designed to disseminate information, including assessment and evaluation activities, across campus. When representatives report out to their membership and constituencies, the information flows to all constituent groups, divisions, and departments. (2.41, 2.8) Additionally, committee agendas and minutes are posted online and available for review by all interested parties.

The Program Review Committee posts online all program efficacy materials, including outcome evaluation and achievement data, and needs assessment results (2.32). CORs are available through CurricUNET. (2.42) The ORPIE provides access to student achievement data and assessment reports. (1.4). Board of Trustee meetings, Campus and Community meetings, and SBVC Foundation meetings are opportunities to convey information to the public. The President's Report to the Board of Trustees, and the Chancellor's Chat are emailed to the entire campus. (2.43)

## Analysis and Evaluation

SBVC has processes in place to facilitate communication and create a shared understanding of the institution's strengths and weaknesses. Although the channels to distribute information are present, Campus Climate Surveys indicate that not all SBVC employees feel they are well informed. To address this, committee members are being reminded that reporting out to their constituencies is part of their committee responsibilities. (2.44)

**I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates Program Review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)**

## Evidence of Meeting the Standard

Institutional planning and evaluation are cyclical and recurs at established intervals. For instance, the Strategic Plan and Objectives, EMP, FMP, and Campus Technology Plan are on a five-year cycle and include short- and long-range planning objectives. Such plans are fluid and can be updated as necessary but undergo a thorough evaluation and review that begins during the last year of the plan's cycle (2.25).

Curriculum content review for courses and programs take place every seven years, except for CTE programs, which undergo content review every two years. (2.45)

Program Review needs assessment is conducted annually, and program efficacy is conducted every four years except for CTE programs, which alternate between a full program efficacy and a mini efficacy report every second year. (2.26)

SLOs are aligned with both Content Review and Program Review processes.

The campus standing committee structure is evaluated every two years to ensure that committees are relevant to the campus mission and have the appropriate campus membership. Often starting in the Academic Senate, committee deletions, committee additions, or changes to a committee mission or membership are collegially discussed and an updated campus committee structure is forwarded to College Council for further discussion and adoption. These changes can be established out of cycle should the need arise. (2.46)

## Analysis and Evaluation

Program Review is central to campus planning. With the campus mission at its core, program efficacy acts as a touchstone for all departments on campus. Through program efficacy, departments verify that their curriculum is up to date and the catalog is accurate; evaluate student success, retention, and outcomes, conduct analysis on equity and access, and engage in short-term and long-range planning. The Program Review committee follows a department's progress on planning goals annually through EMP Sheets and from efficacy report to efficacy report. Program's efficacy status, analysis of data student performance data, and progress on planning goals is a factor in the needs assessment process, which is directly tied to allocation of campus resources.

All committees on campus complete a Committee Self-Evaluation Survey every year and uses the data to improve internal processes and communication. (2.40) The Program Review committee evaluates and improves its processes annually.

## Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness

The Program Review Committee evaluates the student achievement data and planning statements for all instructional, student services, and administrative services programs. The planning sections of the EMP sheets are expected to highlight what to expand that lead to activities that lead to successful outcomes and to make changes to activities that lead to declines in success. The committee evaluates the data and planning statements and makes recommendations. Quantitative and qualitative data are disaggregated and discussed by the committee (E2.5.3 Program Review meeting minutes). The committee also organizes training sessions for program representatives to make them aware of "best practices" for using data for planning that leads to a cycle of continuous improvement. Training sessions focus on the unique approaches used by particular divisions—instructional, student services, and administrative services. Evaluations/recommendations are tailored to the division and program type and instructional mode of delivery.

Although the COVID-19 pandemic resulted in the majority of employees working from home it did not interrupt the campus collegial consultation process or the essential work of the campus, such as Program Review processes or other campus processes. The Program Review Committee already utilized Canvas to organize and share documents. The Program Review Committee continued its normal meeting pattern using Zoom and spring 20 program efficacy was completed on schedule. The Curriculum Committee continued the content review processes and course and program additions and deletions (2.47).

Communication improved during the pandemic. Informational emails were sent out with regular frequency, and the emergency alert system was utilized for communicating important news flashes to employees and students. The college president established bi-weekly campus updates. Meetings saw greater attendance. It is unknown at this time exactly why there was an upswing in communication and attendance; perhaps uncertainty and isolation brought on by the pandemic and work at home encouraged employees to seek out information and interaction. (0.9, 2.47)



## Improvement Plan(s)

SBVC second Quality Focus Essay project will focus on the Program Review processes

*Goal 1. Conduct an in-depth evaluation of the current Program Review process.*

*Goal 4. Ensure college-wide participation and linkage to student learning, strategic planning, and resource allocation through an effective and vetted process.*

## Evidence List

- 2.1 [Representative Samples of Dialogue re: Outcomes](#)
- 2.1.1 [Reading Program Efficacy](#)
- 2.1.2 [Aeronautics Program Efficacy](#)
- 2.1.3 [Academic Senate Meeting 1.16.19 Summer Assessment of SLOs](#)
- 2.1.4 [Adjunct Orientation Fall 2017](#)
- 2.1.5 [Outcomes Handbook p. 8](#)
- 2.1.6 [A&O Committee Agenda 1.21.2020](#)
- 2.1.7 [ILO Alignment with Campus Climate Surveys](#)
- 2.2 [5.1.19 Academic Senate Agenda](#)
- 2.3 [Representative Dialogue of Equity](#)
- 2.3.1 [Strategic Planning through a Culturally Competent Lens](#)
- 2.3.2 [Teaching Men of Color](#)
- 2.4 [Cue Team Meeting](#)
- 2.5.1 [Nahuatl Language Workshop](#)
- 2.5.2 [Dennis Biddle](#)
- 2.5.3 [F. Rodriguez](#)
- 2.5.4 [Illusions of ASL](#)
- 2.6 [Strategic Goals and Objectives 2014-2019](#)
- 2.7 [Representative Sample of Presentations](#)
- 2.7.1 [Fall 2018 Opening Day Presentations pp. 17-19](#)
- 2.7.2 [Fall 2019 Opening Day Presentations pp. 48](#)
- 2.7.3 [Equity Minded Teaching at SBVC All Faculty Meeting 8.16.19](#)
- 2.8 [AP2510 Collegial Consultation](#)
- 2.9 [Outcomes Handbook](#)
- 2.10 [Outcomes Handbook p. 10](#)
- 2.11 [SLO Rubric](#)
- 2.11.1 [Curriculum Committee Minutes 11.25.19](#)
- 2.12 [Recommendation of Program Review and ASLO Committee to Academic Senate](#)
- 2.13 [SAO Assessment Examples](#)
- 2.13.1 [Food Services Committee Evaluation SP19](#)
- 2.13.2 [CalWORKS Efficacy Team Report SP20](#)
- 2.14 [Number of Courses Assessed](#)
- 2.15 [SBCCDTA 2019-2020 Agreement p. 15 Article 10 E](#)
- 2.16 [1.16.18 Academic Senate Agenda](#)

- 2.17 [Outcomes Training](#)
- 2.17.1 [SLO Disaggregation Workshop](#)
- 2.17.2 [What's Happening in Professional Development](#)
- 2.18.1 [SLOCloud Course Data Collection](#)
- 2.18.2 [SLO Cloud 2013-2014 Course Report](#)
- 2.19 [Institution Set Standards](#)
- 2.19.1 [College Council Minutes 9/12/18 p. 6](#)
- 2.19.2 [Academic Senate Minutes 4/17/2019 p. 9](#)
- 2.20 [ACCJC Annual Reports](#)
- 2.21 [Professional Development Plan](#)
- 2.22 [Community Meetings](#)
- 2.23 [College Council Minutes re: Strategic Plan Update](#)
- 2.23.1 [April 24, 2019 CC Minutes](#)
- 2.23.2 [May 22, 2019 CC Agenda](#)
- 2.23.3 [8/28/2019 Minutes](#)
- 2.24 [Strategic Plan Update Spreadsheet May 22, 2019 CC Attachment](#)
- 2.25 [Draft SBVC Planning Handbook](#)
- 2.26 [Efficacy Rotation Chart](#)
- 2.27 [ORPIE Website EMP Sheets](#)
- 2.28 [Efficacy Reporting \(Institutional Program Review Report - 2018-19\)](#)
- 2.29 [Moved SLO/PLO/SAO evaluation to Program Review Efficacy Cycle \(March 3, 2017 meeting minutes\)](#)
- 2.30 [Needs Assessment Rankings and Requests](#)
- 2.30.1 [Needs Assessment Requests \(2019-20\)](#)
- 2.30.2 [Needs Assessment Requests \(2016-17\) pp. 6-10](#)
- 2.30.3 [Program Review Minutes 11.17.17](#)
- 2.31.1 [Needs Assessment Reporting to the Campus \(2017-18—Institutional Program Review Report—pp. 5-9\)](#)
- 2.31.2 [Needs Assessment Requests \(2017-18\) p. 5-9](#)
- 2.31.3 [Program Review Minutes 11/2/18](#)
- 2.32 [Program Review Website](#)
- 2.33 [BP/AP 2410 Board Policies and Administrative Procedures](#)
- 2.34 [Academic Senate Roster](#)
- 2.35 [Sample Disaggregated SLO Data](#)
- 2.35.1 [Library Technology Program Efficacy 2017 p. 398-401](#)
- 2.35.2 [Architecture Program Efficacy 2018 p. 10-14](#)
- 2.35.3 [Philosophy and Religious Studies PR Team Report SP2020](#)
- 2.35.4 [Physics PR Team Report Final Revised](#)
- 2.36.1 [SLO to PLO Map – Astronomy](#)
- 2.36.2 [SLO to PLO Map - Machine Trades](#)
- 2.37 [Advisory Committee Minutes](#)
- 2.37.1 [5.8.18 Library Technology Program Advisory Minutes](#)
- 2.37.2 [Auto Advisory Meeting 2016](#)
- 2.37.3 [AERO Advisory Meeting Minutes 121929](#)
- 2.37.4 [Culinary Arts Advisory Agenda Jan 2020](#)

- 2.37.5 [Diesel Advisory Committee Meeting Minutes Sept 2017](#)
- 2.37.6 [Electricity Electronics Advisory minutes May 2019](#)
- 2.37.7 [Aero Advisory Meeting Minutes 121919](#)
- 2.38 [Equity Report and Equity Coals](#)
- 2.38.1 [Student Equity Report](#)
- 2.38.2 [Student Equity Goals](#)
- 2.38.3 [Student Equity Presentation to College Council 5.19](#)
- 2.39 [AB705 Data and Analysis](#)
- 2.39.1 [AB705-Basic Skills Presentation](#)
- 2.39.2 [AB 705 English Reading Presentation](#)
- 2.39.3 [2020-03-04 Academic Senate Minutes pp.65-68](#)
- 2.39.4 [2019-5-1 Student Equity Plan Presentation p. 8](#)
- 2.39.5 [ASCCC AB-705 Presentation](#)
- 2.40.1 [Program Review Minutes 4.20.18](#)
- 2.40.2 [Draft FA20 Program Review Survey](#)
- 2.40.3 [Minutes 5/3/19 Committee Self-Evaluation](#)
- 2.41 [Committees Structure 2020-2022](#)
- 2.42 [Sample Course Outlines of Record](#)
- 2.42.1 [COR AERO 646](#)
- 2.42.2 [COR CHEM205](#)
- 2.42.3 [COR MUS117D](#)
- 2.42.4 [COR ECON 200](#)
- 2.42.5 [COR SDEV 102](#)
- 2.43 [Reports to BOT, Foundation, Community](#)
- 2.43.1 [President's Report to the BOT November 2018](#)
- 2.43.2 [President's Report to the BOT July2018](#)
- 2.43.3 [Chancellor's Chat May 2017](#)
- 2.43.4 [Chancellor's Email - Year of Impact December 2018](#)
- 2.44.1 [Academic Senate Minutes](#)
- 2.44.2 [Academic Senate Minutes 4.18.18 p.2](#)
- 2.45 [Curriculum Handbook](#)
- 2.46 [College Council and Academic Senate Minutes re: Committees](#)
- 2.46.1 [Academic Senate Minutes 10-4-17](#)
- 2.46.2 [Academic Senate Agenda](#)
- 2.47 [COVID Meeting emails for Program Review and Curriculum](#)
- 2.47.1 [Curriculum Needs Email 3.20.2020](#)
- 2.47.2 [Program Review Meetings2.43 SP20 Online](#)

## I.C. Institutional Integrity

**I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all its accreditors. (ER 20)**

### Evidence of Meeting the Standard

SBVC ensures that information related to its mission, outcomes, educational programs, and student support services is accurate and readily available to the public. The College Catalog, schedule of classes, and website are the main sources of information regarding San Bernardino Valley College's (SBVC) educational programs and institutional policies. SBVC's accreditation status is published in the catalog. ([3.1](#), [3.2](#))

Processes are in place to ensure the accuracy of the information published including, but not limited to, catalog development processes conducted by the Office of Instruction, verification of information by Dean's Cabinet, and email to Department Chairs. Program Review serves as another check point. Program efficacy includes a section on Relevance and Currency, Articulation of Curriculum, which includes the question "Review all mentions of your area in the catalog. Is the information given accurate? If not, briefly identify the areas that will be revised ([3.3](#))

SBVC completes and submits all required reports to the Accreditation Commission, California Community Colleges Chancellor's Office (CCCCO), state and federal governments, and any other body requiring information about the College. SBVC maintains its accreditation status and informs the public of accreditation activities via the SBVC website. The current accreditation status with the ACCJC is also published in the 2019-2020 College Catalog (page 5). Additionally, the College Catalog includes statements that "SBVC's Nursing Program is approved by the California Board of Registered Nursing and accredited by the Accreditation Commission for Education in Nursing." ([3.2](#))

### Analysis and Evaluation

Information on SBVC's mission, outcomes, educational programs, student services and accreditation status are accurate. The campus has processes and checks and balances in place to ensure integrity of information. SBVC welcomes accreditation site visit teams and will aid and support to peer evaluators so that they may perform their duties.

**I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements." (ER 20)**

## Evidence of Meeting the Standard

SBVC publishes a print and online catalog annually. Catalog information is reviewed by administration, faculty, and staff to ensure that information published in the catalog is accurate. The program efficacy process also ensures catalog accuracy by requiring departments to review the catalog information for their area and submitting updates to the Office of Instruction. (3.4) As changes occur, addendums are published with curriculum updates as needed throughout the year. Archived college catalogs can be found in the SBVC Library and are also posted on the college's webpage.

Table 8: Guide to Catalog Information

Requirement	SBVC College Catalog 2019-2020 Page #s
Name, address of institution	Title Page
Mission statement	Title Page
Accreditation status	Page 3
Course, program, and degree offerings	Page 49-306
PLOs for programs and degrees	Page 49-306
Academic calendar and program length	Back Cover
Academic freedom statement	Page 20
Available financial aid	Page 31-32
Available learning resources	Page 22-30
Names and degrees of administrators and faculty	Page 308-313
Names of board members	Page 1
Admissions	Page 5-7
Student fees and financial obligations	Page 9
Degree, certificate, graduation, and transfer	Page 39-47
Academic regulations, academic honesty	Page 33-34
Non-discrimination	Page 20
Acceptance of credits and transfer	Page 15-18
Transcripts	Page 12
Grievance and complaint procedures	Page 36-38
Sexual harassment	Page 20
Refund of fees	Page 10

Courses are included in GE requirements based on the philosophy of GE as articulated in a statement on page 39 of the 2019-2020 College Catalog. (3.1) These courses are in alignment with the CSU system and IGETC requirements for GE. The statement also delineates ILOs derived from this rationale for GE.

## Analysis and Evaluation

The SBVC catalog is updated annually and is available in print and on SBVCs website for easy access. Deans and faculty chairs are required to ensure consistency between the information appearing in print and online. (3.3) Students are encouraged to meet with their counselors on a regular basis to facilitate understanding of requirements and to be updated on recent information not yet reflected in print media. Program Review process verifies accuracy of catalog information during the program efficacy phase. (3.4)

**I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)**

**Evidence of Meeting the Standard**

SBVC reports student achievement data to current and prospective students, campus, District and community in a variety of ways. The Office of Research Planning and Institutional Effectiveness (ORPIE) prepares student achievement reports and presents the information to campus constituencies, at community meetings, and reports to the Board of Trustee. Additionally, the ORPIE website posts these reports for public viewing. ORPIE website also includes data on student success and graduation rates by department. (1.3)

The District Office of Research, Planning, and Institutional Effectiveness (DORPIE) publish Key Performance Indicators on Student Success, Enrollment and Access. (3.5)

The SLO Cloud generates success reports on outcomes by class, certificate, or degree. (3.6) This outcomes data is utilized for EMP Sheets and program efficacy, which are available for public viewing.

**Analysis and Evaluation**

SBVC documents, evaluates and disseminates information on student learning and achievement to campus and District constituencies, current and prospective students, and the public. Student learning and achievement reports and data are available for viewing on the ORPIE website and presented and discussed at campus, District and community meetings.

**I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.**

**Evidence of Meeting the Standard**

Part II of the SBVC Catalog provides comprehensive information on general requirements for certificates degree, transfer and transfer. (3.7) The catalog further details discipline specific requirements for certificates and degrees, including a description of the discipline, discipline degree or certificate requirements, and Program Learning Outcomes.

Comprehensive and discipline specific information on general requirements for certificates degree, transfer and transfer is distributed by the Counseling office and published in department brochures. (3.8)

This information is also available on the campus website. (3.9) SBVC implemented an interactive online catalog developed using CourseLeaf in spring 2020.

SBVC is currently working toward Guided Pathways (GP) implementation whereby each path is clearly articulated for students. When completed, GP will be available in the College Catalog and campus website. ([3.10](#))

### Analysis and Evaluation

SBVC provides descriptions of certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes in a variety of publications and modalities.

**I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.**

### Evidence of Meeting the Standard

The review cycle for Board policies (BPs) and Administrative Procedures (APs) is governed by AP2410 Board Policies & Administrative Procedures and administered through District Assembly, an advisory committee with representation across constituencies from SBVC, CHC, and the District. AP2410 Board Policies & Administrative Procedures ensures that BPs and APs are reviewed by the appropriate departments and constituency groups at both campuses and the District before being forwarded to the Board of Trustees for approval. ([2.33](#))

Internal policies and procedures such as Program Review, Curriculum, Outcomes processes and Student Equity practices are reviewed and updated by campus governance groups and through the campus committee structure. For instance, the Curriculum and Program Review committees operate under the authority of the Academic Senate. Both committees perform a self-evaluation of both their committee and their processes and report to the Academic Senate on an ongoing basis. ([2.40](#)) Changes to processes, committee charge, or membership are brought to the Academic Senate for consideration and approval. ([2.12](#), [3.11](#))

Publication of the College Catalog includes multiple checkpoints to verify accuracy prior to publication including the Office of Instruction, Office of Student Services, Deans, and Department Chairs. ([2.40](#)) Verification of catalog information is also included as part of the Program Review process. ([3.4](#))

The Strategic Planning Handbook and Accreditation Review Cycle, both currently in draft format, will document review cycles local plans and processes. ([2.25](#), [3.12](#))

### Analysis and Evaluation

SBVC regularly reviews institutional policies, plans, procedures, and publications to assure integrity in all representations of its mission, programs, and services. The campus has checks and balances through AP2410 Board Policies & Administrative Procedures ([2.33](#)) and local practices to ensure that policies, plans, procedures, and publications are accurate and up to date.

**I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.**

## Evidence of Meeting the Standard

SBVC informs all students, current, prospective and international of campus tuition and fees via the printed and online College Catalog, the Admissions and Records, and Financial Aid websites. Information on tuition and fees is also available in the Counseling office. (3.15) Tools available include a Net Costs Calculator, Gainful Employment information by discipline that include the estimated cost of tuition, fees, and instructional materials. (0.40) The exact cost of textbooks by course and section are available on the SBVC Bookstore website. (3.16)

SBVC submits comprehensive data to the IPEDS National Center for Education that are used to inform estimates on the costs of rent and transportation in the City of San Bernardino. The IPEDS summary paper informs students of these costs of living as well as costs for tuition, fees, and an estimated annual cost for textbooks. (3.16)

## Analysis and Evaluation

San Bernardino Valley College accurately informs current and prospective students of the total cost of education, including tuition, fees, and other required expenses, including textbooks and other instructional materials using a variety of resources and modalities.

**I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing Board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)**

## Evidence of Meeting the Standard

Academic Freedom is ensured by BP4030 Academic Freedom. BP4030 is regularly reviewed as per AP2410 Board Policies & Administrative Procedures and can be brought forward for review at any time. (3.17)

SBVC reiterates its commitment to Academic Freedom in the SBVC print and online catalogs. Additionally, SBCCTA contract with the SBCCD addresses academic freedom on p.11. SBVC provides faculty and students with the freedom to explore all knowledge appropriate to their discipline.

## Analysis and Evaluation

SBVC policies, procedures and ethics statements make clear the institution's commitment to the free pursuit and dissemination of knowledge. SBVC supports an environment of intellectual freedom for all constituencies.

**I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.**



## Evidence of Meeting the Standard

Student behavior and conduct on campus and in the classroom, plagiarism, cheating, fabrication, and disciplinary action are listed under the SBVC Catalog heading of Student Rights and Responsibilities. (3.18) Student Rights and Responsibilities are also available on the SBVC Website (3.19), the Student Handbook (3.20), and the Online Student Handbook. (3.21)

Student Conduct is governed by BP/AP5500 Standards of Student Conduct (3.22) and AP5520 Student Discipline. (3.23) AP3430 Prohibition of Harassment (3.24), and AP3435 Discrimination and Harassment Investigations (3.25) may also be applied to student conduct should a student's action meet the criteria for discrimination or harassment.

## Analysis and Evaluation

SBVC maintains and publishes their policies on academic honesty, intellectual integrity, and student conduct for all students regardless of the modality in which a course is delivered. Ninety-three percent of students who responded to the 2017-2018 Student Campus Climate Survey agreed or strongly agreed that faculty are clear about the rules regarding academic honesty. (3.26)

**I.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

## Evidence of Meeting the Standard

The **Faculty Ethics Statement** (3.27) encourages faculty to distinguish between personal convictions and professional views, stating that faculty should “show due respect for the opinions and diversity of others through the exchange of constructive criticism and ideas of their colleagues.”

Faculty have a responsibility to students to

- Encourage intellectual curiosity and the pursuit of learning,
- Demonstrate respect for students as individuals, and
- Respect individual perspectives and contexts.

Student feedback is sought during faculty evaluation process includes a student survey. One of the questions on this survey asks whether an instructor presents information in a fair and unbiased manner. Therefore, student feedback is sought regarding the instructors' appropriate application of academic freedom. (3.28)

## Analysis and Evaluation

SBVC supports academic freedom and respects the rights of both faculty and students as to regards academic freedom. Over 87 percent of students who responded to the 2017-2018 Student Campus Climate Survey agreed or strongly agreed that SBVC, which is inclusive of

classroom instruction, is free of racial and gender bias. (3.26) Based on SBVCs 2018-2019 Faculty Campus Climate Surveys 77 percent of faculty were satisfied that SBVC supports an environment that fosters intellectual, ethical, and personal development for all students (3.29).

**I.C.10. Institutions that require conformity to specific codes of conduct of classified staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.**

#### Evidence of Meeting the Standard

N/A

#### Analysis and Evaluation

N/A

**I.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.**

#### Evidence of Meeting the Standard

N/A

#### Analysis and Evaluation

N/A

**I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)**

#### Evidence of Meeting the Standard

A link to San Bernardino Valley College's accreditation website appears in the footer of every web page, allowing interested parties to immediately access SBVCs accreditation status (3.30). The main accreditation page includes contact information for ACCJC, recent accreditation reports, ACCJC action letters, and ACCJC reaffirmation letters. In addition, the college is accredited by the Accreditation Commission for Education in Nursing (ACEN) and is recognized by the California State Board of Registered Nursing and links to those entities are on the main accreditation page. From the main accreditation page, interested parties can link out information on the A&O Committee, past accreditation reports, accreditation evidence, and other resources.

The institution completes documents for ACCJC in a timely manner, including ACCJC Annual Reports, substantive change requests, Midterm reports, and the ISER. If the campus receives a compliance recommendation, as it did in 2014, the recommendation is addressed and included in a follow-up report to ACCJC.

### **Analysis and Evaluation**

SBVC is in full compliance with past Accreditation Commission recommendations as evidenced by the Follow Up Report (2016) (3.31) and the Midterm Report, (2017) (3.32) and submission of the ACCJC Annual Reports. (2.19.3) SBVC has been responsive to ACCJC's recommendations and has been proactive in many areas to sustain and improve the quality of its services.

**I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)**

### **Evidence of Meeting the Standard**

SBVC has numerous relationships with outside agencies, including nonprofits, such as the Boys and Girls Club, as well as with school Districts. For example, SBVC offers dual enrollment classes at San Bernardino Unified School District (SBUSD), and Rialto Unified School District. In 2019, SBCCD entered into CCAP/dual enrollment agreements with Lifelong Learning Administration Corporation (Learn4Life) Provisional Accelerated Learning (PAL) & Charter Academy and Alta Vista Public Charter Schools. (3.33)

One of the SBUSD partnerships is Middle College High School (MCHS), one of the most successful programs of its kind in the state, providing high school students the opportunity to complete their diplomas and associate degree concurrently (SBUSD\_MCHS). MCHS received a designation as a "Distinguished School" in the California School Recognition Program (CDE\_2007) (3.34). MCHS has also had 100 percent pass rates on the CAHSEE test over the past six years. (3.35)

Vocational programs have benefited from the many advisory programs with business and industry. Students from the applied technology programs can earn a certificate while still in high school; the technology faculty and administrators at SBVC have been very active to recruit and address job opportunities after students are trained. (3.36)

SBVC has expanded partnerships with area school Districts and employers with GenerationGo!, a non-credit workforce readiness program. Students participating in GenerationGo! receive 54 hours of instruction in soft skills for employment and earn a Job Readiness Skills certificate. Students participate in a paid internship with SBVC's partner employers in the community which provides them with work experience. (3.37)

## Analysis and Evaluation

SBVC demonstrates honesty and integrity in its relationships with external agencies. SBVC is in compliance with regulations and statutes. The growth of partnerships with area schools and employers speaks to SBVC reputation in the community.

**I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.**

## Evidence of Meeting the Standard

San Bernardino Valley College is a state-funded, non-profit school without external interests. As stated in the campus mission SBVCs goal is to “provide quality education.” The campus measures its performance, not by how much revenue it generates, but by how many students attain their educational goals and the quality of services offered by the campus.

## Analysis and Evaluation

SBVC has a commitment to high quality education. SBVCs goals are based on student achievement, student learning, and quality of support services, access, and equity. SBVC measures and evaluates campus goals through the SBVC Strategic and Goals, Scorecard, and Vision for Success Goals.

## Conclusions on Standard I.C. Institutional Integrity

SBVC provides information on its accreditation status, learning outcomes, instructional program and support services in its print catalog, online catalog, and on the College website. The SBVC meets all elements list for catalog requirements, academic freedom, academic dishonesty, and Title IX. Students are informed of the total cost on education. The institution represents its accreditation status accurately and responds to commission requirements.

The COVID-19 epidemic caused the majority of classes in spring 2020 and summer 2020 to move to a 100 percent online environment. This information was disseminated to students via e-mail, social media, and the District’s emergency alert system. Every effort is being made to keep students and the community informed on how SBVC is addressing this rapidly changing and ongoing emergency. Students have been notified of changes to the refund policy, excused withdrawal requirements, and pass/no pass grading options. Students are informed what services are available on campus and how they can check out Chromebooks and hot spots for home use.

The summer and fall schedules are released simultaneously and registration for summer and fall classes is done concurrently. At the time the schedules were published, it was unclear if face-to-face classes could be held in the fall or CTE and science labs could be held on campus for either semester. The majority of classes in the summer were changed to online delivery prior to the release of the summer schedule and the fall schedule without changes. The schedule of classes

website displays a large banner stating that the majority of summer classes are being offered remotely, and that fall may be offered remotely. (3.39)

The Academic Senate Executive Committee met with administration and discussed setting a decision date for the mode of delivery of fall classes. The college president worked with Chancellor's Cabinet and chose May 15, 2020, as the decision date. Chancellor's Cabinet felt that a decision date prior to the end of spring semester would ensure that faculty and students know how to prepare for fall semester. The decision to offer fall 2020 classes primarily online was formally announced on May 5, 2020. (3.40)

At a special meeting the Academic Senate passed several motions supporting online delivery, suspended courses, and faculty DE training. The incoming and outgoing members of the Academic Senate Executive Committee agreed to meet regularly over the summer. (3.41)

The COVID-19 Student Needs Survey conducted in May of 2020 asked the students to respond to the question "SBVC is communicating enough to fulfill my learning needs." Eighty-nine percent of respondents are at least somewhat satisfied that SBVC communicates enough with them to fulfill their online learning needs.

## Evidence List

- 3.1 [Page 39 of the 2019-2020 College Catalog](#)
- 3.2 [Page 3 of the 2019-2020 College Catalog](#)
- 3.3 [Email Chain/Cabinet Minutes](#)
- 3.3.1 [Email re: Catalog Review 5.6.16](#)
- 3.3.2 [Email re: Catalog Review 2.2.18](#)
- 3.3.3 [Fall 2020 Catalog Vetting Process.](#)
- 3.4 [Currency of Curriculum Geology Program Efficacy 2020 pp. 38-42](#)
- 3.5 [District ORPIE KPI Dashboard](#)
- 3.6 [Sample SLOCloud Reports](#)
- 3.6.1 [DIESEL 021 3 year SLOCloud Report](#)
- 3.6.2 [MATH 095 Fall 2019 SLOCloud Report](#)
- 3.6.3 [Architecture AA 2018-2019 SLOCloud Report](#)
- 3.7 [Catalog Pages: Part II](#)
- 3.8 [Counseling Handouts, Discipline Brochures](#)
- 3.9 [Online Catalog](#)
- 3.10 [Guided Pathways](#)
- 3.10.1 [Guided Pathways Launch Point](#)
- 3.10.2 [Explore All Career Pathways](#)
- 3.11 [Academic Senate Minutes Quick Summary 11.6.2020](#)
- 3.12 [Draft Accreditation Review Cycle](#)
- 3.13 [Process for Review for Publications](#)
- 3.14 [Process to Update Website](#)
- 3.15 [Cost of Education Examples - Catalog, Web, Counseling](#)
- 3.16 [Bookstore Textbook Pricing](#)

- 3.17 [BP/AP4030 Academic Freedom](#)
- 3.18 [SBVC Catalog Student Rights and Responsibilities](#)
- 3.19 [Student Rights and Responsibilities - Web](#)
- 3.20 [Student Handbook](#)
- 3.21 [Student Online Handbook](#)
- 3.22 [BP/AP 5500 Standards of Student Conduct](#)
- 3.23 [AP 5520 Student Discipline](#)
- 3.24 [AP 3430 Prohibition of Harassment](#)
- 3.25 [AP 3435 Discrimination and Harassment Procedures](#)
- 3.26 [2017-2018 Student Campus Climate Survey - Academic Honesty Item 6h](#)
- 3.27 [Faculty Ethic Statement](#)
- 3.28 [Student Evaluations Form](#)
- 3.29 [2018-2019 Faculty Campus Climate Survey item 5b](#)
- 3.30 [Accreditation Link](#)
- 3.31 [Follow-Up Report](#)
- 3.32 [Mid-Term Report](#)
- 3.33 [Agreements with External Agencies' CCAP Agreements](#)
- 3.34 [Middle College High School Information](#)
- 3.35 [Middle College High School CHESPE Success Rates](#)
- 3.36 [Dual Enrollment Degrees and Certificates](#)
- 3.37 [GenerationGo! Information](#)
- 3.38 [COVID emails to Students](#)
- 3.39 [Fall Courses Online Banner](#)
- 3.40 [FA2020 Online Announcement](#)
- 3.41 [Academic Senate Motions May 6, 2020](#)

## **Standard II: Student Learning Programs and Support Services**

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

## II.A. Instructional Programs

**II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and non-credit education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)**

### Evidence of Meeting the Standard

SBVC offers instructional programs in support of its mission to serve a diverse community of learners and meets the needs of its community. SBVC offers degrees, transfer degrees, certificates, non-credit certificates in a variety of fields of study, including career technical fields and basic skills (4.1). Courses and programs are available on campus, via hybrid and fully online delivery, and dual/concurrent enrollment. Departments, through the Program Review process, must demonstrate how they align with the mission of SBVC. (1.17)

As evidenced by the Education Master Plan (1.12), 2016 Environment Scan (1.6), and Strong Workforce alignment. (1.5) CTE programs address regional workforce needs, employment opportunities, and the College mission. CTE programs have employer advisory boards to ensure program and curriculum alignment with workforce needs. (2.37) CTE programs participate in curricular and Program Review on a biennial basis. The Inland Empire Regional Consortium reviews CTE degrees and certificates as required by the CCCCCO. (4.2)

Credits for traditional and DE courses as are the SLOs are the same, regardless of mode of delivery. DE courses are content reviewed on a regular basis, although the DE addendum is initially approved through a separate process. The addendum was updated at the beginning of October 2019 to comply with recent changes in Title 5. (4.3)

The Curriculum Committee, as part of the curriculum review and approval process, reviews all degrees, certificates, and courses through a transparent and rigorous approval process that ensures appropriateness to the mission, need, curriculum standards, learning outcomes, adequate resources, and state regulations. Each year the Curriculum Chair certifies that all curriculum goes through the processes that meet Ed Code. The Articulation Officer, a standing member of the committee, ensures that SBVC courses and programs meets with the articulation requirements for transfer to four-year universities. (2.45)

The Curriculum Committee is working on growing its non-credit courses and certificates. The committee developed a designated non-credit approval mode in CurricUNET and all non-credit courses are reviewed using the same standards as credit courses and they ensure local and state compliance. By fall of 2019, the committee approved 96 noncredit courses and 10 noncredit certificates.

The Curriculum Committee worked diligently to comply with AB705 legislation by Fall of 2019. During Fall 2018, the committee, in collaboration with the Senate and multiple divisions on campus, began the process of reviewing and approving the revised curricular changes in English

and math, implementing co-requisite courses, reviewing recommendations by the Chancellor's office, and assisting faculty whose courses were impacted by the changes in prerequisites. (4.4)

Faculty assess student achievement of SLOs and report achievement data in the SLO Cloud. Program efficacy processes include evaluation and analysis of student learning outcomes and student achievement data. (2.9, 2.12, 2.35)

### Analysis and Evaluation

All instructional programs at SBVC are consistent with the campus mission, EMP, community data in the environmental scan, and Strong Workforce. SBVC ensures that approved courses and programs are appropriate to higher education by complying with the requirements of the CCCCCO and by meeting Title 5 regulations regardless of location or means of delivery. (2.45)

Credit and non-credit programs and /or courses, regardless of means of delivery, are subject to the same rigorous curriculum requirements and Program Review processes.

Learning outcomes are established and evaluated through the curriculum and Program Review processes. Faculty incorporate outcomes into instruction and report on student attainment of outcomes every semester. (2.9, 2.12, 2.35)

**II.A.2. Faculty including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive Program Review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.**

### Evidence of Meeting the Standard

SBVC employs a multilevel process by which all courses and programs are developed and reviewed. Curriculum development includes a review by the initiating faculty member, members of the department, the department faculty chair, the division dean, and the Curriculum Committee. The Curriculum Committee, whose membership includes 10 percent of faculty from each campus division, ensures that all SBVC courses and programs are compliant with accepted academic and professional standards. As stated in the Curriculum Handbook, the course outline of record must include methods of instruction, learning objectives, learning outcomes, appropriate assignments, and sample texts. Courses offered through DE must undergo further scrutiny. In response to recent Title V changes, professional development for online instruction has been modified fall 2019 to include level one and level two training modeled after best practices from the CVC-OEI, delivered in a 4-week or 10-week format. The college has moved to evidence-based training to ensure that all instructors meet pedagogical standards appropriate for DE. Approval and review processes for degrees and certificates identify learning outcomes and ensure that programs meet the needs of students and the community. (2.41, 2.45, 4.3, 4.6, 4.46)



Educational quality of student learning programs and support services is evaluated on a four-year cycle through the Program Review Efficacy Process. Efficacy evaluation is framed by the college's strategic initiatives and incorporates the programs' EMP data and dialogue that is updated and submitted to the ORPIE each fall. Program Review teams evaluate efficacy documents and provide feedback to the departments/programs for consideration in planning and improving quality. ([2.9](#), [2.13](#), [2.28](#), [2.29](#))

Program efficacy reports require that programs/departments; include a mission/purpose statement and address the way that mission/purpose links to the institution's mission; demonstrate currency in professional development activities and ways faculty and classified professionals engage in professional growth ([1.17](#)); and provide evidence of program's relevance/currency—specifically curriculum for instructional programs. SLOs/PLOs/SAOs progress, and, analysis, requires departments/programs to provide evidence that the pattern of service or instruction meets student needs ([1.17.1](#)); and evaluation is reported via the efficacy process on a four-year cycle and requires a summary evaluation at least once during those four years. ([2.26](#))

### Analysis and Evaluation

The curriculum process is faculty-driven, and the Curriculum Committee is a subcommittee of the Academic Senate. The committee employs a fully transparent process with voting membership and the committee complies with the Brown Act. Agendas are posted 48 hours prior to the meeting and minutes are posted on the website for the following meeting. Membership on the committee rotates every two years. The curriculum chair serves a term of three years, and the membership consists of 10 percent faculty from each division to ensure global representation. All faculty receive mandated training at the first meeting of each academic year.

The approval process is outlined in the Curriculum Handbook. However the faculty member will “launch“ a course, either new or modified in CurricUNET and then the appropriate faculty are notified to review the proposal, including the department faculty, department chairs, deans, the articulation officer, the SLO coordinator and the DE coordinator. Following review of all the appropriate constituencies, the proposal then goes to technical review and then goes to a full committee review and vote. ([2.45](#))

The Program Review Process is transparent, and all efficacy reports and committee minutes are posted on the college's Program Review website. ([2.32](#))

**II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.**

### Evidence of Meeting the Standard

Learning outcomes are identified for all courses, programs, certificates and degrees using the procedures outlined in the Outcomes Handbook. ([2.9](#)) SLOs are on the Course Outline of Record

(CORs). In 2018-2019, the Curriculum and A&O committees added an outcomes approval process through CurricUNET, so members of the SLO committee can review outcomes to be sure they meet the SLO Rubric (2.11) and make recommendations as needed. Approved CORs can be accessed from the main CurricUNET page. Course syllabi include learning outcomes from the COR. (2.42)

As per the Outcomes Handbook (2.9), faculty assess student achievement on SLOs and record the data in the SLOCloud. SLOCloud uses SLO data to populate PLOs based on SLO to PLO maps created by discipline faculty. The SLOCloud generates reports at the course and program level that are analyzed and evaluated for continuous quality improvement. (3.6) Analysis and evaluation of SLO/PLO assessment data occurs at least once every four years as part of the Program Review processes. (1.17, 3.36)

### Analysis and Evaluation

SBVC identifies, assesses, and evaluates learning outcomes through the curriculum and Program Review processes. All faculty are expected to assess outcomes and report assessment data in the SLOCloud every semester. As noted in standard II.B.2., the A&O Committee is working to shift campus culture and fully embrace year-round “3E” assessment of SLOs.

**II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.**

### Evidence of Meeting the Standard

In the curriculum approval process, pre-collegiate curriculum is distinguished from college-level curriculum by the course numbering system. The numbering systems designate 001-099 as pre-collegiate courses, 100-299 as collegiate level courses, 600-699 as non-credit courses, and 900-999 as basic skills. (4.7)

The Office of Research, Planning, and Institutional Effectiveness (ORPIE) conducts job analyses and other surveys and engages in data analysis. (1.3) Students participate in a comprehensive matriculation process, which includes assessment and advisement. These are instrumental in identifying the varied educational needs of students and the community. This information is essential to making informed decisions regarding the need for pre-collegiate course offerings. The Basic Skills Committee uses this data to foster instructional support across campus for example projects supported by Basic Skills, including overnight textbooks, reading lab software, and tutoring support. As detailed in Standards II.B. and II.C., appropriate instructional support services are offered across campus, including tutoring, supplemental instruction, computer labs, writing lab, and a reading lab.

English, mathematics, and reading departments have revised their curricula to meet the goals established in AB 705. Students wishing to complete college-level English and math within one year may select English and math pathways that offer accelerated basic skills, collegiate-level courses with supplemental instruction, and/or non-credit support classes. (2.39, 4.8)

## Analysis and Evaluation

The institution is in the process of implementing AB 705 with the offering of supplementary courses such as English 086 and 087 to facilitate students' success in English 101. As of fall 2019, the Department of English has offered 92 percent of composition courses at the transfer-level. SBVC is in compliance with AB 705 and has adopted the co-requisite model, which is widely employed by other colleges in the state. All indications are these courses are making a difference in student retention and success. A community of practice that was convened in spring 2019 endeavor to establish strategies and best practices for the implementation of AB 705. However, SBVC is in the early stages of implementation and are in the process of establishing baseline data for evaluation of effectiveness of the model. (4.9)

The mathematics department, as of fall 2019, is offering 53 percent transfer-level courses, and for spring 2020, the department will be offering 57 percent transfer-level courses. The department is employing a multi-pronged approach in an effort to reach the goal of 90 percent transfer-level course offerings by fall 2020. The efforts include offering co-requisite courses and additional transfer-level courses for non-STEM students. Some courses will provide students with a non-credit laboratory before or after classes to enhance their chances for success. The math department has undertaken professional development activities to ensure instructional effectiveness. These activities include a community of practice for statistics instructors and for Pure Math instructors who teach Applied Math. (4.10)

**II.A.5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)**

## Evidence of Meeting the Standard

AP4100 Graduation Requirements for Degrees and Certificates (4.11) ensures that SBVC conforms to the 60-unit semester credit-hour standard. Requirements for an Associate Degree or Associate Transfer Degree begin on page 39 of the 2019-2020 College Catalog. Graduation requirements for the AA degree have the following criteria:

- SBVC ensures that a credit hour meets accepted academic expectations through BP/AP4020 Program, Curriculum, and Course Development.
- The definition of a credit hour is on page 12 of 2019-2020 SBVC catalog. (4.12) SBVC has established procedures to ensure that curriculum complies with the definition of "credit hour" or "clock hour," where applicable.
- Students must take a minimum of 18 units of study with all coursework for the Major or Area of Emphasis
- SBVC's Curriculum Committee and Articulation officer ensures that a credit hour meets accepted academic expectations. (2.45)
- SBVC complies with the ACCJC's assessment of clock-to-credit-hour conversion formula.

## Analysis and Evaluation

SBVC has practices in place to ensure compliance with ER 12 as determined by the California Community Colleges Chancellor's Office and are published in the Program and Course Approval Handbook (PCAH). Step 5 in the Curriculum Handbook ([2.45](#)) shows that the process for creating new degrees or certificate requires that units in the area of emphasis be calculated as part of the curriculum process. New degrees and certificates are reviewed at least once by the Curriculum Technical Review and full Curriculum Committee. The Articulation officer reviews new degrees and certificates at all steps in the approval process. Curriculum Committee members are trained on credit program criteria at the beginning of the academic years.

### **II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)**

#### Evidence of Meeting the Standard

The establishment of course sequences for degrees and certificates is a part of all program proposals and program modifications that go through the Curriculum Committee. Department Chairs, Division Deans, and the VPI, ensures that the schedule and sequencing of courses allow students to complete a degree within two years and a certificate within one year. Higher credit degrees, such as chemistry, or degrees with prerequisites such as nursing, may take longer. The Program Review process includes a section on Access. One aspect of this section, *Patterns of Service*, requires department faculty to analyze and evaluate their course scheduling to ensure it meets the needs of the student population. ([1.17.1](#), [4.13](#))

SBVC is implementing Guided Pathways (GP) in order to facilitate student completion of degrees and certificate programs in a timely manner. Compliance with the state-mandated GP deadlines of the year 2023 is well underway with SBVC projected to be in full compliance by 2022. SBVC has identified and grouped certificates and degrees into six difference career fields. The Guided Pathways career wheel on the SBVC homepage allows students to explore certificates and degrees in career fields that are of interest to them. ([3.10](#))

The goals of SBVCs Enrollment Management Plan ([6.3](#)) are to:

1. The achievement of enrollment targets in order to obtain maximum resources available to SBVC.
2. Maintain student access and pathways consistent with educational quality.
3. Offer a well-balanced and varied schedule responsive to the needs of our students and community.
4. Maintain a comprehensive educational program that is responsive to the needs of our students and community.

Two of the strategies to accomplish these goals are

- 1.8.1 Conduct study to examine course scheduling and sequencing—implement recommendations and,

- 1.9 Increase access to courses required for CTE certificates.

One example of how access to CTE courses is the [Accelerated Electronic Technology Program](#).

SBVC also has a Program Discontinuance Policy that addresses the needs of students whose programs are being eliminated. When program modifications are made, students are guaranteed the right to complete the program under the guidelines of the catalog under which they first register, as long as there were no breaks in attendance. Department chairs and counselors also ensure timely completion of programs through course substitution by using the Modification of Major form. SBVCs membership in the California Virtual Campus-Online Education Initiative (CVC-OEI) Consortium allows students to gain access to courses that are offered through other institutions within the consortium. ([4.14](#), [4.15](#), [4.16](#))

### **Analysis and Evaluation**

Department chairs have access to enrollment data and use this data in the scheduling of classes. Fill rates, persistence, retention, wait lists, and trends over time contribute to data-driven decision-making when scheduling courses.

The new scheduling tool that will roll out in fall 2020 will increase access through standardization of class start and end times. This standardization will optimize classroom utilization and ensure students have adequate passing time between classes. The scheduling tool also takes the local bus schedule into account, ensuring that students will have time to make the bus when classes end ([4.17](#)).

**II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.**

### **Evidence of Meeting the Standard**

True to its mission, SBVC promotes the success of its diverse community of learners by offering instructional and support programs using different modalities and methodologies. SBVC provides programs and services for special populations, responds to state-wide initiatives, embraces distance education, and works to reduce textbook costs.

SBVC programs are targeted to enhance the educational experiences of specific student populations. For example, the success rates of African American and Latino students have been enhanced by the Tumaini Program and Puente Project, respectively. Free College Promise and First Year Experience, two outstanding programs, assist incoming high school students with tuition, textbooks, scheduling, and have built-in instructional support services. In order to facilitate AB 705, faculty are implementing new instructional strategies by embedding SI into courses or linking credit courses with non-credit support courses. Students with identified disabilities have the support of a strong DSP&S office. Both the EOP&S and STAR programs support first-generation students with academic and financial assistance. The Honors Program challenges those students who favor more academic rigor. ([4.19](#))

The educational needs of foster youth are addressed by the Guardian Scholars program. (4.20) This program provides school supplies and textbooks free, food vouchers, priority A registration, specialized counseling, and computer lab with free printing. In addition, two workshops are provided each semester and a major conference each spring. The program accommodates full-time and part-time students. Currently, there are 85 students in the program for 2019-2020.

The First Year Experience (FYE) program provides additional support for first-time college students in a cohort model. (4.21) The cohorts include course offerings in English, math, student development, and political science. In fall of 2019, there were 70 students in the program, and currently in spring 2020, there are 65 students. Professors affiliated with the FYE program offer sections in these courses for which FYE students have priority registration. FYE provides a specialized counselor, a one-week summer bridge program, and enrichment activities such as field trips to universities and museums. Books and supplies are provided for free of cost to these students. One of the requirements of the program is to attend two workshops per year. FYE retention rate has ranged from 3.9 percent to 5.2 percent higher than the campus retention rate. Except for a slight 2 percent decline in the 2017-2018 school year, the overall success rate has been higher than the campus success rate anywhere from 2 percent to 3.9 percent. Measures are being taken to further increase the effectiveness of the program by recruitment from local adult education institutions, allow for part-time status, provide FYE-specific tutors, and work towards offering priority registration. Student Development (SD) and Learning Services and Tutoring (LST) courses have been created to facilitate the success of first-year college students. (4.22)

The Free College Promise program, which began in fall 2019, is designed to meet the needs of first-time college students from high schools in the District. Currently, there are 1,304 students in the program. They are provided with a one-week summer bridge program, priority B registration, a parent orientation in the spring, and free Chromebooks, textbooks, supplies, and classes. In return, they have to maintain a 2.0 GPA and a 12-unit course load each semester, are required to attend two workshops or cultural events on campus each semester and participate in 15 hours of community service activity each semester. In fall 2019, over 12,000 hours of community service was performed at 115 separate locations. Promise students compared to other first-time college students were more successful in English and math courses. For example, in English the Promise students had a pass rate of 15.09 percent greater than the rate for other first-year college students. In math, the Free College Promise students had a pass rate of 20.03 percent greater than the rate for other first-year college students. To better assist Free College Promise students, the program plans to use a Customer Relations Management System (CRM) in fall 2020 to track students' enrollment and performance in math and English classes. Also, in the fall, the program will start to offer granted permission classes dedicated to the Promise students in the future so that faculty and Promise program counselors can be in closer coordination to assist those students. (4.22)

The Umoja-Tumaini program (4.23) was designed to meet the needs of students seeking to enhance their educational experiences through increased exposure to African American history, literature, and culture. Since its inception, the program has positively impacted the retention and success rates of program participants. For example, during the 2017-2018 and 2018-2019 school years, the program shows a 92 percent retention rate and success rates of 67 percent and 72 percent respectively, indicating a narrowing of the gap between retention and success. To

maintain or increase the retention of African American males, a demographic with fluctuations in rates of retention and success, the program seeks to establish a pipeline to area high schools and partnerships with the Puente and Promise programs. In addition, the Tumaini Club has been instrumental in academically supporting those who are no longer in the community by tracking and holding onto students until they graduate. Serving former and current participants is the Nitasoma/Skills Café, a space for students to gather and to receive tutoring.

The Puente program ([4.24](#)) was designed for underrepresented students who intend to transfer to four-year universities. From 1984 to the present, the Puente program has made a positive impact on retention and success rates of students. The program has demonstrated a consistently higher success rate for students than the campus-wide success rate. In 2018-2019, for instance, the campus-wide success rate was 69%-70%. During the same period, the Puente program experienced an 81 percent success rate. Within the program itself, the success rate has shown a steady increase so that in 2018-2019, the success rate was 91 percent. Regarding retention, the rate has shown a steady increase as well from 92 percent in 2016-2017 to 96 percent in 2018-2019. However, one on-going challenge facing the program is the need to recruit non-Latino students. The program will make a concerted effort to reach out to other ethnic communities.

The mathematics department, which currently offers 53 percent transfer-level courses in fall 2019 and 57 percent transfer-level courses in spring 2020, has adopted a multi-pronged approach to reach 90 percent transfer-level course offerings by fall 2020 in order to comply with AB 705 guidelines. This approach includes offering fewer remedial courses and introducing non-credit co-requisite courses to enhance the success rates of students in transfer-level courses. In addition, the department has established one track for non-STEM students and another for STEM students to meet the needs of these two categories. Also, the co-requisite offerings include embedded tutors as an integral feature to facilitate student success. Another resource opened to students is MyOpenMath, which is an online program to help remediate areas such as intermediate algebra, pre-algebra, and arithmetic. To facilitate instructional effectiveness in the implementation of AB 705, the math instructors are engaged in a Community of Practice to establish best practices in college algebra and statistics. ([4.25](#), [4.26](#))

To meet the needs of diverse students, SBVC has employed various delivery modes. Campus classes are scheduled during the day, evenings, and on weekends. Courses are offered in a DE format, including ITV, which involves streaming video and is employed in various courses to assist students in the Big Bear area who may have difficulty attending classes on the SBVC campus. SBVC offers 14 fully online degrees and certificates. ([4.27](#))

DE courses are offered in support of equity for all students. SBVC's involvement in the CVC-OEI Consortium facilitates cross enrollment of students both on our campus and students on other campuses within the consortium. The automatic cross enrollment will be fully implemented by spring 2020. SBVC's current course completion rate of 64 percent compares favorably with the state-wide completion rate of 60 percent. ([4.28](#), [4.29](#))

SBVC faculty have adopted new teaching methodologies by implementing the use of Open Education Resources and Zero Cost Textbook cost. Students can locate these courses in the schedule and on the campus website OER and ZTC courses are offered online and on campus. ([4.30](#), [4.31](#)) Since the cost of textbooks is a significant financial deterrent to student retention

and success, the use of the Open Educational Resource (OER) has been a significant advance in meeting the needs of students at SBVC. The college began making this resource available to students in fall 2018, and courses utilizing this service are indicated as ZTC (Zero Textbook Cost) courses in the online class schedule. For 2018, the ZTC designated courses had higher success and retention rates than courses with for-cost textbooks: 9.3 percentage points higher in math courses and 7.7 percentage points higher in English courses. (4.32)

Since the cost of textbooks is a significant financial deterrent to student retention and success, the use of the Open Educational Resource and Zero Textbook Cost (OER/ZTC) has made a significant advance in meeting the needs of students at SBVC. The college began making this resource available to students in fall 2016, and courses utilizing this service are indicated as ZTC courses in the online class schedule. For 2018, the ZTC-designated courses had higher success and retention rates than courses with for-cost textbooks: 9.3 percentage points higher in math courses and 7.7 percentage points higher in English courses. Furthermore, English and math had a 10 percent success rate increase in spring 2019. However, this program needs to be further institutionalized by the appointment of a campus wide OER/ZTC coordinator and a standing committee with broad representation from various academic disciplines. A creation of an OER/ZTC Guided Pathway would further make this an integral part of the college experience for students. (4.31)

### Analysis and Evaluation

To effectively provide equitable instructional and support services SBVC encourages innovation and effective use of a variety of student-centered programs, delivery modes, methodologies, and teaching strategies. SBVC collects and evaluates program data to document number of students served and student success.

**II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.**

### Evidence of Meeting the Standard

Department-wide examinations are not widely used at SBVC.

The nursing program makes extensive use of Elsevier learning materials, including an exit exam for every nursing course. The score on the exam is factored into the student's final grade for the course. These courses and the grades assigned to them adequately reflect the results from the national licensing examination. For the past three years, the success rate of SBVC nursing program has gone from 78.67 percent in 2016-2017 to 89 percent in 2018-2019. This significantly exceeds the 75 percent pass rate mandated by the California Board of Registered Nursing for program accreditation. Similarly, on the national nursing exam (NCLEX-RN), the students' success rate from 2018-2019 was 89.13 percent, which parallels the students' program success rate for the same academic year. Thus, there has been a steady increase in the success rates of both the program and on the national nursing exam from 2013 until 2019. Test bias and reliability are issues addressed by the use of both internal and external measures of student achievement in nursing. (4.33)



A few programs have PLO directly influenced by the pass rate of licensing/national/state exams. Several departments use departmental course and/or program examinations or components of examinations or projects in determining achievement of SLOs and PLOs. For example, chemistry utilizes the American Chemical Society Annualized Exam in partial assessment of its programmatic outcomes in Chemistry 150 and 151 and Chemistry 212 and 213. The chemistry exam is normed on a national level by the American Chemical Society. Test bias and reliability are issues addressed by the use of both internal and external measures of student achievement in chemistry. The Psychiatric Technology Program simulated Psychiatric Technology State Board Certification as measure of PLOs. ([4.33](#))

Direct assessment of prior learning is available for students via credit by examination, as described in BP/AP4235 Credit by Examination and is included in the SBVC College Catalog. The SBVC College Catalog lists the criteria used to accept the transfer of external exam credit as well as the courses to which they apply. Prior learning assessments include standardized exams such as the College-Level Examination Program and the Advanced Placement Examinations. An application for [Credit by Examination](#) is available on the College website. ([0.23](#))

### **Analysis and Evaluation**

Discipline faculty work to align assessments with SLOs. Departments that utilize departmental exams review the exams and the results on a regular basis, looking for trends in achievement in addition to evidence of any disproportionate impact. The testing instruments and results are reviewed by faculty to ensure providers are committed to reducing test bias. Policies for Credit by Examination exist, and information is posted in multiple locations.

**II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)**

### **Evidence of Meeting the Standard**

All faculty are required to teach to the COR, which includes stated learning outcomes as approved by the Curriculum Committee. Each unit of credit is based on Title 5 state requirements and accepted practices in higher education.

The policies for awarding academic credit for DE programs and traditional programs are the same. Academic credit is not a function of delivery mode. Further, the SLOs for a course remain the same, regardless of delivery mode. Any review of curriculum proceeds through the Curriculum Committee. However, a separate approval process for DE courses is required. Each course is reviewed every six years as a part of the content review process. At that time, all parts of the unified COR, including the DE approval, are reviewed and adjusted as necessary. ([2.45](#), [4.3](#))

Clarification of the academic credit for DE classes is in the *Handbook for Online Students*, the College Catalog, and the schedule of classes. ([3.21](#))

SBVC faculty recognize the distinction between student learning and student achievement. Faculty assess and evaluate outcomes to improve teaching in the classroom and increase student success. For instance, in Economics 2016-2017 Program efficacy the department discusses how disaggregation of SLOs by mode of delivery highlighted gap in student attainment of SLO in ECON 201 for hand drawn graphs ([4.34](#)). The analysis lead to a discussion around accessibility, equitable access to technology, and commitment to explore solutions. A look at the composite percentage for all ECON 201 classes in 2016-2017 show SLO success at 76 percent, and by 2018-2019, SLO success rose to 87 percent present.

### Self-Evaluation

SBVC adheres to Title 5 Section 55002 of the CCR, which specifies the relationship of hours of lecture, laboratory, and study. Credit is awarded based on performance measures, which include course objectives and SLOs. Thoughtful assessment and evaluation of SLOs lead to improvement in teaching and learning.

**II.A.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)**

The official clearinghouse of articulation for the CCCS, the UC system, and the CSU system is the Articulation System Stimulating Inter-Institutional Student Transfer (ASSIST). This agency is cited in the College Catalog, class schedule, and other publications related to transfer. The SBVC website includes a page with information for students regarding transfer and articulation ([4.37](#)).

SBVC has developed articulation agreements with numerous universities, including those showing low transfer rates for SBVC students, to encourage transfer to these institutions. These agreements are updated annually. SBVC's articulation officer oversees all the articulation agreements for all programs, including those that offer classes in the DE delivery mode. The articulation agreements are evaluated when the content review process has an impact on a program and when new courses or programs are offered. For example, new courses were developed for computer science, and these courses were articulated with partner institutions to ensure they aligned with student transfer requirements. ([4.38](#), [4.39](#))

Course equivalency is determined at the departmental level, and the Admissions and Records Office evaluates transcripts from other institutions for equivalence to SBVC courses for eligibility in fulfilling graduation requirements.

## Self-Evaluation

As of June 2020, all ten of the UC campuses articulate with SBVC, and 17 campuses of the 23 in the CSU system have articulation agreements with SBVC. Nineteen private universities also articulate with SBVC. Articulation agreements are constantly renewed and updated, as the articulation officer consults with faculty on course revisions and new course development to meet transfer needs of students. SLOs are submitted through the curriculum process for courses, certificates, and degrees, and are available at the Office of Instruction website, where they are promptly updated when departments make adjustments.

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

**II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.**

## Evidence of Meeting the Standard

SBVC programs with certificates and degrees establish PLOs through the curriculum process and include competencies in communication, quantitative reasoning, information and inquiry, ethics and diversity as appropriate to the program. (2.9) SBVCs ILOs include communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. (2.19)

Table 9: Institutional Learning Outcomes

<b>ILO 1: COMMUNICATION SKILLS</b>
<i>Literacy: reading, listening, observing, speaking and writing</i>
<i>Interpersonal skills: working with individuals and groups, including conflict resolution and giving/receiving constructive feedback</i>
<b>ILO 2: QUANTITATIVE SKILLS</b>
<i>Mathematical theory: understanding mathematical concepts and structures</i>
<i>Applied mathematics: applying mathematical skills and numerical data to analyze and solve real world problems</i>
<i>Mathematical visualization: using graphs, charts, and tables</i>
<b>ILO 3: CRITICAL THINKING SKILLS</b>
<i>Information literacy: finding, interpreting and evaluating information in print, electronic, and non-electronic media sources</i>
<i>Logical reasoning: constructing, supporting, analyzing, and evaluating arguments</i>

<i>Problem solving using evidence-based reasoning to articulate a problem and propose hypotheses or solutions</i>
<i>Creativity: using creative reasoning for problem solving and personal and social expression</i>
<b>ILO 4: DISCIPLINE SPECIFIC SKILLS</b>
<i>Discipline theory: understanding and employing discipline vocabulary, ideas, theories, standards and ethics</i>
<i>Discipline technology: using tools, computers, instruments, and equipment relevant to discipline</i>
<i>Discipline performance: working in labs, workshops, clinics, performances, and work experience relevant to discipline</i>
<b>ILO 5: PERSONAL, SOCIAL, PROFESSIONAL RESPONSIBILITY</b>
<i>Self-knowledge: understanding and evaluating personal strengths, weaknesses, biases and values</i>
<i>Goal setting: setting goals that are realistic and balance educational, professional and personal life</i>
<i>Cultural awareness: understanding and respecting one's own culture, other cultures, and diversity</i>
<i>Ethics: understanding and practicing ethics, intellectual honesty, fairness, and personal responsibility</i>

SBVC alignment and assessment of learning outcomes are rooted in SLOs, course-level learning outcomes. SLOs are aligned to PLOs, and SLOs are in the processes of being aligned to ILOs. The rationale for rooting alignment and assessment of learning outcomes at the course-level stems from our diverse student population. Some student goals vary. Students will take courses to improve their reading and writing skills, to improve their math skills, for employment advancement, and for pleasure without choosing to obtain a certificate or degree. CTE students on a certificate or degree pathway may “job out” because they are hired in the industry without obtaining a certificate or degree. Some students transfer to other universities without obtaining a certificate or degree, and of course, students do complete certificates and degrees. What do all these students with diverse learning goals have in common? They take classes. Thus, rooting learning outcomes assessment at the course-level and aligning SLOs with PLOs and ILOs provides ample data for assessment and evaluation. ([2.9](#), [4.40](#))

The A&O Committee has aligned ILOs with corresponding questions in campus Student Campus Climate Surveys and Faculty Campus Climate Survey. In spring 2020, the A&O began the process of assembling and analyzing longitudinal ILO data from the Campus Climate Surveys. The A&O Committee will present its findings to campus constituencies in fall 2020.

### Analysis and Evaluation

SBVC curriculum processes ensure that all certificates and degrees going through curriculum have PLOs. ILOs for the institution that align with communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to

engage diverse perspectives, and other program-specific learning outcomes. SBVC uses course-level alignment and assessment to capture the widest range of data on learning outcomes for use in assessment and evaluation of PLOs and ILOs. SBVC incorporates survey data into the ILO assessment and evaluation process.

**II.A.12. The institution requires of all its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)**

### **Evidence of Meeting the Standard**

General education requirements for associate degrees are clearly stated in the SBVC College Catalog (pp 39-47).

SBVCs curriculum process relies on the expertise of faculty. The articulation officer serves on the Curriculum Committee and pages 34-35 on the Curriculum Handbook show faculty how to align courses with GE requirement. Annual Curriculum committee training emphasizes compliance with Title 5 and the PACH. Courses undergo review and approval by the Curriculum Committee and articulation officer before being included in the GE pattern in the College Catalog. ([2.45](#), [4.41](#))

SBVCs Institutional Learning Outcomes (ILOs) address student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

### **Analysis and Evaluation**

The general education patterns (SBVC, CSU, and IGETC) are updated annually to reflect new, modified and deleted SBVC curriculum. BP4020 Program, Curriculum, and Course Development ([4.11](#)) further ensure adherence to Title 5 and the appropriate involvement of the faculty and Academic Senate in all curricular processes.

**II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.**

## Evidence of Meeting the Standard

The Curriculum Committee evaluates all degree programs to ensure adequate depth and breadth in accordance with Title 5 standards. AP4100 Graduation Requirements for Degrees and Certificates (4.11) states that all degrees have 60 semester units with 18 of those semester units are required in the major or area of emphasis as determined by the SBCCD. Additionally, students may also complete general education requirements and additional graduation requirements or electives, if necessary, to bring the total units to a minimum of 60 semester units. (3.2) Annual Curriculum committee training emphasizes credit program criteria, and total contact hours.

The Curriculum process ensures that PLOs are present for all degrees. College Catalog describes the PLOs for each program and SLOs for the degree required core courses are available on the course outline of record. (0.37)

## Analysis and Evaluation

Degrees offered at SBVC meet the minimum requirement of 60 semester units, with 18 of those semester units from core discipline courses. Learning outcomes for the degree required core courses include mastery, at the appropriate degree level, of key theories and practices within the field of study. Learning outcomes are reviewed by the A&O Committee based on the SLO Rubric to verify that outcomes are student centered, measurable and based on course content and objectives.

### **II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.**

## Evidence of Meeting the Standard

The Curriculum Committee evaluates all CTE certificate and degree programs to ensure adequate depth and breadth in accordance with Title 5 standards. CTE programs use Strong Workforce data, consult with advisory committees, and network with area employers to ensure that graduating students have the skills and competencies for employment in the field. For example, in working with their advisory committee, the Library Technology program identified and created curriculum to meet industry needs for digital archiving and youth services. (2.37.1) Aeronautics noted in the 2018-2019 EMP Sheet that through advisory meetings, they learned that needed to update PLOs and SLOs to a higher industry standard while keeping within the requirements of the FAA. (4.42)

Core courses within a discipline prepare students for external licensure and certification, as well as any TSAs for Perkins. ORPIE seeks external licensure and certification data from CTE industries, but data is not always accessible or reliable. ORPIE maintains a [State Certification Pass Rate](#) webpage. (4.43) Available data is gathered, evaluated, and used in campus documents and processes such as the EMP Sheets and Program Review. (4.44)

## Analysis and Evaluation

SBVC CTE programs have active advisory committees that ensure curriculum and outcomes are relative to the field and prepare students for external licensure. CTE programs and courses undergo curriculum content review every two years and program to ensure relevancy and currency. (2.37)

**II.A.15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

## Evidence of Meeting the Standard

SBVCs Program Discontinuance Policy was developed in 2007 and approved by the Academic Senate. Under the Program Discontinuance Policy, programs can be discontinued or placed on hiatus while significant curricular changes are being made. The Program Discontinuance Policy requires that existing students in the program have a pathway to completion in alignment with the course catalog of their initial year provided their continuous enrollment in the program. (4.14)

## Analysis and Evaluation

On the rare occasions when Program Discontinuance Policy has resulted in discontinuance of a program or a program being placed on hiatus, students are provided a pathway to completion. For example, the Paralegal Program was discontinued in 2012, and arrangements were made for students to complete their paralegal degree or certificate at Riverside Community College. (4.45) The Program Discontinuance Policy has not been reviewed by the Program Review Committee or Academic Senate since its inception in 2011 and will be evaluated as part of our QFE.

**II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.**

## Evidence of Meeting the Standard

As evidenced and discussed in Standard II.A.2., the quality of educational programs is evaluated through the Program Review Efficacy Process. Program efficacy includes assessment and evaluation of SLOs to improve student learning. Programs reflect on the impact of mode of deliver student access and student success. All departments are required to complete Program efficacy every four years. In fulfillment of Title 5, CTE program complete a mini-review two years after their full Program efficacy (2.26, 2.28) EMP Sheet data on success, retention, and achievement is provided to departments for review and analysis on an annual basis.

All courses go through content review in the Curriculum Committee at least once every six years. CTE programs complete content review every two years. Departments must complete a DE addendum through the Curriculum Committee prior to being offered in a DE format. (2.45)

### **Analysis and Evaluation**

Program efficacy is a robust analysis and evaluation of how the program meets the mission of the college and ensures access for all students by demonstrating that the pattern of service or instruction meets student needs. Programs analyze and evaluate learning outcomes and student success and retention data. Program efficacy speaks to currency of curriculum and engages in short and long-term planning goals that reflect trends in the discipline.

### **Conclusions on Standard II.A. Instructional Programs**

SBVC offers exemplary curriculum, certificates, and degrees that meet Title 5 and other eligibility requirements.

SBVC has comprehensive curriculum, Program Review, and outcomes processes. These processes are interwoven, which provides checks and balances that ensure program quality and currency.

Students taking classes for personal or education growth, students earning a certificate or degree, and students seeking to transfer can be assured of a quality education.

One hundred percent of all courses and program have defined SLOs. (4.51, 4.52) All courses and program outcomes are evaluated during Program Review processes. Outcomes processes have evolved rapidly in the past three years. Assessment has been impacted by contractual and process changes that are not yet entrenched in the campus culture. The A&O Committee is identifying gaps and working to remedy them.

### **Impact of COVID-19**

The SBVC Emergency Task Force on March 13, 2020, endorsed decisions made by District leadership to extend Spring Break by one week and move the majority of classes into a fully online environment. The Task Force focused conversations to address continuity of instruction, professional development, and student equity. (0.9)

The Professional Development Coordinator developed intensive training sessions and labs on Canvas and Zoom designed to assist faculty with little or no online teaching experience to move their course materials online. Faculty attending or supporting training during Spring Break were compensated for their time. DE professional development and support continued throughout spring and summer. (0.9, 4.47)

SBVC complied with CCCCO and ACCJC requirements to complete the DE Blanket Addendum for spring, summer, and fall semesters 2020. The Curriculum Committee worked with department chairs, DE Faculty Leads, and Professional Development to complete the local DE approval process prior to courses being offered in summer and fall.



CTE and science labs were suspended mid-semester. The uncertainty of how social distancing and stay-at-home orders may impact summer and fall semester made the completion timeline for these labs difficult to predict.

To address equity issues students who did not have online access were able to check out Chromebooks and Wi-Fi hotspots for home use. Additionally, the Library and Library Computer Lab remained open two days a week so student could access textbooks and library materials and meet computing and printing needs. Campus Technology Services (CTS) is using Amazon Workspaces to create virtual computers, give students access to lab software, or to access lab software using a Chromebooks. CTS has 200 virtual computers for student access to Campus provided software applications ready for summer session and is making plans to scale up for fall if needed. ([4.47](#), [4.48](#))

### **Improvement Plan(s)**

SBVC will continue to collect AB 705 success and retention data. Data will be evaluated and used to improve math and English courses developed to meet the requirements of AB 705 and to inform SBVC Quality Focus Essay Action Project 1: Scale academic student support services in support of Guided Pathways and AB705.

The A&O Committee will complete work to map SLOs to ILOs and generate ILO data to evaluate and improve student learning. A&O will continue to identify and resolve gaps in Outcomes Processes.

The SBVC Quality Focus Essay Action Project 2: will be do evaluate Program Review processes to ensure integration in planning and prioritization across the college.

### **Evidence List**

- 4.1 [Degrees and Certificated Offered](#)
- 4.2 [Inland Empire Regional Consortium Approvals](#)
- 4.3 [Curriculum Committee Minutes re: DE](#)
- 4.3.1 [Curriculum Committee Minutes 4-27-20](#)
- 4.3.2 [Curriculum Committee Minutes 10-07-19](#)
- 4.4.1 [Curriculum Committee Minutes 10-21-19](#)
- 4.4.2 [Curriculum Committee Minutes re: AB 705](#)
- 4.6 [DE Training](#)
- 4.6.1 [Online Teaching Training](#)
- 4.6.2 [Faculty Resources](#)
- 4.7 [Evidence for collegiate number system](#)
- 4.8.1 [Academic Senate Minutes 4.4.18](#)
- 4.8.2 [College Council Minutes 1.24.18](#)
- 4.8.3 [Board Addendum 5.16.19](#)
- 4.8.4 [Board of Trustees Agenda 4.9.20 beginning at p. 192](#)

- 4.9.1 [ENGL 086](#)
- 4.9.2 [ENGL 087](#)
- 4.9.3 [2019-2020 Catalog p. 161](#)
- 4.10 [SB 705 Math 2019-2020 Catalog p. 229](#)
- 4.11 [AP4100 Graduation Requirements for Degrees and Certificates](#)
- 4.11.1 [BP/AP 4020 Program, Curriculum, and Course Development](#)
- 4.11.2 [BP4020](#)
- 4.11.3 [AP4020](#)
- 4.12 [2019-2020 College Catalog, p. 12](#)
- 4.13 [Scheduling/Course Rotation](#)
- 4.14 [Program Discontinuance](#)
- 4.15 [Modification of Major form](#)
- 4.16 [California Virtual Campus Online Education Initiative membership](#)
- 4.17 [Scheduling Tool - Academic Senate Minutes 10.16.19 pp.12-15](#)
- 4.18 [SBVC Website: Specialized Counseling Services](#)
- 4.19 [Honors Program](#)
- 4.20 [Guardian Scholars](#)
- 4.21 [First Year Experience](#)
- 4.22 [Free College Promise](#)
- 4.23 [Umoja-Tumaini program](#)
- 4.24 [Puente Program](#)
- 4.25 [FA18 and FA 19 Schedule Offering Remedial Math](#)
- 4.25.1 [FA 18 pp. 140-141](#)
- 4.25.2 [FA 19 pp. 190-191](#)
- 4.26 [MyOpenMath](#)
- 4.27 [ITV Big Bear](#)
- 4.28 [Online Courses](#)
- 4.29 [SBVC and State Course Completion Rate](#)
- 4.30 [Open Educational Resources](#)
- 4.31 [OER/ZTC Course List](#)
- 4.32 [4.1.18 AS Minutes p. 11](#)
- 4.33 [Department Wide Exams](#)
- 4.33.1 [Chemistry SLO Cloud](#)
- 4.33.2 [BVNPT Pass Rates](#)
- 4.33.3 [NCLEX Pass Rates](#)
- 4.34 [Economics Program Efficacy 2016-2017 p.196](#)
- 4.35 [ECON 201 2016-2017 SLO Report](#)
- 4.36 [ECON 201 2019-2050 SLO Report](#)
- 4.37 [Transfer Information](#)
- 4.38 [Articulation Agreements](#)
- 4.39 [Articulation Agreements Independent Universities](#)
- 4.40 [ILO Mapping Draft](#)
- 4.41 [33-39 of 2018-2019 College Catalog](#)
- 4.42 [AERO 2018-2019 EMP](#)
- 4.43 [State Certification Pass Rates](#)

- 4.44 [Nursing Program Review 2018-2019 p.4](#)  
[Program Discontinuance Paralegal College Council Minutes](#)
- 4.45 [4/13/11 p. 2](#)
- 4.46 [COVID Ongoing Professional Development](#)
- 4.46.1 [PD Email This Week](#)
- 4.46.2 [PD Email Wayfinding](#)
- 4.46.3 [PD Email Happening Tomorrow](#)
- 4.47 [DE Addendum Memo](#)
- 4.48 [Virtual Computers for Students](#)
- 4.49 [Chromebooks for Students](#)
- 4.51 [SLO Spreadsheet](#)
- 4.52 [PLO Spreadsheet](#)

## **II.B. Library and Learning Support Services**

**II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)**

### **Evidence of Meeting the Standard**

A part of the Academic and Learning Support Services Division ([5.1](#)), the Library ([5.2](#)) and other Learning Support Services are available to students regardless of location or means of delivery. SBVC Library has a print collection of more than 70,000 volumes, searchable by author, title and/or subject – along with more than 200,000 eBooks and periodicals that supports the depth and breadth of the campus curriculum. Ebooks and research materials are available on or off campus to all students via the SBVC Library’s online databases. ([5.3](#)) Passwords for the online databases are distributed in the library and are accessible to any student using Canvas, the campus’ online learning shell. Faculty librarians provide one-on-one research assistance, orientations, workshops and information literacy instruction. The Library participates in the LibAnswers online chat reference service. ([5.4](#)) The Library maintains a textbook collection and faculty are able to place other items on reserve.

The Library Computer Lab provides currently enrolled students with 120 computers as well as printing and photocopying services. Computer technicians are available in the library to provide technical support. There are over 84 additional computers available for student use throughout the campus in the Tutoring Center, Math and Science Success Center, Associated Student Center Lab, SBVC Athletics Center (The Huddle), and Veterans’ Center. ([5.5](#), [5.6](#))

The San Bernardino Valley College Student Success Center (SSC) (5.7) provides academic support services across disciplines available through Supplemental Instruction, tutoring, STEM/Math Science Success Center, The Writing Center (5.8), The Huddle and Veterans' Center. The centers provide access to anatomy bones and organs, calculators, textbooks and basic office supplies. Online tutoring is available through NetTutor and is accessible through SBVCs online learning shell Canvas.

The Writing Center serves students at all levels and from all disciplines to improve their writing and schedules workshops through the year that focus on various aspects of the writing process. The Writing Center has tutors available for face-to-face writing conferences with individual students and the Writing Center offers online tutoring for students in 100 level classes and above. The Center offers ESL conversation groups that meet weekly to explore language issues that challenge non-native speakers of English. (5.8)

The STEM (Science, Technology, Engineering and Mathematics) Program is housed under the Student Success Center. (5.7) The program is designed to assist low income and other traditionally underrepresented students and prepare them to pursue diverse careers in various STEM fields. It assists students in math and science courses and prepares them to transfer to four-year universities. SBVC is part of the California MESA college and career prep engine that propels student diversity and achievement in science, technology, engineering and math (STEM). (5.9) The MESA program has developed an innovative series of guest presentations in the science fields including, exploring internships at Dreamworks, veterinary careers, and the physics of bubbles. (5.10) Students enrolled in the nursing, psychiatric technology or pharmacy technology program can participate in the tutoring services provided by this Health/Science Research Center.

Zero Textbook Cost Degree Program (Z Degree) is one of the Open Educational Resources (OER) initiatives to improve teaching, learning and accessibility for all learners at California Higher Education institutions. The Z Degree Pathway is earned entirely by completing courses that eliminate conventional textbook costs. (4.30, 4.31)

## Analysis and Evaluation

Under the direction of the Division of Academic Support and Learning Services, SBVC supports student learning and achievement by providing comprehensive library instruction and services, general and specialized tutoring, and supplemental instruction. Library and learning support services are appropriate to support campus curriculum and support a diverse community of learners.

Library and learning support services are available to students regardless of location or means of delivery. The SBVC Library has a print and online collection that supports the depth and breadth of the campus curriculum. Ebooks and research materials are available on or off campus to all students via the SBVC Library's online databases. Reference services are available in person, by phone, or online using "LibAnswers."

Computer labs are available in Library Computer Lab, Associated Student Center Lab, Success Center, Veteran's Center, and Business Building. Students participating in the Z Degree Program can check out Chromebooks in the library.

Tutoring and Academic Success resources are open for scheduled and drop-in tutoring sessions and offer a variety of academic assistance programs including one-on-one tutoring, group tutoring, and workshops. Academic support is also provided through Supplemental Instruction (SI). Usage of SI on campus is increasing with the implementation of AB 705. The ZTC/OER grant is providing access to NetTutor for all of SBVC's online classes and allows online students access to tutoring services. The Tutoring and Academic Support Website provides links to additional online resources available to all students.

## **II.B.2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.**

### **Evidence of Meeting the Standard**

AP4040 Library Services ([5.11](#)) outlines the SBVC Library's Collection development policy and the library's mission to support campus curriculum. Librarians use a wide variety of collection development resources including, Library Journal, Booklist, School Library Journal, Books in Print, to select materials for the campus. Information on how students and faculty may request library resources is available online. ([5.12](#))

The campus relies on the expertise of library faculty to build a well-rounded collection of quality print and online resources. A librarian traditionally serves as a member of the Curriculum Committee and review all new and updated curriculum and verifies that resources and typical text for the course are sufficient in quality and currency. The librarian their knowledge from the curriculum committee to purchase materials to meet curricular needs.

Academic support services faculty rely on discipline faculty expertise to decide which classes will receive tutoring and SI support. Academic support relies on faculty expertise when hiring tutors. Tutors are required to earn an A in the course they will tutor as well as provide a letter of recommendation from the instructor whose course they took. ([5.13](#)) Academic support faculty work together with discipline faculty, tutors, and students to determine what kinds of software and other hands on materials, such as anatomy models, would be most beneficial to the students who use academic support services.

SBVC relies on a team of faculty including the Coordinator, Math & Science, Student Success Center, the MESA Director, and MESA and STEM Counselors, to develop and coordinate learning support services.

The Campus Technology Committee ([5.14](#)) uses campus processes and works with other campus committees, District committees, professional development and grant development to select and maintain educational equipment that support student learning. The 2018-2021 Technology Plan ([1.16](#)) outlines the mission, vision and goals of the campus. Departments may also request

educational equipment and technology to support student learning through the campus Program Review Needs Assessment process.

Discipline faculty maintain currency through attendance of conferences and workshops in their field. The professional development committee helps fund discipline specific conferences and other activities that contribute to professional growth. Additionally, the committee provides many local opportunities for faculty to increase their skills, gain insight to new theories of teaching and learning, increase student equity, and serve diverse populations. The professional development coordinator sends regular communication to all faculty about online resources, webinars, and other virtual learning opportunities.

### Analysis and Evaluation

SBVC Library maintains a print and online collection with the depth and breadth to support the campus curriculum. The reading level for library materials purchased ranges from 6<sup>th</sup> grade through college level to accommodate the reading levels of our student population.

Educational Equipment and Technology for learning support services are selected by technology and discipline experts through the Technology Committee, Online Resources Committee, and Program Review processes.

**II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

### Evidence of Meeting the Standard

The Library and all learning support services and programs at San Bernardino Valley College participate in the campus Program Review processes. (1.17.1) Program efficacy, which occurs every four years, is a comprehensive reflection on how departments meet the mission and strategic goals of the college. Programs report on the depth and breadth of services offered, student population served, access, assessment and evaluation of learning outcomes, and student success. During Program efficacy, departments engage in short- and long-range planning and improvement. Program may participate in the annual Program Review needs assessment process to make requests for additional faculty, classified professional, facilities, equipment, or technology to improve campus services to students. (1.18.1)

By analyzing SAO assessment quantitative and qualitative data from a student survey the Writing Center identified a need for more drop-in spots. The Writing Center strategically placed drop-in spots throughout the tutors' schedules, and thus accommodated for more students who did not have appointments. (5.15)

All SAOs and SLOs for the Academic Success Centers and ACAD-606 were assessed during Spring 2020. Through analysis of their SAOs the Academic Success Center discovered a theme around hours and access in two of the SAOs; SAO 3 "Student Success Center hours conveniently fit student schedule" and SAO 4, "Students will continue to receive quality services from the

Student Success Center,” As a result, the math and science success center expanded its regular hours from 8:00 a.m.-6:00 p.m. to 8 a.m.-8:00 p.m. and will also increase summer hours based on SAO assessment and evaluation. (5.16)

### Analysis and Evaluation

Library, Student Success Center, Tutoring/SI, and Veterans Center participate in Program Review processes including needs assessment, program efficacy, and updating annual EMP Sheets to assure they adequately meet student needs. All areas have SLOs and/or SAOs as appropriate. The Writing Center undergoes efficacy in collaboration with the English Department. SLOs/SAOs, and student success data are assessed and evaluated. The Writing Center undergoes efficacy in collaboration with the English Department and the Health/Science Research Center reports with Nursing. Grant funded programs such as MESA and ZTC/OER are assessed through the grant reporting process.

**II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)**

### Evidence of Meeting the Standard

SBVC Library collaborates with institutions and consortiums as appropriate to support library services and the library collection. Formal agreements with vendors are maintained in the Library Director’s office. (5.17) SBVC Library participates in Inter-Library Loan with its sister campus Crafton Hills College.

Security is provided to all learning support services through SBCCD Police. All learning support service areas are equipped with fire alarms, panic buttons, and telephones hook up to the campus emergency alert services. All doors can be locked from the inside. All learning support services participate in semi-annual disaster drills. The Library has 3M security gates and uses tattle tape to secure the print collection. Computers in all campus labs are protected with security software. Technology that circulates can be tracked through GPS and can be disabled remotely.

Campus Computer Services and TESS maintain and ensure the reliability of computers and software. Additionally, a 24/7 help desk available to assist students, faculty, and staff that experience challenges with computers or programs. Campus custodial and maintenance departments care for campus facilities. (5.18)

### Analysis and Evaluation

SBVC documents contracts with vendors and ensures that resources and services provided through these contracts are adequate and meet the needs of the institution. SBVC provides

maintenance and security for its locations, equipment, as well as the security of personnel and students.

### **Conclusions on Standard II.B. Library and Learning Support Services**

The Division of Academic Services and Learning Support houses the library and majority of learning support services, including the Student Success Center, Tutoring Center, and Supplemental Instruction. The library collection and tutorial services are appropriate to meet the needs of SBVCs diverse student population and are available in face-to-face and online formats. Computer labs are located in the Library, Student Success Center, Tutoring Center and Student Center. There are additional learning support services available for special populations in The Huddle, Veterans Center, and Health Science Research Center.

SBVC relies on the expertise of faculty to build the library collection and SBVC on the Faculty Coordinator or Math & Science St, Student Success Center, the MESA Director, and MESA and STEM Counselors to build programs and services that enhance student equity and increase student achievement. Faculty keep current in their disciplines through participation in conferences and workshops. Faculty participate in professional development opportunities at the campus and the District. All Library and Learning Support Services participate in campus Program Review processes, which is aligned with the campus' Strategic Goals and includes analysis of outcomes and student success data. SBVC keeps library and learning support services equipment well-maintained and locations secure.

The Library is an essential component to maintain student equity during the COVID-19 crisis. The Library remained open two days per week, with minimal staffing, to meet student's need for access to textbooks, computer use, internet access, and photocopying. Students were able to check out Chromebooks for the remainder of the semester at the library circulation desk.

The SBVC Library has made several resources available to faculty to ensure student success while campus continues its transition to online learning. The library website has been updated to allow all students and faculty full access to databases, e-books and resources. One updated subscription includes a film database where faculty members can easily embed recorded learning sessions or PDF "quick guides" into Canvas. Reference services were offered fully online. Librarians worked virtual reference during their regularly scheduled hours and interacted with students by phone, email, and live Zoom conferencing. Faculty librarians reached out to faculty to show library resource usage increases student success. Library orientations went virtual and can be embedded in faculty courses. Orientations are available online, as well as training, guides and best practices for using databases. ([5.19](#))

### **Improvement Plan(s)**

The SBVC Quality Focus Essay Action Project 1 will scale academic student support services in support of Guided Pathways and AB705.



## Evidence List

- 5.1 [Academic and Learning Support Services Website](#)
- 5.2 [Library Website](#)
- 5.3 [Library Databases and Online Services](#)
- 5.4 [Library Quick Guides and Videos](#)
- 5.5 [Open Use Computer Lab](#)
- 5.6 [Library Computer Lab](#)
- 5.7 [Student Success Center](#)
- 5.8 [Writing Center](#)
- 5.9 [MESA](#)
- 5.10 [MESA Guest Presentations](#)
- 5.11 [AP4040 Library Services](#)
- 5.12 [Request a Title](#)
- 5.13 [Become a Tutor](#)
- 5.14 [Technology Committee](#)
- 5.15 [Writing Center SAO Improvements](#)
- 5.16 [Success Center PR SP20](#)
- 5.17 [CCLC Contract](#)
- 5.18 [Computer Help Desk](#)
- 5.19 [Library Virtual Learning](#)

## II.C. Student Support Services

**II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)**

### Evidence of Meeting the Standard

San Bernardino Valley College (SBVC) regularly evaluates the quality of student support services. Educational quality of student support services is evaluated on a four-year cycle through the Program Review Efficacy Process. The efficacy process requires student support services to provide evidence that the pattern of service, in person or online, meets student needs, engages in assessment and evaluation of student area outcomes (SAOs), and addresses how the department meets the institution's mission. Efficacy evaluation is framed by the college's strategic initiatives and incorporates the programs' EMP (Educational Master Plan) data. EMP dialogue and data is updated and submitted to the Office Research, Planning and Institutional Effectiveness (OPRIE). Program Review member teams evaluate efficacy documents and provide feedback to the departments/programs for consideration in planning and improving quality. ([1.7](#), [1.17.1](#), [1.18.1](#))

Student support services receive evaluative feedback from Campus Climate Surveys (1.3.1), post services feedback satisfaction surveys, analytical data from other software (Maxient, Presence) and SARS data. SARS data is disaggregated by ethnicity, gender, location, and time of day. Survey results and data are used to inform EMP sheets and program efficacy, support needs assessment requests, and evaluate SAOs. (2.13. 5.16, 6.1, 6.2, 6.3)

Elements of student support services have further been evaluated through the implementation of Guided Pathways, AB705 and the Free College Promise. Guided Pathways' functional inquiry with students, administrators, faculty, and staff has highlighted the challenges of applying to college, obtaining financial aid, and registering for classes. (3.10) The Academic Senate hosted a local ASCCC event on Guided Pathways on October 2, 2018. ASCCC presenters enumerated some of the difficulties they had as a new student applying to campus, navigating the campus website, and finding scheduled classes needed to achieve a student's academic goal. As part of Guided Pathways, all new students are helped to explore career options and college pathways during the onboarding process. Students are required to meet with a counselor who assists them in the process of creating an education plan, which is closely monitored by the college.

AB 705 prompted an evaluation of admission and assessment process. The SSSP (Student Success and Support Program) Committee discussions lead to updating language on the college website, working with Instructional and Student Services faculty to develop a Guided Self-Placement instrument.

### Analysis and Evaluation

Procedures are in place at SBVC to evaluate the quality of programs and services and ensure support of the College mission in Student Services regardless of modality.

In addition to Program Review and Campus Climate Surveys, the College periodically contracts with 25<sup>th</sup> Hour Communication (6.4) to assess the ease and accuracy of campus services using a "secret shopper" format; a team engages the Student Services areas of the college and provides feedback on the services they received. The quality of student services is informed by the input from the Student Services Council, Student Services Managers and the Student Success Support Program (SSSP) Committee, which oversees the development of the SSSP plan, reviews plan data, and creates the SSSP report (2.38), and an Enrollment Management and Student Equity Committee, who has as part of its charge the "reviewing [of] internal and external assessment trend data as it applies to enrollment planning, researching and reviewing successful models of recruitment and retention programs" SBVC uses state-wide initiatives as a spring-board to evaluate programs and services.

**II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.**

## Evidence of Meeting the Standard

San Bernardino Valley College's Student Services departments analyze qualitative and quantitative data to evaluate services, evaluate Student Area Outcomes (SAOs), and inform planning. Collection of SAO data is ongoing, and a full analysis of the evaluation of SAOs occurs at least once during the department's four-year program efficacy cycle. SAOs are used to continuously improve services to students. For example, in Admission and Records' (A&R) 2015 examination of data for the SAO "Students will become more self-sufficient with learning how to use the Admissions and Records online systems such as: WebAdvisor, online transcripts and the SBVC email account." This allowed the department to identify that 47 percent of students surveyed understood how to order online transcripts. (6.5) In response, A&R improved its communication and outreach to current and former students by creating an A&R Facebook page and an Instagram page. In addition, A&R identified that students surveyed are not at a point in their educational experience that requires transcripts and is reaching out to students who are concluding their educational journey at SBVC by providing information on requesting online transcripts at graduation fairs. Annual EMP Sheets that accompany needs assessment requests, afford Student Services the opportunity to analyze and evaluate data annually.

## Analysis and Evaluation

San Bernardino Valley College defines SAOs for its student population. SAO assessment data is collected, analyzed and evaluated. The results of SAO assessment and evaluation are used to improve student support programs and services.

As noted earlier the creation of new departments and the frequent changes in staffing and management have led to some gaps in SAO establishment, assessment, and evaluation. The Student Equity & Success Division was formed in 2016 and a Dean for Student Equity & Success was hired in 2017. The Student Learning Outcomes (SLO) Coordinator is working to close these gaps. Program efficacy also identifies SAO gaps and departments close those gaps during the efficacy process. (2.13)

EMP Sheets are expected to be completed annually as required for needs assessment and for the assessment of program services. EMP sheets and their role in Program Review will be evaluated as part of the quality focus essay (QFE).

**II.C.3. The institution assures equitable access to all its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)**

## Evidence of Meeting the Standard

San Bernardino Valley College assures on campus and remote students' equitable access to student services. On the SBVC campus, Admissions & Records, Financial Aid, individual counseling sessions, and online advising are available during day and evening hours, designated Saturdays throughout the semester and on Super Saturdays. These services and the bookstores extended hours of operation at the beginning of the semester, increase student access. (6.6, 6.7, 6.8, 6.9)

Counselors, admissions and financial aid staff travel to the mountain communities, Big Bear and Rim of the World, to provide on-site matriculation services (orientation, education planning and guided-self placement) before the semester begins and during Super Saturdays. These on-site services are also offered in area high schools. (6.10)

Students can access student services information in the College Catalog, on the webpages, and can call campus departments for assistance. Online counseling and tele-counseling via Cranium Café are available. Financial Aid has implemented the “QLess” software solution to improve in person wait times, and Chatbot software to facilitate targeted online help at the student’s point of need. Financial Aid TV, which consists of sixty-second video help modules, is available on the campus website. Students can also access frequently asked questions (FAQs) or call the published help lines for further assistance with online systems such as CCCApply and FAFSA application that are not administered by the campus. Campus Logic, a system for virtual documentation, is in the implementation phase and will be live in 2020. (6.11, 6.12)

The online orientation (6.13) and additional workshops (6.14) are designed to explain the policy of the college regarding academic performance, explore strategies to improve a student’s grade point average (GPA), and modify behaviors for academic success; the online orientations are available in English and Spanish. (6.15)

There are services for students that are best utilized in person. Comprehensive information on services offered and contact information for these departments, for instance Disabled Students Programs and Services (DSPS) (6.16), Extended Opportunities Programs and Services (6.61) and Cooperative Agencies Resources for Education (CARE) Student Health Services (6.17), and the Valley 360 Resource Center (6.18), are available in the College catalog and on the College website.

In spring 2019, the CARE Program reinstated a meal voucher service that eligible students can access to purchase hot or cold food and drinks at the campus cafeteria. (6.62) The CARE Program assists low-income single parent students. This year, with the COVID-19 outbreak, the CARE meal voucher service will be substituted by a limited supply of local grocery store cards to supplement the students’ weekly food budgets at home.

### **Analysis and Evaluation**

The efficacy and accuracy of student support services, regardless of modality, is evaluated through the Program Review process. (1.17.1) The Enrollment Management and Student Equity Committee (6.19) provides consistent and accurate enrollment and student services information as does the periodic reports on access to accurate information from 25<sup>th</sup> Hour Communication. (6.4)

**II.C.4. Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.**

## Evidence of Meeting the Standard

San Bernardino Valley College (SBVC) provides a wide array of co-curricular programs and athletic programs that support the mission of the college. The mission of the Office of Student Life (6.20) is one of equity and inclusiveness for SBVCs diverse community of learners. Student clubs must identify a faculty advisor, register with the Office of Student Life, and be recognized by Associated Student Government (ASG). (6.21) Clubs identify that their focus supports the campus mission through achieving success, personal or academic growth, diversity beyond the classroom, and inclusiveness support the campus mission. Each club develops a constitution that states its intended purpose and how the club will enrich the campus community. (6.22)

Student club budgets are developed according to AP6200 Budget Preparation (6.23). Clubs submit their budget to the Office of Student Life. The Office of Student Life prepares the overall budget for the department and sends it to the Division, who in turn sends the budget to President's Cabinet for final review. Once budgets are approved and funds are available, student clubs' expenses go through multiple layers of budget approvals before funds are distributed.

Educational administrators ensure that co-curricular and athletics programs and services are in compliance with educational polices (college, district, state and federal) and standards of integrity. Oversight is provided in a number of ways; the Office of Student Life participates in the Program Review Process. Faculty club advisors oversee club programs and funding, ensuring club effectiveness and recruitment and retention of club members. AP7400 Travel (6.24) delineates procedure for student travel to conferences. The Office of Student Life ensures compliance with Title V and Title IX.

BP5700 Athletics (6.25) establishes intercollegiate athletics at San Bernardino Valley College (SBVC). Athletics are subject to SBCCD budgetary and travel processes. Each year, SBVC submits a federally mandated Equity in Athletic Report (EAR), which includes demographic, expense and revenue information on its intercollegiate athletic program. (6.26) The comprehensive Athletic website (6.27) contains information on the 12 sports offered at SBVC, academics, recruiting, schedules, and special events. The Huddle (6.28) offers counseling services, specialized academic support and advising for student athletes.

## Analysis and Evaluation

San Bernardino Valley College has robust programs and services that contribute to the social and cultural dimensions of the student's educational experiences. These programs include Puente, UMOJA/Tumaini, Student Life, Student Government, Student Health Services, Service Learning, The Pantry/Valley 360 Resource Center, and Athletics.

The Office of Student Life assumes a leadership role in creating a campus environment that integrates the rich diversity of the campus with learning experiences and those experiences outside of the classroom that complement the academic curriculum. Student participation in the design and implementation of campus-wide programs provides opportunities for the development and enhancement of leadership, interpersonal skills, and personal growth. The

office provides structured activities, programs, services, resources, and facilities to accomplish this mission.

The Inter-Club Council (ICC) ([6.29](#)) is composed of one club representative from each of the chartered clubs on campus and serves as the forum by which clubs communicate and work collaboratively with one another to strengthen and support campus events and activities. The “club rush” event is regularly sponsored by the ICC. ICC has a designated time for networking via an established college hour for meetings and events. Clubs are student-focused and intended to provide students with a holistic environment on campus, one that encourages academics and addresses the personal development of students and their interests.

The Associated Student Government ([6.21](#)) offers students the opportunity to share in college governance, interact with professionals, participate in social and cultural activities, and create and administer their own programs and support systems that reflect diversity and instill self-reliance, ethical leadership, and responsible action. Student leaders have membership in campus collegial consultation committees per California Education Code 70902(b)(7).

Programs such as the Valley Bound Commitment (VBC) ([6.30](#)), Free College Promise ([4.22](#)), and Alpha Gamma Sigma ([6.31](#)), have service-learning components. Free College Promise requires fifteen hours of community service for program participation. The Hispanic Association of Colleges and Universities (HACU) Club ([6.32](#)) is developing local community partnerships with a focus on aiding the homeless in the community. Alpha Gamma Sigma sponsors activities such as electronic waste recycling, among other events. Although service learning has been slow to develop at SBVC, the Office of Student Life is using a technological solution (Presence), a campus-wide engagement software to track student involvement on campus, identify trends in student behavior and increase student outreach and engagement in service-learning opportunities.

The Valley 360 Resource Center ([6.18](#)), affectionately known as The Pantry, provides food, clothing, baby items, and hygiene products for hundreds of San Bernardino Valley College students, allowing students to focus more on their studies and on completing their degree or certificate which will ultimately lead them to employment in their future career field. Associated Student Government advocated for a physical space on campus to house the initial Pantry; due to demand and the need for a larger space, the Pantry was moved into a larger new space in the Library Building. The Pantry is open two days a week.

Student Health Services ([6.17](#)) at SBVC supports the campus mission by working to keep our community of diverse learners healthy so they can achieve their academic goals and fully engage in their education. Their priorities are set utilizing data from the National College Health Assessment Survey (NCHA), our public health dashboard trends, and observations of student needs. The department is comprised of nursing professionals, family nurse practitioners, mental health counseling professionals, and support staff. All student health staff are dedicated to assisting students in accomplishing their personal and educational goals. Students are assisted in achieving optimal health by providing mental health, physical health, strengths development, and wellness-oriented health education services. Mental health services ([6.33](#)) include 1:1 psychotherapy session, mental wellness-oriented groups, and stigma reduction and wellness-oriented events, campus outreach, and referrals to services. Wellness-oriented educational services encourage a culture of health and wellness events already mentioned in addition to,

campus calls when student health staff go where the students are on campus to interact and provide information and dialogue about health topics guided by data or student curiosity and Strengths-based development utilizing the Gallup StrengthsFinder (6.34) assessment tool and development through small groups, classroom trainings, individual coaching, and faculty training. Student Health Services has been privileged to receive some supplemental funding, grant money, and event funding to expand and enrich SBVC mental health services in recent year. These funds have helped better meet these significant needs on the campus and have supported events on mental health stigma reduction as well as providing expanded therapeutic services. (6.35)

The Athletics Program hosts numerous sporting events that showcase SBVC's student athletes, thereby promoting team spirit, sportsmanship, and a sense of belonging beyond physical education courses. (6.36) A dedicated counselor from the Counseling Department provides counseling services for the athletes' well-rounded development. The Huddle (Athletic Success Center) provides sports-minded students counseling services, easy access to tutoring in math and English, priority registration, and financial aid workshops and resources.

**II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.**

### **Evidence of Meeting the Standard**

San Bernardino Valley College employs 28 full-time counselors who provide academic, personal and career counseling; to include transfer preparation and advisement on degree and certificate completion. SBVC has specialized counseling services which include; Extended Opportunity Programs and Services (EOPS/CARE), Disabled Students Programs and Services (DSPS), CalWORKS, Veteran's Resource Center, Dreamer's Resource Center, TRIO/STAR Program, Athletics, International Students, MESA, Nursing, First Year Experience, the Valley Bound Commitment and the Free College Promise. Student services offers face-to-face and online orientations for all students. (0.25, 6.6, 6.37) Student services host single and multi-day campus orientation for incoming high school students, their parents, and cohort groups such as First Year Experience (FYE), Valley Bound Commitment, and Free College Promise (6.38, 6.39) The College also uses the campus webpage, social media sites, campus advertising, and email to inform students on graduation and commencement requirements.

The EOPS/CARE Program provides extended counseling support services to educationally and economically disadvantaged students by requiring each student to meet with an EOPS/CARE counselor at least three times per semester. Each half-hour appointment consists of a thorough evaluation of the student's progress towards completion of their academic and career goals. The counselors complete contact sheets with the student at each appointment, which detail "next step" for the students. (6.63, 6.64)

At the start of each fall and spring semester, EOPS/CARE faculty and staff provide all participating students with calendars that detail program requirement deadlines, upcoming priority registration dates, dates for available Saturday appointments, office hours and office contact information. ([6.65](#), [6.66](#))

Student services faculty share information about academic advising resources in a variety of ways ([6.41](#), [6.42](#)), including but not limited to announcements during all faculty meetings, working with the Academic Senate to evaluate and approve the adoption of software (Starfish), to and flex and in-service day workshops. ([6.43](#))

## Analysis and Evaluation

The institution provides counseling and academic advising to all students using different modalities. San Bernardino Valley College provides ongoing training and professional development opportunities for counseling faculty and staff. All counselors received training on Cranium Café and Starfish during the spring 2020 semester in order to continue serving students in a virtual environment and attend local, state and national conferences. The counseling department hosts weekly department meetings and monthly meetings for all counselors, including part-time counseling faculty to disseminate information. Each year, the counseling department hosts the “annual high school counselor and career technician conference” to provide the feeder K-12 districts with updates on local, state and national initiatives affecting incoming SBVC students (i.e., AB 705 and Guided Pathways). To further assist students in transitioning to college and to explore personal and career options, counseling faculty teach Student Development (SDEV) 102: Pathways for College and Life Success and Student Development (SDEV) 103: Career Exploration and Life Planning. The specific target population is incoming freshmen students.

**II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)**

## Evidence of Meeting the Standard

San Bernardino Valley College adheres to admissions policies consistent with its mission. AP5010 Admission ([6.44](#)) sets forth policies for students consistent with the College’s mission to serve a diverse community of learners. AP5010 Admissions ([6.44](#)), the college catalog ([0.37](#)), College website, and informational/promotional materials, stipulate the criteria for international students ([6.45](#)), student residency ([6.46](#)), and for student participation in dual/concurrent enrollment programs. ([6.47](#)) Programs with internal requirements for admission, such as nursing or external requirements for licensure such as aeronautics, are clearly stated in program requirements and literature. ([6.48](#))

Counseling ([6.6](#)), Transfer Center ([0.24](#)), and Discipline offices, advise students how best to attain their educational goals. The college catalog ([0.37](#)), and the [campus website](#) include general education requirements for graduation and transfer and the discipline courses required. The Transfer Center hosts university representatives, has bi-annual transfer fairs, conducts transfer



workshops “Transfer 101” and provides support for transfer students applying to four-year universities (6.49) Discipline-specific planning sheets and program catalogs are available in print in Counseling and departmental offices. The campus is implementing a technology solution (Starfish/Degree Planner) to create education plans that outlines the course requirements and sequencing for students to achieve their educational goals. Currently, faculty are using Starfish to notify students who are not making satisfactory progress in the course (“early alert”) as well as encouraging students who are doing well by acknowledging their success (“kudos”).

The campus is engaged in developing a Guided Pathways model to direct students towards using meta majors; these pathways will allow students to complete graduation/transfer requirements in a shorter period of time and with minimal accumulation of units. (3.10) The First Year Experience (FYE) (4.21) and Valley Bound Commitment (6.30), forerunners for pathways on campus, have laid the foundation for two-year the Free College Promise (4.22) and the Zero Textbook Cost (ZTC) degree pathway. (4.31)

### Analysis and Evaluation

In accordance with the College mission, SBVC has consistent policies that govern student admission. These policies are widely available to perspective and current students.

SBVC developed student “pathways” such as FYE and Valley Bound Commitment before the Guided Pathways initiative formally defined and scripted Guided Pathways as a navigational model for student completion.

The Guided Pathways (GP) team consists of four faculty members with administrative support. The GP team is mindful of the campus culture and has sought to become well informed on the guided pathways model prior to implementing Guided Pathways on campus. The GP team is working on educating the campus through targeted training and institutionalizing the Guided Pathways framework in incremental steps.

Guided Pathways is gaining momentum, as illustrated by the Media Academy “meta-major,” which spans telecommunications, broadcasting, digital archiving, journalism, information literacy, videography, theater and music productions, and soundtrack production has been developed with the cooperation of diverse disciplines across campus including, RTVF, English, Music, Theater, Communication Arts and Library Technology. The Guided Pathways Team needs to work further with department chairs and within divisions to streamline and standardize GE courses and identify new curriculum to be developed. (3.10)

### **II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

#### Evidence of Meeting the Standard

Prior to the adoptions of AB705, SBVC utilized Accuplacer for assessment in mathematics, reading, ESL and English. Student seeking to enroll in English 101 also completed an essay that was evaluated by the English faculty. Evaluation of Accuplacer and adjustment of cut of scores was conducted by department faculty based on student success data and feedback from faculty

and counselors. Counseling also receives a monthly assessment report that informs assessment decisions. (6.52)

With the implementation of AB 705, a new Guided-Self Placement instrument was developed in collaboration with department faculty and the SSSP Committee. The Guided Self Placement is based on a student's self-report GPA in high school courses. The Guided Self Placement recommends appropriate math, ESL, English and reading courses, but students are free to select and enroll in college or remedial level courses based on their educational goals and/or skill sets. (6.53)

Guided Self-Placement was implemented in summer 2019. The Office of Research, Planning, and Instructional Effectiveness (ORPIE) will continue to gather success data over several semesters, which will be combined with Starfish data and monthly assessment reports and be evaluated by departmental faculty who will consider adjustments to course recommendations, using self-reported GPA as the "cut score" Adjustments would only inform students on course recommendations, not require or limit students to registration in the courses recommended.

### Analysis and Evaluation

San Bernardino Valley College (SBVC) is compliant with AB705. (2.39) Guided Self-Placement was collegially developed by faculty, the Student Success and Support Program (SSSP) Committee and informed with data gathered from the Office of Research, Planning and Institutional Effectiveness (ORPIE) and analysis of self-assessment instruments at other California Community Colleges. The development of the Guided Self-Placement process was transparent with regular reports to Academic Senate, College Council, and the Board of Trustees. New curriculum has been developed to provide credit or non-credit companion and support courses. (4.9, 4.10) SBVC has increased instructional support services including tutoring, supplemental instruction, and self-paced computer instruction to provide additional support for students. (4.25) Guided Self-Placement is compliant with AB705 requirement to provide students with easily understandable community college placement policies and requires colleges to report the percentage of students placed into college-level courses. A preliminary report on SBVCs success with AB 705 can viewed beginning page 368 of the July 7, 2020, Board of Trustees meeting. (2.39.6)

**II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

### Evidence of Meeting the Standard

San Bernardino Valley College has published policies and procedures in place designed to maintain student records permanently, securely, and confidentially. The Admissions & Records Office is responsible for maintaining student records. Student records are archived electronically, and password protected. The SBCCD has a policy for the release of student records, which is compliant with FERPA (6.54), BP/AP 3300 Public Records (6.55), and BP 3310 Records Retention and Destruction (6.56) policies posted for student access on the SBCCD website.

The Financial Aid Office (6.57) is governed by both federal and state regulations regarding the maintenance of student records. Federal regulations governing financial aid require that student financial aid records are kept for three years after the date of the last Fiscal Operations Report and Application to Participate (FISAP) (6.58), which is filed each September 30th following the end of the academic year. The Financial Aid Office complies with this regulation. State regulations governing state financial aid require that student financial aid records are kept for three years from the last day of the period in which the grants were intended. The SBVC Financial Aid Office complies with this regulation. Financial aid records are now scanned into SBVCs ImageNow System, and only the Financial Aid staff have access to these records. The SBVC Financial Aid Office follows FERPA regulations with respect to releasing student records. The policy is posted for student access on the SBCCD website. (6.54)

The District has invested in the Maxient software for the management of behavioral records of the college. Directed by the Office of Student Life, the software is FERPA compliant and is suitable for Clery Act reporting. All entries and changes are tracked and documented through custom analytics within the software. The campus utilizes the Maxient System to secure non-academic student records such as Behavioral Intervention Team records, student discipline records, and Title IX records. Medical records storage in Student Health Services are HIPPA compliant.

### **Analysis and Evaluation**

Student admission records, transcripts, and financial aid records are maintained in accordance with state and federal guidelines. Student records are secured and only released in accordance with Board policies and administrative procedures.

### **Conclusions on Standard II.C. Student Support Services**

Student Support Services at San Bernardino Valley College (SBVC) support the mission of the college. The college's services are available to students regardless of location or means of delivery. The college evaluates and revises assessment instruments on an on-going basis to continue a cycle of improvement. Student services are assessed and evaluated annually using the Educational Master Plan (EMP) data sheets and program efficacy every four years. Student Services Departments have defined student area outcomes (SAOs) and are assessing the SAOs. Departments evaluate SAOs during the program efficacy process, and if departments are behind on their SAOs, they must remediate to successfully complete program efficacy. The SAO data is used to improve services to students. Student Services are proactive, using state-wide initiatives as catalysts for evaluating services and implementing necessary changes.

Counseling and academic advisement is available online and in person to inform students on certificate, degree, and transfer requirements. Programs such as the Free College Promise, GenerationGo!, and Middle College High School embed academic advisement and educational planning within their respective program.

SBVC has many resources and programs which support student equity and serve underserved/underrepresented populations including, the Dreamers Resource Center, Puente and

UMOJA/Tumaini Programs (Latinx and African American themed learning communities), EOPS/CARE, CalWORKS, DSPS (categorical programs), scholarships, Veterans Resource Center, the Huddle/Athletics Counseling and International Student Counseling. The Office of Student Life supports Student Government and clubs.

San Bernardino Valley College (SBVC) is mindful of and responsive to the struggles and challenges faced by its students. The Valley 360 Resource Center assists students with food insecurities. Student Health Services is an advocate for mental health services to students and works to increase services and raise awareness of the mental health challenges facing students.

The COVID-19 crisis moved the majority of Student Services into an online environment. During the extended Spring Break closure, faculty and staff transitioned to work at home. Cranium Café a meeting and collaboration platform designed specifically for student support was fully implemented and training was provided to faculty and staff. Personnel needing access to campus or District systems were able to access these systems and login with secure VPN connections.

The Library has remained opened two days a week to provide students access to computers and resources. Chromebooks and hotspots are available to students who need them in order to continue their learning through a virtual experience. The Disabled Students Program and Services (DSPS) and the DSPS High Tech Center has also remained open for limited hours two days a week to provide services to students whose needs could not be met online. The Guardian Scholars (current and former foster youth) received hotspots and laptops through iFoster that have been gifted to those students. The Bookstore has modified hours to support students enrolled in short-term classes and provided them an opportunity to pick up their textbooks in person, if needed. The Bookstore has also provided free shipping for textbooks and school supplies. In addition, the Valley 360 Resource Center operates two days a week. SBVC partnered with Feeding Our Community to host a drive-thru food distribution and Student Health Services established Zoom meetings that are HIPPA compliant in order to continue mental health support for students.

San Bernardino Valley College has been recognized for the work that we have done in support of students. In fall 2020 SBVC received a Communicator Award in Digital Marketing Services. (6.60) The Communicator Awards is the leading international awards program **recognizing big ideas in marketing and communications**. The Communicator Awards is sanctioned and judged by the [Academy of Interactive & Visual Arts](#).

### **Improvement Plan(s)**

The college will evaluate the new Guided Self-Placement instrument

#### **Evidence List**

- 6.1 [Transfer Center EMP 18-19](#)
- 6.2 [Needs Assessment Student Health FA19](#)
- 6.3 [Enrollment Management Plan](#)
- 6.4 [25th Hour Communication](#)

- 6.5 [Admission & Records FA18 Efficacy p. 50](#)
- 6.6 [Online Advisement](#)
- 6.7 [Online Admissions](#)
- 6.8 [Chatbot](#)
- 6.9 [Financial Aid Services](#)
- 6.10 [Super Saturdays](#)
- 6.11 [Online Counseling](#)
- 6.12 [Qless](#)
- 6.13 [Online Orientation](#)
- 6.14 [Online Probation & Dismissal Workshops](#)
- 6.15 [Counseling Program Efficacy 2016](#)
- 6.16 [DSPS](#)
- 6.17 [Student Health](#)
- 6.18 [Valley 360 Resource Center](#)
- 6.19 [Enrollment Management and Student Equity Committee](#)
- 6.20 [Office of Student Life](#)
- 6.21 [Associated Student Government](#)
- 6.22 [Student Clubs](#)
- 6.23 [AP6200 Budget](#)
- 6.24 [AP7400 Travel](#)
- 6.25 [BP 5700 Athletics](#)
- 6.26 [Equity in Athletics Report](#)
- 6.27 [SBVC Athletics Website](#)
- 6.28 [The Huddle](#)
- 6.29 [Inter Club Council](#)
- 6.30 [Valley Bound](#)
- 6.31 [Alpha Gamma Sigma](#)
- 6.32 [HACU Club](#)
- 6.33 [Spring Health Fair](#)
- 6.34 [Mental Health Services](#)
- 6.35 [Results of SP20 Client Satisfaction Survey](#)
- 6.36 [Athletic Events](#)
- 6.37 [New Student Orientation](#)
- 6.38 [New Student Welcome Day](#)
- 6.39 [Summer Bridge](#)
- 6.40 [SBVC Important Dates](#)
- 6.41 [Starfish Training](#)
- 6.42 [12.14.19 CS Meeting Minutes](#)
- 6.43 [October 2, 2018 Flex Day](#)
- 6.44 [AP5010 Admission](#)
- 6.45 [International Students](#)
- 6.46 [Residency](#)
- 6.47 [Dual & Concurrent Enrollment](#)

- 6.48 [Nursing Program Requirements](#)
- 6.49 [Degree Requirements - Human Services](#)
- 6.50 [Ed Plan](#)
- 6.51 [Starfish Ed Plans](#)
- 6.52 [Accuplacer](#)
- 6.53 [Guided Self-Placement](#)
- 6.53.1 [Admissions and Records](#)
- 6.54 [FERPA Notice](#)
- 6.55 [AP 3300 Public Records](#)
- 6.56 [BP 3310 Records Retention and Destruction](#)
- 6.57 [Office of Financial Aid](#)
- 6.58 [Fiscal Operations Report and Application to Participate](#)
- 6.59 [BP/AP 5040 Public Records](#)
- 6.60 [Communicator Award in Digital Marketing Services](#)
- 6.61 [EOPS](#)
- 6.62 [CARE Meal Voucher Sample](#)
- 6.63 [EOPS Contact Sheet 1](#)
- 6.64 [EOPS Contact 2 and 3 Sheet](#)
- 6.65 [EOPS Calendar - Fall](#)
- 6.66 [EOPS Calendar - Spring](#)

### **Standard III: Resources**

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the District/system. In such cases, the District/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

#### **III.A. Human Resources**

**III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and classified staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.**

## Evidence of Meeting the Standard

As described in the Function Map (see IV.D.1.), responsibility for the selection and evaluation of personnel is shared between the SBVC and SBCCD. SBVC adheres to the Board-approved hiring policies and administrative procedures that include qualifications and hiring procedures for all its personnel. Administrative Procedures, including AP7120 Recruitment and Hiring (7.1), AP7210 Academic Employees (7.2), AP7230 Classified Employees (7.3), AP7240 Confidential Employees (7.4), AP7250 Educational Administrators (7.5), AP7260 Classified Supervisors and Managers. (7.6) The APs, job descriptions, and job postings clearly delineate the minimum qualifications for employment and procedures for hiring personnel. These procedures include Human Resources (HR) prescreening applicants, the membership of college screening committees, the interview process, the selection process, and the scheduling of interviews.

Minimum qualifications and desired qualifications for job postings are based on the job description determined by the hiring manager in consultation with department members, administration, the hiring committee, and HR as appropriate.

If a candidate for a faculty or administrative position lacks the qualifications specified in a job announcement, she/he may apply for an equivalency using AP7211, Faculty Service Areas, Minimum Qualifications, and Equivalencies (7.7) and provide supporting documentation as appropriate. When a request for equivalency occurs among a faculty candidate, the District HR department asks the College to convene an equivalency committee. This committee includes the Academic Senate president or designee, the appropriate College vice president, a faculty member with knowledge of the discipline of that position, and at least one other faculty member. When a request for equivalency occurs among candidates for a management position Human Resources allows for the substitution of education for experience where 30 units above the required degree can be used as one year of experience. In addition, the VPI can review coursework in cases of specific degree requirements.

Degrees from non-U.S. institutions must be determined equivalent to the required U.S. degree by a recognized third-party evaluation service that determines such equivalency. (7.2, 7.7)

Equivalency is Districtwide, so faculty granted equivalency at CHC are also considered qualified at SBVC and vice-versa. For several years, the academic senates at each campus have operated equivalency process independently. Then, in 2018-2019, the academic senates worked together to craft AP7211, Faculty Service Areas, Minimum Qualifications, and Equivalencies (7.7, 7.8) on equivalency, which established a joint equivalency committee.

All candidates in the part-time faculty discipline pools are subject to initial screening by HR staff for sensitivity to diversity and to ensure that they meet the same minimum academic and professional standards as full-time faculty. Applicants for part-time positions are subject to the same equivalency processes as candidates for full-time positions.

HR works with an internal Standard Operating Policy (SOP) (7.9) document to assure the consistency of hiring practices and is creating an external hiring policy manual for end users, this will further assure the consistency and transparency of hiring practices. HR is developing and

vetting a Screening Committee Handbook (7.10, 7.11) through the Collegial Consultation process.

Announcements for unfilled positions at the College appear on the District website. (7.12) The list of positions includes those for full-time faculty, staff, and administration, part-time (i.e., adjunct) faculty, short-term (i.e., hourly) staff positions, student workers, professional experts, and interim positions. Applicants apply online through the District's ADP management system. Job announcements for all positions include education and experience, knowledge, and abilities necessary to perform the duties of the position. Also included are the documents and materials (e.g., philosophy of education, work portfolios) that the hiring committee will evaluate as part of its selection process.

The District also advertises open positions in a variety of third-party print and online publications, including *Job Elephant*, *California Community College Registry*, *Indeed.com*, *Higher Ed Jobs*, and *The Chronicle of Higher Education*. Also, the District and colleges send teams to the CCC Registry job fair in Los Angeles to meet with those looking for faculty or administrative positions.

### Analysis and Evaluation

SBVC uses the most recent edition of the *Minimum Qualifications for Faculty and Administrator's in California Community Colleges Handbook* to assure that faculty and administrators hold the required credentials. For classified professionals, CSEA negotiates the job descriptions for each position, which include minimum requirement for education, training, and experience.

Minimum qualifications and desired qualifications for job postings are based on the job description determined by the hiring manager in consultation with department members, College administration, the hiring committee, and HR as appropriate.

All campus positions have a role in fulfilling the campus mission to provide quality education and services to a diverse community of learners.

**III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)**

### Evidence of Meeting the Standard

The District uses the most recent edition of the *Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook* available from the State Chancellor's Office (CCCCO), to determine the minimum educational preparation required for positions in each discipline. These standards have been established by the statewide Academic Senate for California Community Colleges and approved by the State Board of Governors of the



California Community Colleges. Occasionally, the College uses additional or *preferred* qualifications.

AP7210 Academic Employees (7.2) details the hiring procedures, including development of the job posting and desired qualifications and experience. For instructional faculty candidates, a teaching demonstration is required on a topic determined by the hiring committee. Non-instructional faculty candidates may be asked to give a teaching demonstration, participate in role playing, or give a presentation as determined by the hiring committee.

As per AP7120 Recruitment and Hiring (7.1), interview questions at first level and second level interviews are crafted by the hiring committee and included questions directed towards the candidate's contributions to the campus mission and service to the campus community outside the classroom.

Job postings for instructional faculty positions include curriculum development, Program Review, and participation in campus committees. Candidates may submit copies of transcripts during the application process but must submit original transcripts before hiring.

The process for hiring part-time faculty is much briefer since part-time faculty positions need to be filled according to need and often in a short time period. Positions for part-time faculty for disciplines that typically use part-time faculty remain open for application on the District website. There is usually a pool of applicants for these positions. HR staff screens applicants in these pools for sensitivity to diversity and to ensure that they meet the same minimum academic and professional standards as full-time faculty. Applicants for part-time positions are subject to the same equivalency processes as candidates for full-time positions. Potential part-time faculty may be interviewed by a single department chair or a departmental committee. Managers use recommendations from these interviews to make hiring decisions. When possible, applicants for part-time positions may be required to demonstrate teaching, counseling, librarianship, or other job-related skills to exhibit their ability to work effectively with SBVCs student population. Human Resources maintains internal documentation of all hiring procedures for HR employees. HR is developing an external document of management procedures to guide hiring managers through the process and a Screening Committee Handbook. (7.2, 7.10)

The quality of faculty hired by SBVC is ensured through the faculty evaluation process and the tenure review process.

The District HR department maintains internal documentation of all full-time hiring procedures for HR employees. The HR department is developing an external document of management procedures to guide hiring managers through the process and a Screening Committee Handbook. (7.10)

### **Analysis and Evaluation**

SBVC has well-defined processes that are detailed in Administrative Procedure to ensure faculty hired meet minimum qualifications and for the development of desirable qualifications and experience. Human Resources has internal documentation of hiring processes to ensure

consistency in hiring and in developing external documentation for managers and screening committees.

**III.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.**

**Evidence of Meeting the Standard**

The recent edition of the *Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook* is used to determine the appropriate degrees and qualifications for administrators. AP7250 Educational Administrators (7.5) and AP7260 Classified Supervisors and Managers (7.6) detail the hiring procedure including development of the job posting, desired qualifications, experience, and committee composition. Candidates may submit copies of transcripts during the application process and must submit original transcripts before hiring.

**Analysis and Evaluation**

HR and SBVC hiring manager ensure that candidates hired possess the qualifications necessary for the position and will continue to support institutional effectiveness, academic quality, and support student success. It is current practice for HR to check references for all finalists and verify employment information as per AP7126 Applicant Background Investigation (7.13) and Reference Checks. The successful candidate must have a recent Livescan and submit original transcripts prior to hiring.

**III.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

**Evidence of Meeting the Standard**

Administrators, and full and part-time faculty must meet minimum qualifications defined by the state in the “Minimum Qualifications for Faculty and Administrators in California Community Colleges,” provided by the CCCCO and in collaboration with the state Academic Senate.

AP7210 Academic Employees (7.2) ensures that faculty are involved in the selection of new faculty. The administrative procedure specifically states that the majority of a faculty selection committee shall be composed of faculty. Interviews may include a teaching demonstration, role play, a writing sample, or skills demonstration, as appropriate. The demonstrations are typically 10-15 minutes in length. An evaluation form is used by the hiring committee to assess the responses by the candidate.

All faculty are hired under the same faculty hiring process SBCCD AP7210 Academic Employees (7.2) Faculty who teach online classes are held to the same standards as faculty who teach traditional face-to-face classes. Prior to teaching a DE section, a faculty member documents the various ways in which he or she is prepared for the delivery mode. Record of such

successful preparation for online teaching is a part of the comprehensive quality control process for online classes.

SBVCs Academic Senate determines equivalency or eminence according to AP7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies. Applicants who believe that they possess qualifications equivalent to the minimum qualifications for a position and wish to request that a determination of equivalency be made in a specific discipline must complete a District Request for Equivalency form and provide supporting documentation as appropriate. Applicants for both full-time and part-time positions are notified of the opportunity to apply for an equivalency at the time of application. Equivalency is District-wide. For example, faculty granted equivalency at SBVC also receive equivalency at CHC. Previously, the Academic Senates at each campus have operated equivalency process independently. In 2018-2019, the Academic Senates worked together to craft AP7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies, which established a joint equivalency committee. (7.7)

Foreign degrees may be considered equivalent to those from the U.S. The HR department requires applicants for academic and administrative positions with foreign degrees to provide a foreign transcript equivalency from an approved third-party agency (see Standard III.A.1.). In addition, the applicant must show proof that the institution that awarded the degree "...is accredited in its country of operation or in the United States." (7.7) This requirement is included in the District's job announcements.

All candidates in the pool for adjunct positions are subject to initial screening by HR staff for sensitivity to diversity and to ensure that they meet the same minimum academic and professional standards established by the statewide Academic Senate and approved by the Board of Governors of the CCCs. Applicants for adjunct positions are subject to the same equivalency processes as candidates for full-time positions. Potential part-time faculty may be interviewed by a single department chair or a departmental committee. Recommendations arising from these interviews are used by managers to make hiring decisions. It is recommended that applicants for adjunct positions be required to demonstrate teaching, counseling, librarianship, or other job-related skills to exhibit their ability to work effectively with SBVCs student population.

## Analysis and Evaluation

The District HR office processes are published for all applicants to read and ensure that applicants for all positions in the District possess the appropriate degree required by the State and the District to be offered the position for which he/she will be considered. The Academic Senate and College administration carry out their respective, collaborative roles in the hiring process as set forth in District policy and procedures.

SBVC has processes in place to determine equivalency. Equivalency was conducted under the old policy in AP7210 Academic Employees while the details, forms, and processes implementation of AP7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies (7.7) were being put in place. SBVC and CHC's Academic Senates evaluated the process for new equivalency in spring 2020. The Senates agreed on modifications to AP7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies, and those changes are moving through the approval process. (7.8)

**III.A.5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

## Evidence of Meeting the Standard

Policies and procedures for performance evaluations of faculty and classified professionals are contractual items negotiated with local CTA (7.14) CSEA (7.15) Policies and procedures for the evaluation of administrators and classified managers is delineated in AP7250 Evaluations which last reviewed by District Assembly in 2019. APs and contracts establish timelines, responsible parties, evaluation instruments, and who serves on an evaluation team. APs and contracts further define the steps to be taken if an evaluation indicates deficiencies, which include professional development opportunities support from CTA, CSEA, Academic Senate or mentor, as appropriate.

The District Chancellor is evaluated according to BP/AP2435. (7.16)

Although the content of self-evaluation forms vary by employee classification, all personnel have the opportunity to speak to their interpersonal communication skills, their participation, the campus community, and the campus mission, as well as dedication to student success.

The evaluation summary forms for classified staff, faculty, and managers provide for a comprehensive assessment of performance. (7.14, 7.15) These forms also include a section for the evaluating manager to note any areas that need improvement, recommendations for appropriate professional development, and an outline of plans for improvement.

All employee positions are stored in EPICS. Information in this program is used to generate a spreadsheet that incorporates timelines that HR uses to track positions through the evaluation

process. HR is responsible for the tracking of employee evaluations according to the regular cycle for evaluations. This office notifies managers about which employees are due for evaluation and provides the dates by which evaluations must be completed and sent to HR. (7.17) HR has verified that evaluations for all personnel are up to date.

### Analysis and Evaluation

Evaluation of personnel is conducted in a timely manner. Evaluations are relevant to the duties performed, and evaluations provide opportunities for personal and professional growth.

Evaluation processes seek to encourage improvement and development. The classified evaluation has a specific area dedicated to employee development if the needs for improvements are identified in the evaluation. (7.19) In addition, the CTA evaluation includes a requirement that if deficiencies are identified, the evaluator is required to provide specific written recommendations for improvement. (7.20) In addition, there is a specific form that is completed when improvements are needed. (7.21) Equally important, HR has also developed a Performance Improvement Plan (PIP) template where the focus is on improvement. (7.22) In order to ensure that actions are taken in a formal, timely, and documented manner, evaluations are tracked with EPICS, and HR regularly follows up with managers to ensure evaluations are formal, timely, and documented. Moreover, HR reviews every file for accuracy and to confirm that it meets the requirements of this standard.

- ~~1. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. (Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)~~

[Skip Standard III.A.6. Continue responses with Standard III.A.7.)

**III.A.7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)**

### Evidence of Meeting the Standard

SBVC employs high-caliber full and part-time faculty to provide instruction and student and instructional support services. The District meets the full-time faculty obligation number (FON) as required by regulation. The Human Resources department monitors faculty assignments Districtwide to ensure that the FON is met. Meeting the FON is a District KPI that is reviewed by the Board of Trustees. (7.23) The District submits a report annually to the State Chancellor's Office, demonstrating its compliance. The District also complies with requirements of the "Fifty Percent Law" that requires a community college District to spend fifty percent or more of its general fund expenses toward the salaries of classroom instructors.

Departmental data for FTEF is provided for analysis in the Program Review process in both the annual EMP Sheets and during the four-year program efficacy cycle. FTEF data, along with WSCH/FTEF, student success and retention data, and departmental planning, is considered during the annual needs assessment process when departments are able to request growth positions for faculty. All faculty growth positions are ranked by the Program Review Committee. These rankings serve as advisory to the College President when growth funding is available. (2.30)

In the event of a faculty resignation or retirement, the Faculty Replacement Rubric (7.24), developed by the Academic Senate, is used to determine if a vacancy should be refilled. If it is determined that that the position does not need to be replaced, funds are reallocated based on the faculty prioritization list.

### Analysis and Evaluation

Although the District as a whole is meeting the FON, the 75/25 FT faculty ratio at SBVC has been below 50 percent since 2012-2013. (7.25) Lack of ongoing funding has limited FT faculty growth over the past decade and qualified adjuncts are hired to provide instructions. The Program Review process on the campus assesses the need for additional faculty and ranks faculty growth requests according to the greatest institutional need. The faculty prioritization list is used when funding becomes available. (2.30)

The Faculty Replacement Rubric (7.24) is used when a vacancy occurs due to a resignation or retirement to ensure the position is still needed on the campus. In 2017-2018, there were 31 requests for faculty growth positions. Four positions were funded through Strong Workforce. One position was funded when a department voluntarily release a position, and the final position was a growth position.

**III.A.8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.**

### Evidence of Meeting the Standard

SBCCD has established employment procedures for adjunct faculty as defined in AP7210 Academic Employees. Adjunct faculty are SBCCDCTA members, and the union contract governs the evaluation and seniority ranking of adjunct faculty.

Professional Development is provided for all faculty, and adjunct faculty are encouraged to attend in-service and Flex Day events. Adjunct orientation is done in conjunction with the Professional Development Department every fall and spring and consists of an all-adjunct meeting, breakout sessions for professional development, and department meetings. Adjunct faculty are welcome at all division and department meetings as well as professional development activities. (7.26, 7.27, 7.28) Adjunct faculty also have full access to online learning resources such as the Vision Resource Center and CVC-OEI training materials. (4.6, 4.46) There is also

funding for travel provided through the professional development committee for all adjunct faculty.

The Academic Senate defines a process for the election of adjunct senators. Adjunct senators are voting members and expected to fully participate in the work of the Academic Senate. Campus committee meetings are open to everyone. ([7.29](#))

### Analysis and Evaluation

AP7210 Academic Employees ([7.2](#)) includes policies and procedures for hiring and evaluation of adjunct faculty. AP7210-A Adjunct Faculty is currently being developed to better facilitate adjunct hiring and establish best practices. ([7.30](#)) Adjunct faculty have full access to professional development activities, including adjunct orientation, which takes place just prior to fall and spring semesters. Adjunct faculty are compensated for professional development in accordance with the SBCCDCTA agreement. Adjunct faculty can participate in the collegial consultation process through the Academic Senate, and there is an adjunct member serving on the SBCCDCTA Board.

**III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)**

### Evidence of Meeting the Standard

SBVC employs qualified full and part-time classified professionals to provide quality service to students. Departments evaluate the need for staffing through Program Review and may participate in the annual Program Review needs assessment process identifying growth positions for the coming fiscal year. All classified growth positions are ranked by the Program Review committee. ([2.30](#))

These rankings serve as advisory to the College President when growth funding is available, or when a resignation or retirement create an opportunity to reallocate funding to another position.

The District also conducts an annual needs assessment. District needs assessment is conducted in the summer after the college needs assessments and prioritizations are complete. District offices tie their needs assessment requests to the needs of the campuses and prioritize positions based on the needs of the District and the campuses. District prioritization lists are advisory to the Chancellor's Cabinet. ([7.31](#), [7.32](#))

CSEA works with the District to establish the minimum number of personnel needed to perform the work. Common instruments to assess the number of personnel needed are OSHA studies, land surveys, and building surveys that recommend the number of grounds or custodial worker per square foot maintained. The District recently completed a classification study in which a representative committee analyzed all classified position descriptions and focused on duties, responsibility, and authority outlined in each. ([7.33](#)) The committee reviewed all qualifications to ensure internal and external alignment and to remove any arbitrary barriers to employment.

Increases in staffing is also done through reorganization of offices. HR assesses staffing levels at the District and campuses that have comparative FTEs, awards, transcript requests, buildings, and acreage before making recommendations for reorganization. (7.34)

### Analysis and Evaluation

Through the Program Review process, the campus effectively assesses the need for additional classified and ranks classified growth requests according to the greatest institutional need. Lack of ongoing funding has limited growth over the past several years.

**III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)**

### Evidence of Meeting the Standard

Administrative growth positions at the District go through the District’s Program Review process. (7.32) Administrative positions at the campus are not a part of the campus Program Review process. New administrative positions are generally discussed in President’s cabinet, then moved forward to Chancellor’s cabinet. Administrative growth positions are often affiliated with grants or categorical funding in those instances, such as the SSSP Plan, which come to the Academic Senate and College Council for support and/or approval. (7.35, 7.36) Job descriptions are collegially developed and approved by the Board of Trustees.

### Analysis and Evaluation

The process for administrative growth positions needs to be collegially reviewed in light of Prioritized Board Directives for the 2019-20 General Fund. (7.37) Approved by the Board of Trustees on February 21, 2019, the Prioritized Board Directives for the 2019-20 General Fund Budget states, “Funding for any new positions must be approved through the process of Program Review or any other prioritization process as established at the colleges and District offices.” It would benefit the campus to have an approved prioritization process for administrative positions that are supported by general funds.

SBVC second Quality Focus Essay project will focus on the Program Review processes allowing the opportunity for campus collegial consultation committees to evaluate processes for identifying administrative grown positions.

*Goal 4. Ensure college-wide participation and linkage to student learning, strategic planning, and resource allocation through an effective and vetted process.*

- In accordance with Standards III and IV relating to resources and decision-making, it is crucial for the College to have transparent processes in place, thereby linking Program Review to resource requests/allocation/prioritization and college-wide decision-making.

**III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.**



## Evidence of Meeting the Standard

The Board policies and Administrative Procedures are collegially developed and meet legal requirements. The District negotiates contracts in good faith with SBCCDTA and CSEA and abides by the terms of those contracts. Contracts are available for information and review on the District website. ([7.38](#))

HR, SBCCDTA and CSEA communicate broadly with constituencies through email announcements, workshops, and presentations that guide and inform employees on policies, procedures, and contracts, HR shares information on employee benefits, internal employment opportunities, and training opportunities via email. HR includes information about union contracts and HR policy and procedure at new employee trainings. HR also provides training on policy interpretation for new HR policies and procedures at new employee trainings. The internal SOP manual ensures consistency of practice. ([7.39](#), [7.40](#), [7.41](#))

The SBCCD establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Most of the policies and procedures pertaining to Human Resources are included in the Human Resources section of the District's Board policies and Procedure website. Some policies and procedures impacting personnel such as discrimination, harassment, computer use, appear in other sections of the Board policies and Administrative Procedures website. ([7.42](#))

BPs and APs for HR are developed and revised as per BP/AP2410 Board Policies and Administrative Procedures. ([2.33](#)) HR, the academic senate of each college, and collective bargaining agents regularly review Board policies and procedures related to employment, working conditions, evaluation of performance, and other employee related matters. The District Assembly (DA), a participatory governance body that includes District and college representatives, reviews all Board policies and procedures that govern HR on a ten-year cycle, whereby ten percent of the policies are reviewed each year. Recommendations for change are sent to the Board. ([7.43](#), [7.44](#))

## Analysis and Evaluation

District policies, procedures, and contracts are readily available online from the District website. HR has developed FAQs by topic that refer employees to the appropriate BP, AP, or contract. HR conducts frequent trainings and provides information on employee benefits, internal employment opportunities, and training opportunities via email. Employees and students have a means by which to lodge a complaint or offer a suggestion.

Seeking to better align of HR resources, standardize practices and improve communication, and transparency, the Office of Human Resources has undergone two reorganizations in recent years to remove positions that are obsolete and create positions relevant to current practice and legal compliance. The new internal SOP manual will provide structure, define processes, and increase clarity. HR is developing external handbooks to inform employees of hiring practices, Title IX, and evaluation processes. ([7.9](#), [7.34](#))

**III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

### **Evidence of Meeting the Standard**

The SBCCD is committed to the principles of equal employment opportunity and has implemented a comprehensive program to put those principles into practice BP 3410 Nondiscrimination. (7.45) It is District policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunities and are not subjected to discrimination in any program or activity.

BP7100 Commitment to Diversity, Equal Employment Opportunity (7.46), shows the District's commitment to "a policy of non-discrimination in recruiting, hiring, assignment, training, promotion, transfer and evaluation," and that "diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students."

The District is committed to providing opportunities without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because an applicant is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. (7.47)

The District's EEO (Equal Employment Opportunity) Plan (7.47) is reviewed annually and an update is provided to the State Chancellor's Office every three years. The EEO Advisory Committee is responsible for assisting the District in implementing the plan and seeks to include a diverse membership. Ex-officio members include the EEO Officer, the Title IX Officer, the ADA Compliance Officer, and the Director of Human Resources. (7.48)

The District's screening and selection procedures are consistent with all the requirements set forth in Section 53024 of Title 5 of the California Code of Regulations. Specifically, all screening and selection techniques, including the procedure for developing interview questions and the selection process as a whole, is designed to avoid an adverse impact, as defined in Section 53001(a) of Title 5 of the California Code of Regulations, and monitored by means consistent with this section to detect and address any adverse impact which does occur for any monitored group. (7.49)

Human Resources (HR) annually collects employee demographic data and monitors applicants for employment on an ongoing basis in order to evaluate the implementation of its EEO plan and to provide data needed for the analyses required by Sections 53003, 53006, 53023, and 53024 of Title 5 of the California Code of Regulations. The District reports these data on employees of the District to the State Chancellor. (7.49.1)

HR reviews these data to determine if significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process. HR uses the following analyses in this review:

- Longitudinal analysis of data regarding job applicants to identify whether over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool to the qualified applicant pool
- Analysis of data regarding potential job applicants, to the extent provided by the State Chancellor, which may indicate significant underrepresentation of a monitored group
- Analysis pursuant to Section 53003(c)(7) of Title 5 of the California Code of Regulations to determine whether a group is significantly underrepresented.

The [Chancellor’s Hispanic-Serving Institutions \(HSI\) Advisory Committee \(7.49.1\)](#) has as part of its charge that the committee is to “Work on processes that will enhance our recruitment strategies to reach a broader and more ethnically diverse pool of candidates.”

In August 2019, a team of nine faculty and one administrator attended the workshop “Equity in the Classroom” presented by USC Rossiter School of Education, Center for Education. The “CUE Team” presented on information micro-aggressions at the Academic Senate Retreat and at the all-faculty meeting on opening day. ([2.4](#), [2.7.3](#))

### **Analysis and Evaluation**

District policies and procedures establish the District’s value of equity in hiring. All recruiting, screening, and hiring procedures are designed to avoid any adverse impact. The District HR office conducts analyses to determine whether any group appears to be adversely impacted so that the District may take corrective measures. District progress on diversity in hiring can be viewed in [2020 Faculty Book Employee Characteristics \(7.50\)](#) available on this District’s website highlights employee trends in ethnic and racial distribution, gender distribution, and age distribution. Over a five-year period (2014-2018), there has been a 7.4 percent increase in employees identifying as African American and a 34.5 percent increase in employees identifying as Hispanic.

### **III.A.13. The institution upholds a written code of professional ethics for all its personnel, including consequences for violation.**

#### **Evidence of Meeting the Standard**

In addition to the SBVC mission statement, the campus has identified values that express its basic beliefs. These tenets are widely published in venues such as the annual College Catalog and apply to all employees at SBVC.

**Faculty.** The ethics statement for the faculty of SBVC was revised by the Academic Senate in September 2017 and occupies a prominent position on the Academic Senate website. The Academic Senate reviewed and discussed the Faculty Ethics Statement on 2017/2018. It was noted that the ethics statement expresses faculty ideals and SBVCs good intentions but is not

designed as an enforcement tool. The preface of the Faculty Ethics Statement was amended to be inclusive of AP3430 Prohibition of Harassment. ([0.35](#), [7.51](#), [7.52](#), [7.53](#), [7.54](#))

**Classified Professionals.** There is no ethics statement applicable to all classified professionals of SBVC; however, participants in the Classified Senate have adopted and adhere to an ethics statement that was incorporated into the constitution of that group in 2004. In conducting the business of the Senate, participants are to adhere to democratic principles, uphold the majority vote of the Senate, and work to develop an inclusive collegial consultation process. ([7.55](#))

**Administrative/Management Employees.** AP3050 Institutional Code of Ethics ([7.56](#)) states the following:

“The District recognizes its responsibility and obligation to the public and to the students it serves to conduct its business with honesty, integrity, professionalism, and quality in the performance of those operations and functions necessary to achieve its established mission and philosophy as described in board policy. To that end, the District is committed to public accountability and transparency. The Institutional Code of Ethics applies to all employees of the District. Employees of the District share the fundamental responsibility to always act with integrity and in a manner that reflects the best interests of the District and its students.”

This AP then specifies expected behavior in various activities:

- Use of District Resources
- Relationship with Vendors
- Conflict of Interest
- Maintenance of Accurate Accounts and Records
- Maintenance of Confidentiality
- Employment Practices

It ends with a section on consequences for violations of these provisions.

Administrative and managerial employees developed a management ethics statement approved by the management roundtable in 2005. The statement, based in part on the ethics statement published on the website of the Association of California Community College Administrators, emphasizes the attributes of trustworthiness, respect, fairness, concern, and citizenship. The ethics statement for managers was reviewed in 2012. ([7.57](#))

**Board of Trustees.** The ethical behavior expected of a member of the Board of Trustees of the SBCCD is specifically addressed by BP2715 Code of Ethics – Standards of Practice. ([7.58](#)) The Orientation and Development for Community College Trustees and the Trustee Handbook used for trustee orientation also include information on Board ethics.

## Analysis and Evaluation

Each employee category has discussed the issue of ethical behavior and established an ethics policy. Members of the Board of Trustees, managers, and faculty have written ethics statements.

The ethics statement for faculty is featured prominently on the website of the SBVC Academic Senate. The ethics statement for classified professionals does not address ethical behavior in general and applies only to participants in their role as representatives in the Classified Senate; the statement is featured prominently on the website for the Classified Senate. However, the management ethics statement is not published.

Adherence to ethical principles is reinforced by a variety of policies and procedures intended to discourage unethical behavior. Such policies include BP3410, Nondiscrimination ([7.45](#)), BP2260, Conflict of Interest ([7.59](#)), BP3430, Prohibition of Harassment ([0.35](#)), and BP7310, Nepotism. ([7.60](#)) Additionally, SBVC supplies an instrument for anonymous reporting of ethical infractions. The compliance hotline webpage states that SBVC “is committed to providing an ethical place to work and go to school.” Reports of suspected unethical behavior can be made anonymously by web or telephone.

Complaints regarding employees made directly, or indirectly through the virtual SBCCD Community Suggestion box are addressed by the appropriate manager. SBCCD Compliance Hotline webpage provides students, employees, and community members the opportunity to report complaints in a confidential manner. Compliance Hotline complaints go directly to the Executive Vice-Chancellor of Human Resources for resolutions and confidential records are maintained for each complaint.

**III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

#### **Evidence of Meeting the Standard**

The Professional Development Committee, chaired by the Professional and Organizational Development Coordinator, oversees professional development opportunities at the College. Professional development is open to all campus constituencies. Professional development workshops take place on Flex Days, In-Services Days, Classified Connection Week, Adjunct Orientation, Great Teachers Seminar and many other throughout the semester. Professional development topics range from computer and software instruction to instructional pedagogy, training on campus processes, and personal growth workshops such as planning for retirement, budgeting, and health and wellness, such as campus walks, yoga, and Zumba. No space between Zumba and the period. The Professional Development Coordinator creates, coordinates, or assists in the planning of Opening Day, campus retreats and other large-scale events that further campus-wide reflection and organizational growth. ([7.61](#), [7.62](#), [7.63](#), [7.64](#))

The Professional Development Committee ([7.71](#)) funds conference attendance, oversees all Flex reporting for full-time faculty, and steers the campus’ sabbatical process. The Coordinator also serves on the District EEO Committee in order to work closely with HR and plan workshops that align with the need to provide diversification and equity training for employees serving on any hiring committee.

## Analysis and Evaluation

SBVC has a diverse and robust professional development program. Under the leadership of the Professional and Organizational Development Coordinator, the Professional Development Committee creates year-round programming on a limited budget. There is extensive evidence of the professional development opportunities available throughout this document. Since the COVID-19 closure in March 2020 Professional and Organizational Development Coordinator has worked in partnership with the Distance Education Faculty Leads to provide ongoing training and assistance on Canvas, Zoom, and other online tools. Professional Development is sensitive to the needs of employees working from home, providing sessions on work life balance, virtual exercise programs, and mental health. Professional Development is culturally sensitive and is providing training opportunities on equity and social justice. ([7.65](#), [7.66](#), [7.67](#), [7.68](#), [7.69](#)) A historical list of professional development events can be seen of the Office of Professional Development Event Brite page. ([7.70](#))

The Professional Development Committee ([7.71](#)) surveys campus employees to evaluate services and develop new topics. Additionally, constituencies directly contact professional development when a need is identified on campus. Professional development is a component of any grant application submitted by the college.

**III.A.15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**

## Evidence of Meeting the Standard

The safety and confidentiality of personnel records are governed by AP7145 Personnel Files ([7.72](#)) and AP3310 Records – Retention and Destruction. ([7.73](#)) Employees may make an appointment to view their personnel file. The appointment is supervised by HR to ensure that nothing is added or removed from an employee file.

Active personnel files are kept in a secure location at the District's offices with a limited number of confidential employees having access to the files.

## Analysis and Evaluation

HR maintains the security and confidentiality of personnel files. When personnel files are only disclosed to the employee, steps are taken to ensure that materials are not added or removed from personnel file during viewing.

## Conclusions on Standard III.A. Human Resources

The institution hired high quality full and part-time personnel that meet the minimum qualifications established for their positions. Job descriptions, job postings, and hiring processes are clearly stated and followed. Personnel are evaluated at clearly stated intervals in accordance with bargaining agreements or administrative procedures as appropriate. All constituencies have ethics statements. The District is compliant with Title IX.

The college is currently working with the District on effective hiring practices to recruit and retain diverse faculty and staff that reflect the race and ethnicity of our student population. ([7.78](#))

The institution maintains a sufficient number of full-time personnel to meet the FON. Full-time and adjunct faculty hired meet minimum qualifications or have established equivalency to teach in their discipline. Classified professionals and administrators have the appropriate qualifications and experience to perform the work assigned. Categorical fund and grants support many necessary positions across the campus.

HR policies and procedures, are reviewed in accordance with AP2410. Union contracts are reviewed and revised as set forth in labor negotiations. HR has developed an internal SOP manual to ensure consistency of policy and practice. HR is developing external manuals for managers and hiring committees.

In response to the COVID-19 emergency, HR resources worked expeditiously with SBCCDTA and CSEA to establish MOUs that ensured the health and safety of employees, provided necessary equipment and professional development for transition to a work at home environment, ensured continuation of pay and benefits, and ensured liberal interpretation of sick leave policies for employees infected with the virus or caring for an infected family member. ([7.74](#), [7.75](#))

Spring faculty and classified professional evaluations were still in progress when the campus moved to a work-at-home environment. Since there were few faculty being evaluated and evaluation includes observation of the faculty member in the course of their work by peer evaluators, faculty evaluations were postponed to the following academic year. Classified evaluations resumed and were completed on time. Manager evaluations took place in the fall 2019 and were completed.

HR deferred interviews for all positions and is working to ensure that all candidates and committee members have access to appropriate technology, and all candidate interviews can be conducted equitably. The hiring timeline for the Chancellor was revised and approved by the Board of Trustees. ([7.76](#))

At the July 9, 2020 BOT Meetings the Board took action to approve the Response to an Employee with COVID-19 Procedure and Return to the Workplace Plan. ([7.77](#))

## **Improvement Plan**

### **Evidence List**

- 7.1 [AP7120 Recruitment and Hiring](#)
- 7.2 [AP7210 Academic Employees](#)
- 7.3 [AP7230 Classified Employees](#)
- 7.4 [AP7240 Confidential Employees](#)
- 7.5 [AP7250 Educational Administrators](#)

- 7.6 [AP7260 Classified Supervisors and Managers](#)
- 7.7 [AP7211 Equivalency](#)
- 7.8 [Academic Senate-Agenda 03.04.20](#)
- 7.9 [HR Standard Operating Procedures](#)
- 7.10 [Screening Committee Handbook](#)
- 7.11 [Academic Senate Agenda 2.20.19](#)
- 7.12 [Job Announcements](#)
- 7.13 [AP7126 Applicant Background Investigation](#)
- 7.14 [SBCCDTA Article 16, pp 15, 23, 26, 33, 103](#)
- 7.15 [CSEA Article 13, page 28](#)
- 7.16 [BP2435 Evaluation of the Chancellor](#)
- 7.17 [7150 Evaluations](#)
- 7.18 [Evaluation Notifications](#)
- 7.19 [Classified Evaluation Improvement](#)
- 7.20 [CTA Evaluation - Improvement](#)
- 7.21 [CTA Evolution Improvement Form](#)
- 7.22 [Performance Improvement Plan Template](#)
- 7.23 [District KPI-FON Goal III.](#)
- 7.24 [Faculty Replacement Rubric](#)
- 7.25 [SBVC 75:25 Ratio](#)
- 7.26 [Adjunct Orientation 2016](#)
- 7.27 [Adjunct Orientation 2017](#)
- 7.28 [Oct 3 Flex Day](#)
- 7.29 [Academic Senate By-Laws 122; 150](#)
- 7.30 [Draft 7210-A Adjunct Faculty](#)
- 7.31 [District Program Review](#)
- 7.32 [District Prioritization](#)
- 7.33 [CSEA Reclassification Study 2019](#)
- 7.34 [District Assembly Agenda & Minutes 3/6/18 p. 12](#)
- 7.35 [College Council 10.12.16 agenda](#)
- 7.36 [AS Minutes 10.5.16](#)
- 7.37 [Prioritized Board Directives for the 2019-20 General Fund p. 6](#)
- 7.38 [Bargaining Agreements](#)
- 7.39 [Email Health Benefits](#)
- 7.40 [Email CTA Employment Opportunity](#)
- 7.41 [Health and Wellness Newsletter](#)
- 7.42 [Chapter 7 Board Policies and Administrative Procedures](#)
- 7.43 [Board Minutes BP/AP Approval](#)
- 7.44 [District Assembly Minutes](#)
- 7.45 [BP/AP 3410 Non-discrimination](#)
- 7.46 [BP7100 Commitment to Diversity, Equal Employment Opportunity](#)



- 7.47 [SBCCD EEO Plan](#)
- 7.48 [EEO Advisory Committee](#)
- 7.49 [EEO Summary Report](#)
- 7.49.1 [Chancellor’s Hispanic-Serving Institutions \(HSI\) Advisory Committee](#)
- 7.50 [2020 Faculty Book Employee Characteristics](#)
- 7.51 [Academic Senate Agenda and Minutes - Ethics Statement](#)
- 7.52 [AS Agenda 9.6.17](#)
- 7.53 [AS Minutes 9.6.17](#)
- 7.54 [AS Minutes 9.20.17](#)
- 7.55 [Classified Professionals Code of Ethics](#)
- 7.56 [AP3050 Institutional Code of Ethics](#)
- 7.57 [Administrative Code of Ethics](#)
- 7.58 [BP2715 Code of Ethics – Standards of Practice](#)
- 7.59 [BP2260 Conflict of Interest](#)
- 7.60 [BP7310 Nepotism](#)
- 7.61 [Onboarding @ SBCCD](#)
- 7.62 [Classified Connection Week](#)
- 7.63 [Great Teacher's Seminar](#)
- 7.64 [Fitness Fridays](#)
- 7.65 [Webinar Work/Life Balance](#)
- 7.66 [Movies for Mental Health](#)
- 7.67 [Black Minds Matter](#)
- 7.68 [Yoga Class](#)
- 7.69 [Equity Webinars](#)
- 7.70 [Office of Professional Development Eventbrite page](#)
- 7.71 [Professional Development Committee](#)
- 7.72 [AP7145 Personnel Files](#)
- 7.73 [AP3310 Records - Retention and Destruction](#)
- 7.74 [COVID MOU CSEA](#)
- 7.75 [COVID MOU CTA](#)
- 7.76 [Revised Chancellor Hiring Timeline](#)
- 7.77 [Board Addendum 7.9.20](#)
- 7.78 [Manager Presentation](#)

### **III.B Physical Resources**

**III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

## Evidence of Meeting the Standard

SBVC has a comprehensive Facilities Master Plan (FMP) that includes a thorough facilities analysis, space utilization inventory, campus needs, and recommendations for renovation, replacement, and addition of facilities. The FMP is linked to campus strategic planning objectives. ([1.13](#), [2.6](#))

San Bernardino Valley College assures safe and sufficient physical resources at its campus. Their construction is designed to assure access, safety, security, and a healthful learning and working environment, and they are maintained by the College Maintenance and Operations department. ([8.1](#)) The College offers a small number of classes at area high schools in accordance with its partnership programs with area K-12 school districts for students at those schools. The classrooms where these classes are offered are maintained by their respective host school districts and meet SBVC standards.

In cooperation with design professionals and the District Facilities Department, the Vice President of Administrative Services submits plans for facilities improvement projects to the Division of State Architects (DSA) for review and approval. This agency assures that plans are compliant with codes for building structure and fire-life safety and the Americans with Disabilities Act (ADA). ([8.2](#))

As mandated in the District Injury and Illness Prevention Program (IIPP), employees are required to report hazardous facility conditions to their supervisors, and supervisors are required to investigate when an unsafe condition is reported to them or when an employee is injured. Reports of those inspections and investigations are forwarded to the appropriate department for any needed corrective action. ([8.3](#))

The SBVC Facilities and Safety Committee (FSC) ([8.4](#)) meets each month to discuss health and safety related issues and recommend solutions to any problems that have been identified. Committee agendas include various safety projects, training reports, status of safety plans and records, condition of facilities, emergency preparedness drills, reports on safety related issues from Maintenance and Operations, Police, and the Student Health Center. The committee makes requests and recommendations to resolve safety issues. The Facilities and Safety Committee prioritizes campus wide facilities requests gathered through the Program Review needs assessment process. ([2.30](#))

To secure a healthful learning and working environment, SBVC collaborates with the District Safety Officer to develop and safety plans when necessary. ([8.3](#))

These include the following:

- Illness and Injury Prevention (IIPP) Safety Program
- Aerial Work Safety Program
- Asbestos Operations and Maintenance Program
- Bloodborne Pathogens Safety Program
- Chemical Hygiene Program

- Fall Protection Safety Program
- Communicable Disease Safety Program
- Confined Space Entry Safety Program - Non-Permit Required
- Fire Prevention, Life & Safety Program
- Forklift - Powered Industrial Truck Safety Program
- Formaldehyde Program
- Hazard Communication Safety Program - Employee Right to Know
- Hazardous Waste Management Program
- Hearing Conservation Safety Program
- Heat Illness Safety Program
- Lockout/Tagout (LOTO) Safety Program
- Respiratory Protection Program
- Sewer Management Program - SBVC/CHC - 2016
- Spill Prevention Control and Countermeasure Program
- Utility Safety Program

In addition to the work order and inspection processes used by the Maintenance and Operations Department ([8.1](#)), the College addresses matters of access, safety, and security through supervisor inspections; safety training; risk management inspections performed by consultants; permit compliance; a hazardous materials removal program; maintaining Evacuation Site Coordinator supplies and equipment, first aid supplies, and trauma kits; maintaining a chemical inventory; and emergency preparedness activities. The FSC also works with the VPAS and the assigned emergency evacuation coordinators to conduct two emergency evacuation drills annually. ([8.5](#), [8.6](#))

SBCCCD is a member of the Statewide Association of Community Colleges Joint Powers Authority (SWACC), which requires members to conduct evaluations and safety inspections, and to report findings to the Authority. Real property valuations must be updated annually using industry-recognized measures. Also, a certified appraiser conducts a complete field appraisal every five years. An outside qualified loss prevention specialist, who must be an active member of the American Society of Safety Engineers or a similar organization, conducts an onsite inspection once every two years. The loss prevention specialist conducts a follow-up audit during the years that an inspection is not required in accordance with the schedule. ([8.7](#))

Another aspect of assuring safety is the inspections and permitting requirements for new construction, building renovations, and building system improvements. Permitted equipment includes, conveyances, fire suppression systems, boilers, generators, backflow devices, and hazardous material. These services are carried out by agencies that include Southern California Air Quality Management District (SCAQMD), Division of State Architects (DSA), and the California Department of Industrial Relations/Division of Occupational Safety and Health (Cal/OSHA).

The College also attends to environmental concerns regarding hazardous material removal. Licensed contractors regularly remove industrial, chemical, and biochemical wastes from the campus in accordance with applicable laws, regulations, and the College and District safety plans. Waste is removed from the campus on a quarterly schedule. When required, hazardous

materials within buildings—such as asbestos, lead, and PCBs—are removed by certified and licensed abatement contractors in accordance with applicable laws and regulations. (8.8)

The [Custodial Department \(8.9\)](#) also maintains a campus-wide recycling program. The program includes recycling receptacles in all buildings used by faculty, staff, and students. This program reduces the amount of material sent to landfills. The campus community recycles paper, cardboard, plastics, and aluminum cans.

To help facilitate adherence to emergency procedures of the Emergency Operations Plan ([8.10](#), [8.11](#)) when necessary, the College issues emergency flip charts for all workspaces and classrooms. In addition, each year the College participates in the Great Shakeout evacuation drills. ([8.12](#), [8.13](#)) Evacuation Site Coordinators receive training and lead building evacuations. ([8.14](#), [8.15](#), [8.16](#), [8.17](#))

Finally, the campus is patrolled by District police. A security officer and a police officer are on duty during all hours of operation. The police department operates 24 hours a day, seven days a week.

### **Analysis and Evaluation**

SBVC assures that its buildings and equipment are safe. The College adheres to all laws and regulations that have been established for this purpose. In all, the campus is a safe, secure, and healthful place to work and study.

**III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.**

### **Evidence of Meeting the Standard**

All departments participate in the Program Review process. ([1.18](#)) Departments update their Educational Master Plan (EMP) ([1.7](#)) sheets annually and may take part in the annual needs assessment process. Departments undergo a thorough program efficacy review once every four years.

The Program Review Committee actively gathers needs assessment requests related to facilities and forwards this list to the FSC annually for prioritization and potential funding and implementation. ([8.18](#)) The criteria used by FSC for prioritization of facilities requests are (1) urgent safety; (2) urgent facilities deterioration, urgent program impact, or lessor safety; (3) lesser facilities deterioration or program impact; and (4) program or facilities improvement. In a similar fashion, Program Review gathers equipment needs that are prioritized by the Program Review committee. A new process to fund urgent and emerging needs was started in 2014 and provides a procedure for constituencies to present requests for facilities modifications to the College Council for funding. ([8.19](#))

The Budget Committee and the College Council, using the Program Review needs assessment prioritization list, often release one-time funds with the president's approval, for the replacement of equipment and facilities upgrades. (8.20, 8.21) The developmental budget process now includes a line item for ongoing and routine replacement of instructional and operational equipment.

The campus has undergone major reconstruction and renovation over the past 15 years. The current FMP (1.13) collegially developed in 2016 is aligned with the College's mission and Educational Master Plan (EMP). (1.12) The FMP drives current and future major facilities growth and renovation projects. SBVC and CHC facilities needs have been prioritized by the SBCCD Board of Trustees. (8.22) Accordingly, replacement of the CTE building and proposed parking facilities will be the first construction projects funded by Measure CC, the successful bond measure SBCCD sponsored in 2018.

Utilization of College facilities is scheduled each semester with the highest priority given to the instructional programs. This scheduling is accomplished in the office of the VPI. This schedule is then loaded into the facility scheduling software, and Administrative Services schedules all other facilities use via the facilities use application process for both in-house and community use applications. Community applications are processed pursuant to BP6700 Civic Center and Other Facilities Use (8.23) and the California Civic Center Act. In 2019, SBVC successfully launched R25 facility scheduling software capable of increasing efficiency of facility use and scheduling.

### Analysis and Evaluation

The campus has processes, and procedures with clear ties to the College mission and planning goals to gather, prioritize, and initiate major and minor facilities enhancement, renovation, or construction.

More efficient use of campus facilities accomplished with less staff time is a goal that may be facilitated with the deployment of R25 facilities scheduling software. Many classes, especially on weekends when use of the entire campus is not required, can be consolidated into a single or several buildings, thereby saving significant utility costs and custodial resources.

#### **III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

The campus underwent an extensive evaluation of current and future space utilization during the development of the FMP (1.13), which included assessing the condition of facilities and equipment. The majority of buildings were judged to be in good condition. The FMP uses FTES growth estimates to calculate future needs for instructional and instructional support spaces.

User groups connected to the new buildings have had considerable voice in making sure the new classroom and/or labs are conducive to instruction and student learning. With wide participation on committees and dialogue, groups generally reach consensus on key issues. (8.24, 8.25) Due to the escalation of costs since the reconstruction of the greater part of the campus, needs often outstrip resources, which results in difficult decisions. Accordingly, SBVC has become vigilant

regarding recommended materials and products based on performance, life-cycle costs, energy use, and minimizing inventory.

SBVC developed standards for materials and building systems in 2012. There was a joint effort of the SBCCD Facilities Department, the Measure M program management firm and SBVCs Administrative Services and M&O, resulting in standardized installations, less inventory required for multiple types of equipment, and increased consistency of equipment and systems across the campus. This effort resulted in College-approved standards that were published and incorporated into projects that were in design, including the now completed state-of-the-art gymnasium. “Total cost of ownership” is addressed through comprehensive lifecycle cost studies for buildings in design including the forthcoming CTE replacement building and new parking structure. (8.26) The establishment of standards for materials and building systems allows maintenance staff to be knowledgeable on a limited variety of equipment and systems, thus increasing the efficiency of the long-term maintenance and repair of campus facilities. As part of Measure CC bond construction program, SBVC is now beginning a review and revision of building standards. (8.27, 8.28)

Campus facilities and equipment are systematically inspected through internal and external processes. Maintenance, custodial, and grounds continuously observe and routinely address maintenance needs within their area of responsibility.

Efficient use of instructional space is a priority of facilities management. R25 software is used to evaluate the use of SBVC facilities, providing reports of underutilized spaces, highest use spaces, and recommendations for class consolidation to mitigate utility and operational costs. Use of R25 in a pilot study to create classroom assignments for spring 2018 highlighted the strengths and challenges of using software, instead of people, to assign classroom space. While traditional lecture classrooms were used to great efficiency, specialized classrooms or classes needing specialized space were often inappropriately used or assigned. These issues were resolved through a collaboration with SBVC Instruction, Administrative Services and District Technology Services and R25 is now the exclusive campus facility scheduling tool. (8.29)

### **Analysis and Evaluation**

The College regularly assesses the use of facilities and has plans in place to both increase space utilization and meet future needs. The FMP which has clear ties to the College mission and planning goals, guides major construction and renovation projects. All areas, including those responsible for maintenance of facilities, undergo program efficacy to evaluate the effectiveness of the department and assess the need for new equipment or personnel. Personnel and equipment prioritization are used by College Council and the campus president to guide hiring of growth positions and new equipment. Additionally, facilities requests that are prioritized by FSC are used to initiate renovations and facilities enhancements. (8.2)

#### **III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

## Evidence of Meeting the Standard

SBVC and SBCCD engages in long-range facilities and budget planning. The 2017 Comprehensive Master Plan is a living document intended to guide educational planning over the next five years and facilities planning for fifteen years. Multi-year budget forecasts are routinely developed by the District Budget Committee (DBC) and disseminated to the campus for planning purposes. The campus uses these projections to develop multi-year forecasts at the department level. The campus budget includes a line item for long-term care and replacement of equipment. The planning process for facilities renovation and construction include total cost of ownership. (8.2)

San Bernardino Valley College and SBCCD participate in the California Community Colleges Facility Condition Assessment Program, which assesses existing buildings to help Districts plan for maintenance and repair work. The Facilities Condition Index (FCI) is the ratio of the cost of all needed repairs to the replacement cost of the facility expressed as a percentage. The FCI value is used to anticipate and budget for long-term maintenance and replacement of facilities.

In 2012, SBVC initiated a building and facility systems commissioning process. While DSA field inspectors reviewed the installations for compliance with plans and specifications, the campus sought to view the full cycle operation for new systems. The commissioning process calls for an engineering firm to run the various systems through the full operational spectrum to ensure it is operating as intended, observing such factors as energy use, reliability of correct operation, noise and vibration, automatic operation and control programming, performance of mechanisms, safety, and many other factors. Heating ventilation and air conditioning systems are a prime target for this commissioning. The intended result is proactive, and early identification of system problems revealed in design by the design architect or engineer or contractor fabrication and installation problems. SBVC can then enforce correction of these errors prior to final payment to the professional design team or contractor. (8.30)

## Analysis and Evaluation

SBVC does plan and evaluate the use of its physical resources for effectiveness and has long-range plans to meet improvement goals that consider total cost of ownership.

## Conclusions on Standard III.B. Physical Resources

SBVC upholds and utilizes planning and Program Review processes, which are strongly tied to the campus mission, educational goals, and strategic planning initiatives. Long-range planning documents such as the CMP, EMP, and FMP are informed by Program Review.

In response to COVID-19 and prior to the campus closure, Maintenance installed additional hand sanitizing stations throughout the campus. Employees were provided with high-grade disinfectant wipes and gloves to wipe down high use surfaces such as computers and lab equipment.

After the campus closure, custodial services thoroughly cleaned and disinfected all buildings. Areas still in use are sanitized daily. Buildings not in use were placed on low-power operation to

conserve energy. A minimal number of staff are on campus for basic maintenance of grounds and buildings.

## Improvement Plan(s)

### Evidence List

- 8.1 [Maintenance and Operations](#)
- 8.2 [Five-Year Construction Plan](#)
- 8.3 [IIPP and Safety Programs Plan](#)
- 8.4 [Facilities and Safety Committee](#)
- 8.5 [Emergency Drill Notice](#)
- 8.6 [Facilities and Safety Minutes 9.9.19](#)
- 8.7 [SBCCD SWACC Inspection](#)
- 8.8 [Hazardous Waste](#)
- 8.9 [Custodial Department](#)
- 8.10 [AP 3505 Emergency Response Procedures](#)
- 8.11 [Emergency Operations Plan](#)
- 8.12 [Great Shake Out Communication](#)
- 8.13 [Great Shake Out Registration](#)
- 8.14 [Utility Shut Off Map](#)
- 8.15 [Emergency Resource Map](#)
- 8.16 [Communication to Campus](#)
- 8.17 [General Instruction for Evac Site Coordinators](#)
- 8.18 [FSC Final PR Ranking FA19](#)
- 8.19 [Urgent or Emerging Needs](#)
- 8.20 [Final PR FA 19 Recommendations](#)
- 8.21 [FA 19 Needs Assessment Rankings](#)
- 8.22 [Districtwide Facilities Master Plan Project List](#)
- 8.23 [BP6700 Civic Center and Other Facilities Use](#)
- 8.24 [Sample User Group Involvement](#)
- 8.25 [User group Feedback](#)
- 8.26 [Life Cycle Use](#)
- 8.27 [SBCCD Furn Std. Meeting](#)
- 8.28 [SBCCD Stds Meeting #1](#)
- 8.29 [25LiveRpt\\_SBVC\\_Locations\\_5-20-19](#)
- 8.30 [Tech Building RFQ](#)



### III.C. Technology Resources

**III.C.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.**

#### Evidence of Meeting the Standard

**Campus Technology Services** (CTS), has on-site responsibility for ensuring that available hardware and software are adequate to support the entire campus employee and student population. The CTS Department is a service-oriented department that supports all technology located on the SBVC campus (9.1) installs, maintains, configures and services computer-based hardware and software along with the network infrastructure that includes switches, cabling, servers, and other networking equipment. Uses the helpdesk system to support campus/district owned systems used by students, faculty and staff. Maintains all the academic/service/open computer labs and classroom technology. Consults with the campus community as needed to evaluate, specify, and purchase software/equipment that is then deployed to the campus. Works with the technology committee to develop standards and procedures for technology. CTS supports well over 3800 devices on campus. (9.2)

The department is headed by a director, who reports to the VPAS. In addition to direct support to employees, Technology Services maintains the campus technology infrastructure, including wireless capability Online request forms provide for ease of access and a linked list of frequently asked questions (9.3) on such topics as equipment setup, new phone set-up, ordering equipment, accessibility, removing computer viruses, and using software. The department's website is used for requesting support with already deployed software and hardware and to request new technology for teaching and learning and campus-wide communication and operations. The department supports college-wide communication needs. (9.4) In conjunction with the District, the department also provides access to support through the SBCCD Helpdesk. (9.5)

The **Technology Committee** (9.6), co-chaired by the Director of CTS, is responsible for the development of the **Campus Technology Plan**. (9.7) CTS maintains a five-year computer rotation plan that also includes an inventory of the over 1,400 computers distributed throughout 67 labs across campus. (9.8) CTS maintains a separate rotation list for campus personnel. All faculty on campus are issued a Windows or Macintosh personal computer or laptop. The Technology Plan (9.7) is inclusive of DE/CE needs. Additionally, the Online Program Committee (9.9) maintains an Online Learning Plan. (9.10)

Technology needs are primarily identified through the Program Review process. The annual needs assessment process allows all departments on campus to submit technology requests. Needs assessment requests are tied to the campus mission, campus strategic initiatives, EMP Sheets, and program efficacy. (1.18) Technology requests are forwarded to the Technology Committee, who create a priority ranking based on campus-wide need. (9.11) The prioritization list is forwarded to the president, who in consultation with College Council and the Budget Committee, funds technology requests using one-time monies. (9.12)

[District Technology and Education Support Services \(TESS\) \(9.13\)](#) is a District office that manages administrative applications, print and graphics, information technology, and distance education. The TESS website includes specialized recourses for managers, faculty and students. TESS hosts the Help Desk for students and employees, provides telecommunications management, and network administration. [\(9.5\)](#)

Network hosting and data security and recovery are currently provided by Ellucian. The disaster recovery plan is reviewed annually as part of the audit processes. Goal 5.2 in the District Technology Strategic Plan [\(9.14\)](#) is “Disaster Recovery Plan: Develop and implement a Business Continuity and Disaster Recovery Plan” to cover all areas of technology at the District and at the Colleges. CTS maintains a network blueprint for internal use.

### **Analysis and Evaluation**

The College, through Campus Technology Services, TESS, and the Technology Committee has sufficient employees for technology support and resources for the campus. The College’s technology hardware and software are appropriate and adequate to support these functions.

**III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.**

### **Evidence of Meeting the Standard**

The Campus Technology Strategic Plan 2018-2021 [\(9.7\)](#) and the District Strategic Technology Plan 2020-2023 [\(9.14\)](#) are the primary planning tools that guide technology planning, updates, and replacement.

The Campus Technology Strategic Plan, developed in collaboration with Technology Committee, is vetted through collegial processes prior to approval by College Council.

This Campus Technology Strategic Plan describes SBVCs direction for technology through the adoption of goals that are designed to move the institution toward its future vision for technology.

- Goal 1. Provide exemplary technology resources and support while maintaining fiscal and environmental responsibility.
- Goal 2. Support the Online Program Committee’s Plans and Goals.
- Goal 3. Encourage partnerships with businesses, other organizations, and the surrounding community.
- Goal 4. Collaborate with the District on projects that are beneficial to all.
- Goal 5. Work cooperatively through the Office of Professional Development to provide appropriate technology training.
- Goal 6. Identify and meet accessibility standards set by Section 508.

On page 7 of the Campus Strategic Technology Plan [\(9.7\)](#) identifies the strategies that will be used to develop these goals, for example, introduction of the supporting strategies for each goal,

demonstration of alignment with the Campus Strategic Master Plan (9.14), District's Planning Imperatives, and an implementation plan for each goal and supporting strategy.

CTS maintains a 5-year technology replacement list detailing the location, number of computers, and year to be replaced. (9.8) Additionally, departments may request additional technology by using the campus Program Review process. (1.13)

The Technology Committee participates in Program Review's needs assessment process by prioritizing technology requests from departments and divisions. (9.11, 9.12)

Campus climate surveys are inclusive of technology questions, allowing the campus to gather employee and student satisfaction with campus technology resources. (1.3.1) CTS uses campus climate surveys to evaluate CTS services and SAOs. (9.2, 9.15) The District Climate Survey addresses the effectiveness of TESS. (9.16) Survey results and comments are publicly available on the campus or District website. Survey results are discussed in College Council, District Assembly, CTS, Technology Committee, Online Learning Committee, and the TESS Executive Committee.

CTS interacts closely with the District Technology and Educational Services (TESS) department, which serves the colleges and all other District entities. TESS services include printing, distance education, and computing services. (9.13) TESS also assists employees with a wide variety of support involving technology: personnel account management; training in the use of tools and applications; application development; wide area network management; classroom support; media and event support; software, web, and internet assistance; archive management support; and technology procurement.

The work of TESS is guided by the District Technology Strategic Plan 2020-2023 (9.14), which provides a long-range view of technology that anticipates the emerging technological needs of the District and the colleges. This plan is developed by the TESS Executive Committee (9.17), whose membership includes representatives of the District and both colleges. The charge of the TESS committee is to develop, monitor, and revise the Technology Strategic Plan, prioritize projects that emerge from the colleges and from the District, propose new policies and procedures, and advise the Chancellor's Cabinet. The TESS committee also selects applications that are shared across the District. TESS has a well-defined process and timeline for analyzing and prioritizing projects as defined on the website. (9.19, 9.20)

The District Applications Workgroup (DAWG) is responsible for implementing many of the prioritized projects from the TESS Executive Committee. This District group is comprised of representatives of the District, both colleges; and Administrative Applications, a TESS department that manages student information systems, such as the Help Desk, training, and web development. (9.20) DAWG carries out the prioritized projects from the TESS Executive Committee. (9.21)

## Analysis and Evaluation

Campus and District planning documents ensure that the campus community is working with reliable up-to-date technology. CTS and TESS are evaluated through their participation in Program Review processes and evaluation of survey results.

**III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.**

## Evidence of Meeting the Standard

CTS services at the SBVC campus assures the reliability, safety, and security of campus technology resources. Goal 6 of the Campus Technology Strategic Plan 2018-2020 (9.7) speaks to the College's dedication to providing accessible services.

Goal 6. Identify and meet accessibility standards set by Section 508. Supporting Strategy:

- 6.1. Maintain accessible systems for ease of access to academic and student service information.
- 6.2. Maintain standards for accessibility for all institutional websites to ensure compliance.
- 6.3. Provide accessibility training to faculty and staff.
- 6.4. Provide training in the use of accessibility software where needed.
- 6.5. Work with TESS Web Standards Committee to assure we have accessible web-based systems

CTS participates fully in the campus Program Review program efficacy process, a self-evaluation CTS's services to the campus community including assessment and analysis of CTS's SAOs, and how CTS support the SBVC mission. CTS completed the department's program efficacy report in spring 2020 and received 'continuation' the Program Review Committee's highest rating. (9.7, 9.15, 9.22)

The five-year computer rotation (9.8) designates the locations on campus where computers are housed and when computers are due to be updated. In instances where the College is providing instruction at a remote site or location, the contractual agreement such as a CCAP agreement (3.33) assures the site will provide appropriate facilities for instruction and instructional support. Ellucian, who specializes in technology support for higher education, handles backup and recovery services for the District.

## Analysis and Evaluation

SBVC provides dependable, safe, and secure access to technology for the campus community. SBVC implements and maintains technology resources at all campus locations.

### **III.C.4. The institution provides appropriate instruction and support for faculty, classified staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

#### **Evidence of Meeting the Standard**

Technology training is used to enhance the operation of the College. For example, training in the basic use of District-wide resources such as *WebAdvisor*, and the email system is provided as part of the new employee orientation process. (7.61) Specific training in the use of specific technologies, such as *Starfish* (6.41) for counseling and instruction, is also supported by the District (through TESS) or College (through professional development), upon request by completing and sending an online form, through FLEX Day activities (6.42, 7.28) and through resources that are also available on the SBVC website. (9.3, 9.21)

Professional and Organizational Development offers a wide variety of resources for instructional support to classified professionals, administration and faculty. SBVC in the process of fully integrating into the Vision Resource Center as part of cohort 3 through the CCC system. The Professional and Development Coordinator also serves on the Technology Committee to share information and keep up to date on the latest technology needs. There are a variety of self-paced online tutorials including:

- Online Teaching Resources (CVC-OEI, Canvas, etc.)
- OER Professional Development Resources (9.23)
- Vision Resources Center tutorials including LinkedIn Learning, Skill Soft, etc.
- On-going DE Professional Development Workshops and one-on-one appointments (9.24)

Professional and Organizational Development hosts a multitude of training sessions on software in use on campus including, but not limited to, Microsoft Office products, Canvas, Oracle, OU Campus, Adobe software, and the SLO Cloud.

Professional and Organizational Development coordinates weekly small group workshops and one-on-one sessions related to online communication and teaching technology with TESS personnel to answer specific questions from faculty and staff who utilize technology in face-to-face and online instruction.

#### **Analysis and Evaluation**

Professional and Organizational Development provides exemplary technology training to the campus community. Training is available in group and individual formats. Professional and Organization Development uses surveys and feedback forms to evaluate and enhance the services offered by the department.

There is extensive evidence of the professional development opportunities available throughout this document. Since the COVID-19 closure in March 2020 Professional and Organizational Development Coordinator has worked in partnership with the Distance Education Faculty Leads to provide ongoing training and assistance on Canvas, Zoom, and other online tools. (0.9.5, 4.46,

[9.24](#)) A historical list of professional development events can be seen of the Office of Professional Development EventBrite page. ([7.70](#))

### **III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.**

#### **Evidence of Meeting the Standard**

AP6535 Use of District Equipment ([9.25](#)), AP7371 Personal Use of Public Resources ([9.26](#)), and AP3720 Computer and Network Use ([9.27](#)), guide the appropriate use of technology in the teaching and learning process. These APs are referenced in the 2019-2020 Faculty Online Handbook. ([9.28](#)) Administrative policies are available on the District website.

Students using campus computers must sign in using their student ID number and agree to the acceptable use policy before gaining access to the computer programs.

#### **Analysis and Evaluation**

SBVC has policies and procedures that guide the appropriate use of technology in the teaching and learning process of the campus. Students logging in at computer labs agree to adhere to the use policy.

#### **Conclusions on Standard III.C. Technology Resources**

Technology resources supports the campus mission to provide quality services in support of student learning CTS engages in long and short-term planning to ensure that students and employees have access to up-to-date hardware and software.

The Campus Technology Services in response to the COVID-19 crisis has been exemplary. CTS provided faculty and staff with necessary equipment to work from home, including laptops and hotspots. To address equity issues students who did not have online access were able to check out Chromebooks and Wi-Fi hotspots for home use. Campus Technology Services (CTS) is using Amazon Workplaces create virtual computers to give students access to lab software using a Chromebook. ([4.48](#), [9.30](#), [9.31](#), [9.32](#))

TESS prepared secure VPN connections for employees who need access to administrative applications. TESS supported the network infrastructure when it was hit with such a huge increase in students and employees being online. TESS was able to facilitate the creation of Zoom accounts for all faculty and staff.

The Professional and Organizational Development Coordinator and the DE Faculty Leads worked tirelessly to provide training and support for faculty who had little or no online teaching experience. Curated resources were quickly made available, and intensive training was provided for the two weeks that the campus was closed. The Instructional Technology Specialists at TESS, DE Faculty Leads, and Professional and Organizational Coordinator continue hosting daily drop in troubleshooting and instruction for faculty. Continuing training was offered for the rest of the semester and through the summer.

## Improvement Plan(s)

### Evidence List

- 9.1 [Campus Technology Services](#)
- 9.2 [CTS EMP FA19](#)
- 9.3 [CTS FAQs](#)
- 9.4 [Help Desk Ticket](#)
- 9.5 [SBCCD Technology Help Desk](#)
- 9.6 [Technology Committee](#)
- 9.7 [Campus Technology Plan 2018-2021](#)
- 9.8 [5 Year Computer Rotation](#)
- 9.9 [Online Programs Committee](#)
- 9.10 [Online Learning Plan](#)
- 9.11 [19-20 PR Tech Prioritized](#)
- 9.12 [19-20 PR Tech Funded](#)
- 9.13 [TESS](#)
- 9.14 [District Technology Strategic Plan 2020-2023](#)
- 9.15 [CTS Program Efficacy SP20](#)
- 9.16 [District Campus Climate Survey](#)
- 9.17 [TESS Executive Committee](#)
- 9.18 [4.26.19 TESS Exec Agenda](#)
- 9.19 [TESS Summer 19 Prioritization List](#)
- 9.20 [District Work Applications Group](#)
- 9.21 [1.22.20 DAWG Agenda](#)
- 9.22 [10.22 CTS PR Team Report 20](#)
- 9.23 [OER Newsletter](#)
- 9.24 [Webinar-Regular Effective Contact](#)
- 9.25 [AP6535 Use of District Equipment](#)
- 9.26 [AP7371 Personal Use of Public Resources](#)
- 9.27 [AP3720 Computer and Network Use](#)
- 9.28 [Faculty Handbook p.5](#)
- 9.29 [Chromebooks for Students](#)
- 9.30 [Student Technology Resources email](#)
- 9.31 [AS Minutes 4.15.20 p.5](#)
- 9.32 [Virtual Computers for Student](#)

### III.D. Financial Resources

**III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

#### Evidence of Meeting the Standard

SBVCs financial resources have been carefully managed to maintain sufficient high-quality instruction, student support, faculty and staff support, and a quality learning environment. Budgetary decisions are made collegially based upon institutionally established priorities. Administration regularly updates the SBVC community regarding the campus and District budget.

The Resource Allocation Model (RAM), budget, and multi-year budget forecasts are developed and vetted through the District Budget Committee (DBC) ([10.1](#)) in accordance with AP6200 Budget Development. ([6.23](#)) DBC is a collegial consultation committee comprised of administrators, faculty, and classified professionals representing SBVC, CHC, and SBCCD. DBC vets drafts of the RAM, budget, and multi-year budget forecast through the campuses for feedback prior to being forwarded to the Board of Trustees for approval. ([10.2](#), [10.3](#), [10.4](#), [10.5](#))

SBCCD uses a collegially developed Resource Allocation Model (RAM). Under this RAM resources allocated to each college based on the percentage of FTES generated by each college, the number of low-income students, and student success outcomes. These percentages generally hover near 70 percent for SBVC and 30 percent for CHC; for instance, RAM allocation for 2017-2018 was 68.44 for SBVC and 31.56 for CHC, thus the informal phrase used to reference the RAM is the “70/30 split.” Once the annual budget goals and directives have been established by the Board of Trustees, SBVC creates its budget in collaboration with SBCCD Fiscal Services using district-wide protocols and local campus processes. SBVC actively seeks additional funding through grants and initiatives to grow programs and services. ([10.4](#))

The RAM is used to allocate revenue that comes to the District, both general and categorical funds. For example, the RAM was used to allocate Strong Workforce funds between the two campuses. ([10.6](#))

The College and the District recognize the need for a new RAM. Concern about how the Student-Centered Funding Formula (SCFF) funding model would impact District funding the DBC Committee members postponed the development of a new RAM until they had some insight into how the SCFF would impact funding district-wide and specifically at each campus. ([10.7](#)) DBC adapted the current RAM by using each campus’ performance on the SCFF categories to divide funding between campuses. DBC is planning to begin discussions on a new RAM in fall 2020. ([10.8](#))

SBVC has fiscal policies and procedures to ensure sound financial practices and financial stability: BP/AP6200 Budget Preparation ([6.23](#)), BP/AP6250 Budget Management ([10.8](#)), BP/AP6300 Fiscal Management ([10.9](#)), BP/AP6320 Investments ([10.10](#)), BP/AP6330



Purchasing ([10.11](#)), BP/AP6340 Contracts ([10.12](#)), and BP/AP6400 Audits ([10.13](#)) are maintained and employed by SBCCD Fiscal Services and tested for compliance annually by the outside auditor. ([10.14](#))

SBVC has a fund balance and relies on the fund balance to minimize the negative impact of the state budget cuts to the College. SBVC Budget Committee and College Council in accordance with SBVC procedure have released some of the fund balance for the one-time purchase of emerging and urgent needs as well as Program Review priorities identified through the campus needs assessment process. ([10.15](#))

### Analysis and Evaluation

SBVC is conservative and works within its budget to provide instruction, services to students, and maintain the campus. SBVC uses its fund balance to support one-time funding needs to support the campus mission as identified through the campus needs assessment process. ([10.15](#))

SBVC and SBCCD budgets are developed in accordance with Title 5, California Community Colleges Budget and Accounting Manual (BAM), best practices of the Government Finance Office Association (GFOA), and fiscal policies set forth by the Board of Trustees

**III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.**

### Evidence of Meeting the Standard

The SBVC Planning model uses the mission statement as the foundation for the model followed by the Strategic Plan. The SBVC Planning Model ([1.10](#)) traces decision making from the Strategic Plan to both needs assessment and program efficacy in Program Review. A flowchart is used for planning purposes to illustrate how requests move through Program Review to the President for review and potential funding. ([10.16](#)) The integration of the campus's Program Review processes with the College mission and strategic goals forms the foundation for financial and instructional planning and support the SBVC Educational Master Plan (EMP). ([1.12](#), [1.17.1](#))

SBCCD and SBVC maintain budget transparency and input into the budget process. Final budgets are published on the District's website. Budget is a regular topic at College Council meetings, where staff, faculty, students, and managers are all represented.

The **SBVC Budget Committee** ([10.17](#)) 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. 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 College Council meetings. The

mission, charge, and membership for the Budget Committee was collegially developed and adopted by the Academic Senate and College Council. The SBVC Budget Committee meets once a month. ([10.18](#))

The Budget Committee serves in an advisory capacity to College Council. A primary function of the Budget Committee is to recommend an amount from the campus's general fund balance to be released for one-time funding of items on the Program Review needs assessment prioritization lists. ([10.19](#), [10.20](#))

### Analysis and Evaluation

The Budget Committee serves in all three areas of the College Council's primary functions including, 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. The Budget Committee reviews and makes recommendations for resolution of emerging budget issues and creates processes for better budget development and management. ([10.18](#)) 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 for budget decisions.

**III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

### Evidence of Meeting the Standard

Consistent with AP6200 Budget Preparation ([6.23](#)), the Board of Trustees provides staff with initial direction concerning the distribution of resources for the next fiscal year's budget prior to March 1. SBCCDs budget is prepared in accordance with Title 5 Regulations, the California Community Colleges Budget and Account Manual, and all other related State and federal laws and regulations. To meet these mandates, the SBVC works closely with District Fiscal Services while establishing the annual budget, which incorporates institutional plans and campus-wide input.

The Budget Committee reviews the College's fund balance, budget, revenue, and expenditure forecasts and makes recommendations for fund source and amounts. ([10.19](#), [10.20](#)) College Council reviews prioritized needs assessment requests for one-time money requests for budget augmentation, equipment, technology, and facilities and makes recommendations for funding up to the amount established by the Budget Committee. The recommendations are forwarded to the president for approval.

Each spring, the College follows a prescribed procedure for budget development. The District moved away from paper budgeting in 2016-2017. Responsibility area/program managers now prepare and submit annual budgets electronically within Questica, the budgeting software adopted by SBCCD. Board policies and administrative procedures, as well as the San Bernardino

County Office of Education, provide clear guidelines for processing of contracts, purchase requisitions, vendors, and so forth. ([10.5](#), [10.16](#))

The state financial-planning guidelines, processes, and accounting are available on the chancellor's website. The institution follows the CCCCO BAM procedures for all transactions and recordings.

The processes are also made known and published in the annual budget book, including the budget calendar, budget process, budget assumptions, and influencing factors, such as revenue projections, inflation, regulatory and economic conditions. This information is presented in open meetings of the Board and is also available on the SBCCD website. Other processes are developed within SBVC committees and published and disseminated through college forums, presentations, and via committee members reporting to their constituencies. ([10.4](#))

### Analysis and Evaluation

SBVC and SBCCD follow established Board policies and administrative procedures on financial planning, budget development, and financial management. These procedures (6000 series) are published and available on the SBCCD website. Title 5 of the California Education Code also mandates practices that help ensure integrity to the College's and District's processes in budget development. California Community Colleges Budget and Account Manual provides established good practices for the budgeting process.

The 2019-2020 budget year began an increased effort by DBC and SBVC Budget Committee to communicate budget information and improve budgetary shared decision making. The SBVC Budget Committee is a collegial consultation committee and operating in accordance with its charge. Encouragement and new emphasis are being placed on members of collegial consultation groups to report out the information gained in these meetings with their constituencies and to solicit feedback. ([10.19](#), [10.20](#), [10.21](#), [10.22](#))

### Fiscal Responsibility and Stability

**III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

### Evidence of Meeting the Standard

The SBVC community in general, as well as institutional planners, receive regular updates and information regarding college financial health and planning, and at other opportunities throughout the year. The budget forecast, including budget assumptions, is also presented at open meetings of the Board and DBC. The budget is presented by the Vice President of Administrative Services (VPAS) annually to the Academic Senate, Budget Committee, Classified Senate, College Council, and managers for dissemination to all constituencies across campus. ([10.23](#), [10.24](#), [10.25](#), [10.26](#))

The DBC reviews timely revenue forecasts and budget information each month and uses this information to make realistic and meaningful budget recommendations to the chancellor. While this occurs throughout the year, there is focused effort during the budget development cycle to establish budget assumptions and goals, including FTES targets for the year. DBC practices multi-year budget forecasting for campuses and District based on the current RAM. ([10.30](#))

SBVC has additional resources through grants, partnerships, bonds, donations, and local reserves:

- In July 2017 SBCCD received \$157 million in FCC Auction Proceeds in exchange for the transition of KVCR TV (District-owned radio/TV station) from UHF to VHF broadcast frequencies. A portion of these funds have been dedicated to the colleges.
- Local General Obligation Bonds for construction
- Partnership Donations restricted for student and program support
  - San Manuel Donations
  - Foundation Donations
  - Foundation Support
- Categorical Programs
- SBVC Foundation

The budget and monthly expenditure reports are presented at open meetings of the Board and posted on the SBCCD website.

The budget development software is available to the departments and divisions along with a budget memo that includes instructions and parameters that have been set by the DBC, the Chancellor's Office, as well as the SBVC Budget Committee and VPAS. These instructions and parameters take into consideration realistic financial resource information combined with SBCCD and SBVC goals for the year. ([10.21](#))

### **Analysis and Evaluation**

Institutional planning does reflect a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. Financial planning at the SBVC is closely intertwined with the integrated planning process described in III.D.3. (above) and program review processes, which creates opportunities within each department to look inwardly and take steps towards continuous improvement. SBCCD and SBVC leadership and budget committees are reviewing the District's RAM. ([10.30](#))

**III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

## Evidence of Meeting the Standard

SBVC maintains budgetary integrity and accuracy by employing Financial 2000, Questica, and Oracle software tools. Processes such as purchase requisitions, budget transfers, and budget adjustments are clearly defined and integrally connected with these financial management tools. Inputs are made at the department level and approved through District fiscal services, including appropriate approvals of College management. Managers have access to view and query current account balances, view transactions, and purchase order balances.

Monthly negative balance reports are distributed to departments, programs, and divisions to help correct over-expenditures within line-item budgets. Oracle does not allow a purchase requisition to be converted into a purchase order without the proper fund balance available to fund the request.

All changes to the budget, as in transfers between accounts and budget adjustments, follow a designated approval process that ultimately includes review and recording by the VPAS and final approval by Fiscal Services and the Board of Trustees. These changes are open for review and scrutiny at the Board meeting and are available on the SBCCD website. The institutional budget is an accurate reflection of institutional spending.

SBCCD contracts for annual independent audits. SBCCD has an internal auditor who reviews any transactions for irregularities and provides his findings and recommendations for corrective action.

SBCCD annual independent audits reflect the use of financial resources in compliance with established governmental rules, regulations, policies, and established accounting practices. SBVC has an external auditor contracted by SBCCD Fiscal Services. Audits are conducted annually. Findings are provided to SBVC and appropriate action is taken to correct any findings immediately. Measures are implemented to ensure proper conformance to rules, regulations, policies, and approved governmental practices. ([10.14](#))

The audit findings are reported at the public meeting of the board. While these findings are posted on the SBCCD website, beginning in 2013-2014, the audit findings are reported to the Budget Committee and College Council for posting and dissemination to constituencies

The Board of Trustees and the Chancellor/Interim Chancellor continue to regularly evaluate the management of the District's funds. The Board of Trustees develops annual budget directives to guide the Colleges' and District office's development of the budget. These directives are based upon Title 5 and the *California Community Colleges Budget and Accounting Manual*, and all other related State and federal laws and regulations. The District and SBVC follow conservative business procedures, which are organized into a document library located on the District's Wiki on their website. District fiscal services operations meet State-mandated guidelines. Internal control systems are regularly evaluated through external and internal auditing. The District Fiscal Services office works with the VPAS to resolve any irregularities in the budgeting and expenditure processes. SBVC vice presidents, deans, and directors are involved in monitoring their budgets and resolving any issues on an ongoing basis. When issues are identified, discussions occur

collaboratively with those involved and necessary adjustments are made through the District's financial accounting systems.

### Analysis and Evaluation

Using the *California Community Colleges Budget and Accounting Manual* as a guide, the SBCCD and SBVC adhere to all applicable laws and regulations governing the use and monitoring of State funds. Also, the District and College use appropriate tools to maintain budgetary accuracy and conduct financial planning, which involves broad participation from the College and invites input from all campus constituencies.

Budgeting and monitoring expenditures is a shared process with SBCCD. The College's financial management practices are continually monitored by Fiscal Services and the internal auditor to maintain compliance. Internal processes are reviewed on an ongoing basis, and changes are made to resolve issues that arise.

The internal control processes are highly scrutinized at multiple levels within the control structure of SBVC and SBCCD Fiscal Services, including ongoing oversight by the District internal auditor to ensure regulatory compliance and best practices. Any discrepancy or issues that get through the campus control and CBO are brought to SBVCs attention and resolved in collaboration with Fiscal Services and the internal auditor. An external auditor reviews internal controls, management practices, and financial documents annually and reports to the Board. SBCCD responds in a timely manner to any audit exceptions or recommendations

#### **III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

### Evidence of Meeting the Standard

The SBCCD contracts for annual independent audits. SBCCD has an internal auditor who reviews any transactions for irregularities and provides his/her findings and recommendations for corrective action. SBCCD annual independent audits reflect the appropriate uses of financial resources in compliance with established governmental rules, regulations, policies, and established accounting practices. Audits are conducted annually. ([10.14](#))

The college uses budgeting assumptions during budget development and utilizes third-party resources and advisors such as Community College League of California, School Services of California, California Community College Chancellor's Office, and the Department of Finance. The college receives general funds based on the SBCCD RAM. Under this RAM funding is allocated to each college based on the percentage of FTES generated by each college, the number of low-income students, and student success outcomes. These percentages generally hover near 70 percent for SBVC and 30 percent for CHC; for instance, RAM allocation for 2017-2018 was 68.44 for SBVC and 31.56 for CHC, thus the informal phrase used to reference the RAM is the "70/30 split." In addition, the RAM is also used to allocate revenues that come to the District, both general and categorical funds. For example, the RAM was used to allocate Strong Workforce funds between the two campuses. ([10.6](#))

## Analysis and Evaluation

The institution meets the standard. The institution contracts an external auditor and any issues are provided to SBVC, and appropriate action is taken to correct the finding immediately. Measures are implemented to ensure proper conformance to rules, regulations, policies, and approved governmental practices

The RAM is developed by utilizing reliable third-party data, and the multi-year budget forecasts are developed and vetted through the DBC in accordance with AP6200 Budget Development. (6.23) DBC is a collegial consultation committee comprised of administrators, faculty, and classified professionals representing SBVC, CHC, and SBCCD. DBC vets drafts of the RAM, budget, and multi-year budget forecast through the campuses for feedback prior to being forwarded to the Board of Trustees for approval.

### **III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

## Evidence of Meeting the Standard

As per AP6400 Financial Audits (10.13), an external audit is conducted annually and reported to the Board at an open meeting. The audit findings are posted on the SBCCD website, communicated at the DBC, and communicated to the SBVC Budget Committee.

The external audit is conducted in the fall of each year and submitted to the CCCCCO by December 31. Management responds immediately to the audit findings with corrections and implements the correction plan prior to preparation of the final audit report.

## Analysis and Evaluation

The institution meets the standard. SBCCD contracts for annual independent audits. SBCCD has an internal auditor who reviews any transactions for irregularities and provides his/her findings and recommendations for corrective action.

SBCCD annual independent audits reflect the appropriate use of financial resources in compliance with established governmental rules, regulations, policies, and established accounting practices. SBVC has an external auditor contracted by SBCCD Fiscal Services. Audits are conducted annually. Findings are provided to SBVC, and appropriate action is taken to correct the finding immediately. Measures are implemented to ensure proper conformance to rules, regulations, policies, and approved governmental practices.

The audit findings are reported at the public meeting of the Board. While these findings are posted on the SBCCD website, beginning in 2013-2014, the audit findings are reported to the Budget Committee and College Council for posting and dissemination to constituencies.

### **III.D.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.**

## Evidence of Meeting the Standard

SBVC follows standard business fiscal procedures, and District Fiscal Services operations meet all State-mandated guidelines. Internal control systems are regularly evaluated through external and internal auditing.

When financial control issues are identified, administration addresses them and in a timely manner. For example, at the end of the 2019 fiscal year, the external auditor recommended that the District develop a financial closing procedure to ensure regular and timely reconciliation of all accounts with any inconsistencies reconciled and adjusted prior to year-end. ([10.31](#), [10.32](#)) This issue was created due to the implementation of a new enterprise resource management system, which was implemented for the purpose of obtaining fiscal accountability status from the County Superintendent of Schools. Although the implementation of Oracle had been successful, there were challenges with year-end reconciliation and preparation of all accounting entries. The District management achieved this difficult, multi-year goal in July 2019. Now that the Oracle system is fully implemented, management is updating its year-end closing procedures to ensure that all information is prepared, reviewed, and reconciled prior to the closing of the general ledger.

SBVCs internal control systems are audited annually by the SBCCD external auditor. The audit findings are reported to the Board each year and posted on the SBCCD website. Any findings are immediately met with an acceptable solution that is implemented and reviewed at the next audit.

Financial management processes are reviewed after each audit to identify any areas where improvement can be implemented. The audits include financial statements and discuss the financial management of SBVC in the area being audited. The reports make recommendations about internal controls that could strengthen and improve SBVCs financial processes and accountability. SBCCD support services also provide direction on improving the effectiveness of fiscal planning, implementation, and operation.

In addition, the institution reviews Board Policies (BPs) and Administrative Procedures (APs) on a ten-year cycle. The 2019-2020 BP and AP Review Schedule is reviewed and approved by the SBCCD District Assembly Committee. ([10.33](#))

SBCCD and SBVC administration are members of various statewide committees and professional organizations and attend meetings to obtain information about areas of operation that may need to be addressed at the institutional level.

## Analysis and Evaluation

The SBCCD and SBVC have worked to identify weaknesses in the District's financial and internal control systems and correct deficiencies.

SBVCs internal control systems are audited annually by the SBCCD external auditor. Financial management processes are reviewed after each audit to identify any areas where improvement can be implemented. The audits include financial statements and discuss the financial management of SBVC in the area being audited. The reports make recommendations about



internal controls that could strengthen and improve SBVCs financial processes and accountability. SBCCD support services also provide direction on improving the effectiveness of fiscal planning, implementation, and operation.

BPs and APs are regularly reviewed and approved by all constituent groups through the SBCCD District Assembly Committee using a process of first reading, second reading, and then presented to the Board of Trustees for final approval.

**III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.**

#### **Evidence of Meeting the Standard**

The District regularly monitors cash flow to ensure that its operations do not exceed available funds and that all revenues are strictly monitored. During the academic year, College and District administration review enrollment reports and compare them to enrollment projections. ([10.34](#))

*Fund Balance* is used to describe the District's General Fund reserve. At the end of Fiscal Year 2020, the District's unrestricted general fund balance is projected to be \$16.2 million, or 14.29 percent of the total unrestricted general fund expenditure budget. The State mandates the District maintain a five percent General Fund reserve. ([10.1](#)) Thus, the District has adequate reserves to maintain financial stability and meet financial emergencies and unforeseen circumstances such as COVID-19. ([10.4](#))

In February 2020, the Board of Trustees (BOT) provided a directive to maintain a minimum range of 10-15 percent in the unrestricted fund balance. ([10.35](#)) This level of fund balance is necessary to accommodate the District's cash flow needs in the event that the State experiences a budget shortfall as part of its apportionment to Districts.

SBVC has fiscal policies and procedures to ensure sound financial practices and financial stability. BP/AP6200 Budget Preparation ([6.23](#)), BP/AP6250 Budget Management ([10.8](#)), BP/AP6300 Fiscal Management ([10.9](#)), BP/AP6320 Investments ([10.10](#)), BP/AP6330 Purchasing ([10.11](#)), BP/AP6340 Contracts ([10.12](#)), and BP/AP6400 Audits ([10.13](#)) are maintained and employed by SBCCD Fiscal Services and tested for compliance annually by the outside auditor.

SBCCD Board of Trustees receives monthly Budget Reports and monthly General Fund Cash Flow Analysis. In addition, SBCCD prepares a five-year multi-year forecast. ([10.5](#)) Finally, the Board has created a Standing Board Finance Committee to review all financial activity of the District. ([10.36](#))

SBCCD has invested \$50 million into the Pension Rate Stabilization Trust administered by PARS. The funding from this trust can be used to fund any retirement costs, thereby, alleviating the general fund from these costs.

SBCCD and SBVC are covered by the SWACC, which is a joint power authority (JPA). It was formed for the purpose of providing the services and other items necessary and appropriate for the establishment, operation, and maintenance of a joint program for liability and property damage claims against public agencies. In addition, it also provides a forum for discussion, study, development, and implementation of recommendations of mutual interest with other joint programs. The third-party administrator for SWACC is Keenan and Associates. The board of this co-op has determined that the amount of coverage for SBCCD is sufficient to meet the needs of each college.

### **Analysis and Evaluation**

SBCCD and SBVC have sufficient financial reserves and strategies to maintain financial stability. SBVC maintains a fiscal reserve and fund balance that is projected five years out. The Board of Trustees practice conservative and prudent risk management and cost control measures to mitigate SBVCs reliance on the same.

SBCCD and SBVC have taken on a very proactive approach to fund the retirement costs; thereby, reducing the stress to the General Fund.

The large financial emergencies and unforeseen occurrences are addressed by the SBCCD reserve. SBCCD has various risk-management programs covering property and liability impacts, workers compensation programs, etc. that provide coverage for any catastrophic event(s) impacting SBVC. SBCCD has several processes in place to provide appropriate risk-management strategies, including mandated cash reserves, additional reserve balances, and spreading the risk by membership in SWACC. Membership costs for participating Districts in the SWACC are determined on actuarial studies. Sufficient funds exist to cover significant incidents.

SBCCD depends on the state apportionment for funding its budgets. Delays (deferrals) in the distribution of funds may require SBCCD to engage in annual short-term borrowing from the county treasury in the form of an interest-free tax revenue anticipation note (TRANS) or similar instrument. The Board may approve inter-fund transfer or borrowing if cash-flow issues arise.

### **III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

#### **Evidence of Meeting the Standard**

As an accredited institution, SBVC is eligible to administer financial aid as authorized by State and federal agencies. Effective oversight of financial aid is ensured through this eligibility process. SBVC has been granted authority to participate and disburse Title IV, State, and institutional funds. To ensure effective oversight, the Financial Aid Office performs the following functions:

- Writes and makes available annually a consumer guide for students to reference

- Makes available all applications for students to complete
- Sends all staff to program training annually to maintain knowledge of changing rules and regulations
- Annually updates the *Financial Aid Policy and Procedures Manual* to conform to current laws and regulations. The manual outlines all processes within the Financial Aid office
- Works in cooperation with Admissions and Records, Counseling, EOP&S/Care/CalWORKS, District Computing Services, the Campus Business Office, and Administrative Services to assure the funding, awarding, and disbursing of funds.
- Meets all deadlines and regulations in a timely and accurate process.

External funding agencies (federal, State, county, and local) require SBVC to provide backup documentation for all payments. Federal regulations require that a certain number of students go through a verification process. Each September the SBVC provides the federal government with the annual Fiscal Operations Report and Application to Participate (FISAP). This report covers grants, loans, and work-study awards and payments. The Financial Aid office also provides required reports through the Common Organization and Disbursement (COD) system of the U.S. Department of Education (DOE). In addition, the District external auditor performs an audit each summer to ensure compliance with all reporting requirements. The California State Aid Commission (CSAC) performs regular audits approximately every five years or when determined by this commission.

Extended Opportunity Programs and Services (EOPS), a State-funded categorical program that provides support services to financially disadvantaged students, is another program that requires detailed oversight of funds provided. Fund awards to students include book grants and loans, gas cards, parking permits, supplies for classes, and CARE academic grants. To participate, students must qualify by meeting several criteria that establish need. The College must submit to the State a program plan for each EOPS student showing how EOPS funds will be spent. The EOPS department submits midyear and year-end reports to the State that show all program financial transactions. The District's external auditor also performs an audit of this program.

The Grants Director prepares applications for grants and other externally funded categorical programs in alignment with the SBVCs Educational Master Plan. The Grants Office maintains a Proposal Development (pre award) Grants Handbooks and a Project Director (post award) Handbook. (10.37) The offices of Business Services and Fiscal Services work closely with the grant directors and Administrative Services to provide necessary training on grant administration and reporting requirements. In conducting the duties of their positions, project directors are responsible for adhering to generally accepted District, State, and federal audit practices. Current list of grants awarded to SBVC is available on the campus website. (10.38)

Programs that are fully or partially funded externally, such as the child-care center, are audited as a component of the District's annual audit. The audit findings are reported to the Board of Trustees (BOT). Financial activity of externally funded programs is also reported to the BOT regularly. The Executive Vice Chancellor of Fiscal Services and/or the Director of Fiscal Services meets with the Vice President of Administrative Services from each of the District's two colleges in a fiscal services planning meeting, usually held once each month, to discuss financial performance and corrective action as necessary.

The District Business Manager reviews all contracts and agreements that the College develops in preparing agendas for general and committee BOT meetings. The BOT reviews all contracts and agreements and votes on approval at their monthly public sessions.

Foundations in the District are established as nonprofit organizations (501c3) to support students with scholarships, gifts such as gas cards, and grants and loans to buy books. (10.39) The SBVC Foundation has its own board as an entity separate from the District. The [SBVC Foundation](#) (10.40) also has bylaws governing its activities. It has an office on campus staffed by full- and part-time employees. The College President serves as the secretary, and the VPAS as the treasurer, providing oversight of investments, fund management, expense approvals, budget development, and budget management. The VPAS also presents budgets, income/expense reports and investment reports to the Foundation board at executive committee and quarterly board meetings. The Foundation hires an independent CPA to review and audit financial records annually. (10.41) The Foundation student scholarships awarded are reported to the Financial Aid office. (10.42, 10.43, 10.44, 10.45)

Annually each June, the BOT establishes signature authorization according to Education Code §§17604, 17605, 35161, 81655, 87302, and 42603, which authorize designated District administrators to sign orders drawn on District funds and notices of employment. To certify the authorization, the District requires that the certification-of-signatures form be filed with the San Bernardino County Superintendent of Schools. The Board has approved the Chancellor, Executive Vice Chancellor of Fiscal Services, Business Manager, Director of Fiscal Services, and the Vice Chancellor of Human Resources various levels of signature authority, including District orders, payroll orders, voluntary payroll deductions, notices of employment, purchase orders, contracts, journal entries, inter-fund transactions, and budget transfers.

Finally, the District maintains an Office of Internal Audits, which reports to the Chancellor and Executive Vice Chancellor of Fiscal Services and to the BOT as needed. Internal audit reports are presented to the BOT upon completion of the audits, and regular status reports are provided to the BOT regarding status of the annual audit recommendations.

### **Analysis and Evaluation**

District Fiscal Services along with the SBVC Office of Vice President of Administrative Services carries out oversight of all District financial resources according to state regulations and accepted accounting practices, including but not limited to management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

### **Liabilities**

**III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.**

## Evidence of Meeting the Standard

SBCCD Board of Trustees receives monthly Budget Reports and monthly General Fund Cash Flow Analysis. In addition, SBCCD prepares a five-year multi-year forecast. Finally, the Board has created a Standing Board Finance Committee to review any financial activity of the District. SBVC has invested \$5 million, and SBCCD has invested \$50 million into the Pension Rate Stabilization Trust administered by PARS. The funding from this trust can be used to fund any retirement costs, thereby alleviating the general fund from these costs. ([10.36](#))

Each year the District Fiscal Services department updates the resource allocation model following the January announcement of the Governor's proposed budget. The model includes general fund projections for income based upon the most current data available from the State Chancellor's Office. Along with updates of information from the State Chancellor's Office, these projections function as the basis of projection for the next four years. The allocation model includes assumptions for General Fund income and expenses. ([10.45](#), [10.46](#))

The District sets aside and invests funds or plans future revenues dedicated to the payment of long-term and future liabilities. These long-term obligations consist of general obligation bonds, workman's compensation claims liability, compensated absences, other post-employment benefits (OPEB) liability, and pension obligation. Payments on the general obligation bonds are made by the bond interest and redemption fund with local property tax collections. Workers' compensation claims paid are drawn from the District Self-Insurance Fund. The compensated absences, pension obligations, and the balances of the net OPEB liability are paid according to the fund under which the employee worked.

## Analysis and Evaluation

The SBCCD uses its RAM which is updated by the Fiscal Services department and reviewed by DBC when relevant new information becomes available, to assure that the District has funds, or a plan for future funds, to meet all anticipated liabilities.

Long-range planning for facilities has primarily been accomplished through the Facilities Master Plan process and implemented through bond Measures P, M, and CC. Most buildings have been complete for some time now, and the remaining will begin construction by the last quarter 2025. Accordingly, cost-loaded long-range maintenance and repair/replacement plans will need more attention, sophistication, and granularity in detail and have been incorporated into the SBVC financial plan. Additionally, educational and operational equipment replacement are included in long-range financial planning, even if it must be deferred in the year of replacement. ([10.47](#))

**II.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.**

## Evidence of Meeting the Standard

SBCCD has invested approximately \$9 million to pre-fund Other Post-Employment Benefits (OPEB). As of April 28, 2019, the last actuarial date, the Net OPEB liability was \$1,652,713. Furthermore, SBCCD has invested \$50 million into the Pension Rate Stabilization Trust administered by PARS. The funding from this trust can be used to fund any retirement costs thereby alleviating the general fund from these costs.

## Analysis and Evaluation

SBVC and SBCCD plans for and allocates sufficient resources to cover short-term and long-term liabilities for OPEB and other employee-related obligations.

### **III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

In 2013-14, District Fiscal Services worked with DBC to establish a Futurist trust to fund future OPEB benefits. (10.48) The SBCCD's Futurist Trust (the Trust) is an irrevocable governmental trust for the purpose of funding certain post-employment benefits other than pensions. SBCCD has created a Retirement Board of Authority consisting of District personnel to oversee and run the Futurist Trust. SBCCD has a contract with the Benefit Trust Company as a fiduciary to manage its assets and investment policy development. Keenan & Associates is the program coordinator for the Futurist Trust, providing oversight of the Futurist program and guidance to the District. In 2018-19, this trust fund covered 91 percent of the District's anticipated total OPEB liability. (10.49)

## Evidence of Meeting the Standard

SBVC annually assesses and allocates funds for the repayment of locally incurred debt. Debt is managed by SBCCD. Since 2014, SBCCD has repaid prior local debt. Also, the debt incurred by the supplemental early retirement plan (SERP) that was offered to employees in 2011 has been entirely repaid. Currently, local debt exists only for OPEB as mentioned in III.D.12. (above).

The OPEB liability is near fully funded (91%) as the District has set aside committed funds for that liability.

## Analysis and Evaluation

SBVC assesses and allocates funds for the repayment of locally incurred debt. The District manages debt.

### **III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.**

## Evidence of Meeting the Standard

The auditing of all financial resources related to bond, fundraising efforts through the SBVC Foundation, and auxiliary activities are performed in accordance with generally accepted auditing standards and the Government Auditing Standards. The review of SBVC’s financial resources—including debt instruments, auxiliary activities, and grants—is completed annually within the scope of the District audit. ([10.14](#))

Bond oversight is provided by the SBCCD Citizens' Bond Oversight Committee, members of which were appointed to oversee two general obligation bonds: Measure M, a \$500 million bond passed in February 2008, and Measure CC, a \$470 million bond passed in November 2018. The committee meets three times a year, including a required annual meeting in November. During these meetings, the committee reviews expenditures and the external audits of the District’s bond program to verify that the expenditure of the funds are consistent with each bond measure’s stated purpose. ([10.51](#), [10.52](#))

Grant resources are monitored by the grant director and responsible administrator, who ensure that grant expenses and actions are in full adherence with the intended purpose of the grant. Revenues and expenses are handled in accordance with District policies and procedures as well in compliance with all federal and State requirements. Current [SBVC Grants](#) include the Enrollment Growth Nursing Grant and Veteran’s Resource Center Grant.

## Analysis and Evaluation

As evidenced by the results and conclusions of District annual audit review and the accountability reports for the grants, all financial resources of the SBVC are used with integrity for their intended purpose.

**III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies**

## Evidence of Meeting the Standard

SBVC participates in state and federal financial aid programs and monitors student loan default rates. The College participates in the state Cal Grant and BOG waiver, in addition to federal grant programs including the Pell grant, Federal Work-Study program, and the Supplemental Educational Opportunity Grant (SEOG).

SBVC participates in private Sallie Mae student loans by providing information to the prospective lenders regarding the student’s attendance and course load, and “total cost of attendance,” certifying the maximum loan amount for the student. SBVC does not monitor the default rate of these loans, as they are private loans and the applicants must have a credit check and/or co-signor cosigner for the loan. The funds, however, are dispersed to the students through the institutional Financial Aid Office and CBO for security and accountability.

SBVC administered the now sunset federal FFEL program. SBCCD had a combined default rate of 24.77 percent in 2010, and 21.3 percent in 2009. SBVCs default rate for this program was 24 percent for the last cohort year 2009-2010, just below the federal guideline of 25 percent. SBVC currently administers the federal Perkins loan program. While the College Financial Aid Office processes the applications, the program is administered by Fiscal Services and managed by Affiliated Computer Services Inc. (ACS), a contracted loan servicing company. ACS services the loans, monitors defaults, and sends defaults to collections and to the CCCCCO's Tax Offset Program, which garnishes state tax returns for potential collection.

## Analysis and Evaluation

SBVC participates in State and federal programs that provide grants and loans to its students. The College monitors all funds it receives from such programs, including default rates, when required to do so. Also, SBVC accounts for District assets using appropriate records and inventory procedure. ([10.53](#))

## Contractual Agreements

**III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.**

## Evidence of Meeting the Standard

SBVC and SBCCD have fiscal policies and procedures to ensure contractual agreements are consistent with the mission and goals of the institution: BP/AP6300 Fiscal Management ([10.9](#)), BP/AP6330 Purchasing ([10.11](#)); and BP/AP6340 Contracts. ([10.12](#))

SBVC has agreements that are processed through the SBCCD Fiscal Services Business Office and submitted to the Board for approval. These agreements allow SBVC to provide services to students and to help with the institutional mission and goals. BP/AP6340 governs this process. Each manager who initiates a contract is responsible for the oversight and performance of the contract. Termination clauses in the agreements can be invoked when a contract is not meeting the scope and standards of the agreement. The Office of the Executive Vice Chancellor of Fiscal Services provides oversight in the contracting process with the campus. Guidelines and timelines are established and distributed yearly to SBVC.

Architectural, program-management, and construction-management contracts or services are contracted by SBCCD and managed by SBCCD's Facilities and Planning Department in coordination with SBVC. These services provide institutional support with ongoing maintenance, new construction, and reconstruction projects. These projects are outlined in the FMP and the five-year Scheduled Maintenance Plan. Any material changes in the plan, such as projects added to the Measure M bond project list, are in collaboration with SBVC. The Measure CC program management procedures, developed in collaboration with SBVC and updated in 2019, govern internal controls for contracting, invoicing, payments, contract changes/amendments, etc. All



internal contracting procedures are governed by and fit within the legal parameters of the California Public Contract Code. Bond-related contract issues are resolved in coordination and consult with SBCCD bond and/or construction attorneys. The bond program's controls and processes, including financial, are included in the program implementation plan and are reviewed and updated annually. ([10.54](#), [10.55](#))

SBVC uses vendors to provide outside services by contract, such as maintenance agreements with companies that help maintain the plant operations of the institution. There are also contracts for services that enhance campus operations and/or classroom environments, such as security (e.g., Brinks Security), maintenance of copy machines and mailing machines, and hazardous waste removal for example

In the Athletics Department, there are numerous annual contracts, which include transportation, game management, and equipment repairs. SBVC also contracts with local K-12 institutions, which provide services to high school students who are dual-enrolled in both their high school and SBVC. There is also an agreement with the San Bernardino County Sheriff's Department allowing students in the academy classes to receive credits and certification of program completion.

### **Analysis and Evaluation**

There are numerous (nonpublic works) contracts, both annual and one-time, to support the college educational programs and operations. All managers are required to review contracts, sign a contract coversheet, and submit it to the BOT for approval through District Business Services. Contracts are all effectively governed by California Public Contract Code and BP/AP6340 Contracts. ([10.12](#), [10.56](#), [10.57](#))

### **Conclusions on Standard III.D. Financial Resources**

SBCCD and SBVC conduct financial matters with integrity. SBCCD utilizes Oracle software for budget control. SBCCD has a strong reserve, and SBVC currently has a healthy fund balance. SBCCD has 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 ([10.14](#)). The Budget Committee chair reports on the fund balance and budget at College Council and other committee meetings throughout the fiscal year.

SBCCD and SBVC maintain transparency in budget operations. Audit results are posted on the SBCCD website. The chancellor and SBVC president regularly address budget matters on opening day, disclosing the Resource Allocation Model, developmental budget for SBVC, budget deficits and/or fund balance, and funding of prioritized needs assessment items.

## **Improvement Plan(s)**

### **Evidence List**

- 10.1 [District Budget Committee](#)
- 10.2 [DBC Minutes 8.16.18](#)
- 10.3 [DBC Minutes 2.20.20](#)
- 10.4 [19-20 Budget with Multi-Year forecast](#)
- 10.5 [17-18 RAM Multi-Year Forecast](#)
- 10.6 [DBC Recommendation SWF](#)
- 10.7 [DBC Minutes 5.21.20](#)
- 10.8 [BP/AP6250 Budget Management](#)
- 10.9 [BP/AP6300 Fiscal Management](#)
- 10.10 [BP/AP6320 Investments](#)
- 10.11 [BP/AP6330 Purchasing](#)
- 10.12 [BP/AP6340 Contracts](#)
- 10.13 [BP/AP6400 Audits](#)
- 10.14 [2018 District Audit](#)
- 10.15 [Final FA19 Program](#)
- 10.16 [Funding Flowchart](#)
- 10.17 [SBVC Budget Committee](#)
- 10.18 [SBVC Budget Committee Charge and Membership](#)
- 10.19 [Budget Committee Agenda 12.5.18](#)
- 10.20 [Budget Committee Minutes 12.5.18](#)
- 10.21 [Budget Committee Agenda 9.8.19](#)
- 10.22 [Budget Committee Presentation 9.8.19](#)
- 10.23 [Budget Committee Minutes 9.8.19](#)
- 10.24 [Academic Senate Agenda 9.4.19](#)
- 10.25 [Academic Senate Budget Presentation](#)
- 10.26 [Budget Update College Council 5.13.15](#)
- 10.27 [Budget Basics](#)
- 10.28 [Managers Meeting 7.27.17](#)
- 10.29 [Developmental Budget Instruction 2020-2021](#)
- 10.30 [2.20.2020 DBC Meeting Materials](#)
- 10.31 [Purchasing Cut Off Memo 2017](#)
- 10.32 [Purchasing Cut-Off to Manager](#)
- 10.33 [BP/AP Review Cycle](#)

- 10.34 [FTES & Productivity BOT Report](#)
- 10.35 [Board 2.13.2020](#)
- 10.36 [BOT Finance Committee](#)
- 10.37 [Grant Handbooks](#)
- 10.38 [SBVC Grants Awarded](#)
- 10.39 [Scholarships](#)
- 10.40 [SBVC Foundation](#)
- 10.41 [SBVC Foundation Minutes 11.14.18](#)
- 10.42 [SBVC Foundation Budget 2019-2020](#)
- 10.43 [SBVC Foundation Audit 2019-2020](#)
- 10.44 [SBVC Foundation Agenda 6.10.20](#)
- 10.45 [May 2020 Fiscal Services Update](#)
- 10.46 [July 2020 Fiscal Services Update](#)
- 10.47 [Five-Year Plan Deferred Maintenance](#)
- 10.48 [Actuarial Study of Retiree Health Liabilities as of February 1, 2014](#)
- 10.49 [Futuris Benefits Trust Annual Letter - July 2020](#)
- 10.50 [Actuarial Study of Retiree Health Liabilities Under GASB 74/75](#)
- 10.51 [Citizens Bond Oversight Committee 2018](#)
- 10.52 [Citizens Bond Oversight Committee Agendas/Minutes](#)
- 10.53 [AP6500 Property Management](#)
- 10.54 [Measure CC](#)
- 10.55 [Facilities, Planning, and Construction](#)
- 10.56 [Doing Business with the District](#)
- 10.57 [Bid Announcements](#)

## **Standard IV: Leadership and Governance**

### **IV.A. Decision-Making Roles and Processes**

**IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, classified staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.**

## Evidence of Meeting the Standard

AP2510 Collegial Consultation (2.8) describes the campus committee structure. The committee structure is designed to promote new ideas for the improvement of campus plans, processes, and programs. Campus committees are inclusive of all campus constituency groups. Managers are assigned to committees by President Cabinet. Faculty are assigned to committees by the Academic Senate. Classified professionals are assigned to committees by CSEA and Classified Senate. All campus meetings have an open attendance policy, and anyone is welcome to contribute.

Campus communication is designed in a manner that allows individuals on campus to put forward their ideas for consideration. The campus communication flowchart (1.10.1) captures this aspect of the process. Campus plans are communicated to the campus through committee minutes, newsletters, and public forums before they are implemented.

Additionally, the president informally encourages campus participation by visiting all division meetings with the executive team at the beginning of each semester to provide all faculty members with an opportunity to provide input about campus practices and policies, and each month the president and executive team hold open hours for faculty, classified professionals, and students to drop in without appointments to discuss campus issues. (11.1)

SBVC holds campus meetings where members of the community are invited to participate in strategic planning. (2.22) These meetings involve providing attendees with data on student performance, updates on programs, updates on facilities, and more. Each year, Campus Climate Surveys (1.3.1) are distributed to campus constituency groups. Results from the Leadership and Governance section of the faculty, classified professional, and manager surveys indicate that most employees agree they have a substantial voice on campus, are encouraged to be innovative, and have opportunities to serve on committees.

One example of how ideas move through the campus and become reality is the Valley 360 Resource Center, which was brought forward by ASG to College Council in August 2017 and after consultation with constituencies, community outreach and partnerships, the Valley 360 Resource Center became reality in November 2017. A clothing pantry has been added to the Valley 360 Resource Center in the past two years. (6.18)

Another example of how the campus supports new practices is the Basic Skills Committee role in providing grants to faculty to initiate innovative programs to support student success in the area of basic skills. (11.2)

## Analysis and Evaluation

The current SBVC campus leadership has established a culture of open communication where innovation is encouraged. Participative processes are integrated into strategic planning and program development through formal and informal structures. (11.1)

Institutional structures have been constructed to encourage input and participation for all campus constituencies and community stakeholders. Committee meetings (and the published minutes),

campus workshops, campus & community forums, together with informal opportunities to provide feedback to the campus executives are all evidence of an open, inclusive, and transparent decision-making process. ([2.22](#))

**IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

### **Evidence of Meeting the Standard**

AP2510 Collegial Consultation ([2.8](#)) establishes the procedure for administrative, classified, faculty, and student roles in decision-making processes. Committee memberships includes managers, faculty, classified and student representation on major collegial consultation committees, including District Assembly, College Council, Accreditation and SLO Committee, Curriculum, Enrollment Management, Facilities and Safety, SSSP (formerly Matriculation Committee), and Program Review. ([11.3](#))

AP2510 Collegial Consultation ([2.8](#)) clearly makes provision for and encourages student participation. Associated Student Government (ASG) appoints student representatives to these important collegial consultation committees. ([11.4](#)) ASG student representatives receive training from the Office of Student Life on the importance of collegial consultation and how they can use collegial consultation to effect change on campus. ([11.4.1](#))

The Campus Committee Structure is typically reviewed in Academic Senate every two years. ([2.41](#)) Any recommended changes to the committee structure are shared at College Council. College Council members can share these changes with their constituency groups prior to adoption. Changes to the campus committee structure can be done outside of the two-year review by the Academic Senate and can be brought forward to College Council by any constituency group or committee. The Campus Committee Structure is implemented each year with the appointment of new members by AGS, President's Cabinet, Academic Senate, CSEA, and Classified Senate. ([2.46.1](#))

The Governance Philosophy expressed in AP2510 Collegial Consultation ([2.8](#)) states that San Bernardino Valley College is committed to the idea of Collegial Consultation as assured in BP/AP2510:

We acknowledge the rights and responsibilities accorded to all parties within the District to participate effectively in District consultation and support the establishment of procedures whereby faculty, staff, and students are ensured of appropriate consultation on matters affecting them.

We believe that groups of individuals working together to pool their knowledge, experience, and perspectives are an integral part of the decision-making process at SBVC, and the development of policies and procedures for college governance

benefits greatly by involving those with appropriate expertise and those who will be most affected by those policies and procedures.

Which ensures that students and classified professionals are involved in collegial consultation.

### **Analysis and Evaluation**

Administrative procedures provide the opportunity for all staff and students to influence the development of policy and the development of programs. Additionally, all campus meetings are open, and attendance of non-committee members is encouraged. (2.22) When ad-hoc or special planning committees are convened every effort is made to include all constituencies as per SBVCs governance philosophy stated in AP2510 Collegial Consultation. (2.8)

AP2510 Collegial Consultation (2.8) provides for student participation in campus governance and ASG assigns student representatives to major committees each year. (11.4.1) Student attendance and at collegial consultation meetings is often minimal. The Director of Student Life was invited to the July 8<sup>th</sup>, 2020 Academic Senate Executive Committee meeting to discuss how to improve student participation in shared governance. (11.5)

**IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.**

### **Evidence of Meeting the Standard**

Administrators and faculty have substantive and clearly defined roles in campus and District policies, planning, and budgeting.

Administrators and faculty have a substantial voice in the development and revision of policies and procedures. In accordance with BP/AP2410 Board Policies & Administrative Procedures (2.33), the District Assembly (DA) committee is charged with maintaining the BP/AP review cycle. Any changes to BPs/APs come through DA for review and approval and then forwarded to the Board of Trustees for approval. Administrators and faculty are represented on DA, and appropriate constituencies have feedback into BPs and Aps. (11.3.1)

BP/AP2510 Collegial Consultation (2.8) ensure administrators and faculty are included as voting members in committees such as College Council, SSSP, Program Review, Accreditation and Outcomes, Enrollment Management, Campus Budget Committee, and District Assembly. (11.3)

The charges and membership for District Budget Committee, District Institutional Effectiveness Committee and District Program Review ensure administrative and faculty representation on these committees. (11.3)

Committees that address academic and professional matters as per Title 5 Regulation, Article 2, Section 53200 operate under the purview of the Academic Senate. AP2510 Collegial

Consultation (2.8) acknowledges the authority of the Academic Senate in the charge and membership for the Curriculum Committee, Program Review Committee and Student Success Committee (formerly Matriculation).

Campus and District Program Review Committees have administrative and faculty membership that participate in the needs assessment ranking process. Campus Budget Committee and District Budget Committee also have strong administrative and faculty membership. (11.3)

### Analysis and Evaluation

Administrators and faculty participate fully in areas of institutional policies, planning, and budgeting

**IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

### Evidence of Meeting the Standard

As per Title 5 Regulation, Article 2, Section 53200, AP2510 Collegial Consultation (2.8) and BP4020 Program, Curriculum, and Course Development state that the Curriculum Committee (4.11.1) operates under the purview of the Academic Senate and in accordance with the Senate-approved Curriculum Handbook. The Curriculum Handbook (2.45) outlines the appropriate involvement of the faculty, the Academic Senate, and administrators in making recommendations in the areas of curriculum and academic standards. The AP2510 Collegial Consultation (2.8) and the Curriculum Handbook (2.45) dictate the composition of the Curriculum Committee composed of faculty assigned by the Academic Senate, the VPI, managers, students, articulation officer, and classified professionals. (11.3)

Curriculum Committee Charge: Under BP2510 Collegial Consultation (2.8), the Academic Senate has a responsibility to make recommendation with respect to Academic and Professional matters. Curriculum is an academic matter and, therefore, the Curriculum Committee is authorized by the Academic Senate to make recommendation about the curriculum of the college, including (2.45):

- Approval of new courses;
- Deletion of existing course;
- Proposed changes in course;
- Periodic review of course outlines;
- Approval of proposed programs;
- Deletion of programs;
- Review of degree and certificate requirements;
- Approval of prerequisites and co-requisites; and
- Assessment of curriculum as needed.

In addition to course review, approvals, and modifications, the committee has a focus on Title 5 compliance, Distance Education (DE) modality approval, and statewide mandates. ([11.6](#), [4.47](#)) All curricular changes are approved by the Board of Trustees. ([4.11.1](#), [11.7](#))

SLOs are included on the COR. SLOs are evaluated using the SLO Rubric developed by the A&O Committee and approved by the Academic Senate. ([2.42.1](#), [2.11](#))

The Program Review Committee reviews instructional and non-instructional departments and make recommendations for improvement in student learning programs and services through the needs assessment and program efficacy processes. The committee's charge recognizes the purview of the Academic Senate and the committee's membership ensures the participation of administrators, classified professionals, and students. ([11.3](#))

In addition to the Curriculum and Program Review Committees, AP2510 Collegial Consultation ([2.8](#)) established faculty and administrative membership for a number of committees that address curriculum and student learning programs and services on campus. These include the Enrollment Management and Student Equity Committee, Basic Skills Committee, the Honors Committee, Accreditation and Outcomes Committee, the Distance Education Committee, and the Technology Committee. ([11.3](#))

### Analysis and Evaluation

Policies, procedures and processes are in place to ensure administrators and faculty have responsibility for recommendations about curriculum and student learning programs and services.

**IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

### Evidence of Meeting the Standard

The policies on governance procedures specify appropriate roles for all administrators, faculty, staff, and students. These policies and processes are established and published by various groups at the campus and district. AP2510 Collegial Consultation ([2.8](#)) describes the District, Campus, and governance structure. AP2510 affirms the participation of all constituency groups in decision-making processes. Campus processes allow for the implementation of plans, policies, curricular changes, reports, and initiatives in accordance with internal and external deadlines.

Article 3 of the Classified Senate Constitution ([11.8](#)) discusses the role and purpose of classified professionals in collegial consultation.

Similarly, ASGs website includes a section on shared governance and ASGs constitution outlines expectations of student officers in shared governance. ([11.4](#))



The Academic Senate's website includes faculty roles in governance and collegial consultation under Title 5 of the California Code of Regulations, Section 53200 Definitions, commonly known as the 10+1. (11.9) The Academic Senate By-Laws and Constitution outline the purpose and role of the Academic Senate in the campus governance structure. (11.9.1) The SBCCDTA contract ensures faculty participation on campus committees. (11.10) Faculty committee assignments are made by the Academic Senate. (2.46.1)

Management job descriptions include a description a manger's role in campus and or District leadership. (11.11)

### Analysis and Evaluation

Campus decision making relies on appropriate expertise based on Title 5, constituency purview, labor bargaining agreements, and committee structure. The campus acts on plans, policies, curricular changes, reports, and initiatives at the local, state, and national level in a timely manner. Manager, Faculty, and Classified Professional Campus Climate Surveys indicate that most managers, faculty, and classified professional feel they have a voice in developing policy and planning. (1.3.1)

#### **IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.**

##### Evidence of Meeting the Standard

The processes for decision-making are documented in AP 2510 Collegial Consultation. (2.8), Academic and Classified Senate By-Laws (11.9.1, 11.8.1), committee charges and membership (11.3), CSEA and CTA contracts (11.12) and illustrated by the SBVC Communication Flowchart. (1.10.1) Policy and planning decisions are communicated on several campus websites including the president's website (11.13), the ORPIE website (1.2), the President's Newsletter (2.43), and meeting agendas and minutes. (2.11.1) In addition, the campus has formal communication channels for communicating policy changes, including announcements and presentations on Opening Day and Flex Days. (2.7.1, 0.18.3) Decision making processes include discussion and feedback from campus collegial consultation committees who are charged with sharing information with their constituencies.

The Board of Trustees provides for a regular opportunity through which the following campus representatives and constituents can report and provide their perspectives at each Board of Trustees meeting (11.14):

- Campus President
- Academic Senate
- Classified Senate
- Associated Students
- CSEA
- CTA

## Analysis and Evaluation

Decision-making processes are publicly available. Processes are in place to distribute information regarding policy and planning decisions. As noted in Standard I.C., campus communications would benefit from distributing information to the entire campus in multiple formats. Additionally, committee members could be more diligent about reporting out to their constituency groups, and with regard to posting minutes.

**IV.A.7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

## Evidence of Meeting the Standard

AP2510 Collegial Consultation ([2.8](#)) is regularly reviewed as part of the BP/AP Review process. The BP/AP review process is run by District Assembly and allows the opportunity for all constituencies to participate in evaluation and revision of AP2510 Collegial Consultation. ([11.15](#))

The campus committee structure is reviewed by Academic Senate biennially for relevancy and effectiveness. Committees can be formally and permanently added to the campus committee structure at any time should the need arise. The Guided Pathways Committee began as an ad-hoc of the Academic Senate. Over time the committee recognized a need to be a permanent committee and developed a formal change which was presented to and approved by the Academic Senate in spring 2019. ([11.16](#))

Leadership positions for faculty, classified, and student bodies are elected and evaluated in accordance with their by-laws. ([11.9.1](#), [11.8.1](#), [11.4.3](#)) Faculty Department Chairs and Faculty Leads are identified and evaluated in accordance with SBCCTA Contract. ([11.10.1](#))

Campus plans such as the EMP, FMP, and Strategic Goals and Objectives, while living documents, have established review cycles. ([2.27](#), [1.13](#), [0.9](#))

Annual Campus Climate Surveys, student success data, local, regional, state and national reporting, committee surveys, and committee evaluations also serve to evaluate and improve campus plans and processes. ([1.3.1](#), [2.22](#), [2.40](#))

## Analysis and Evaluation

SBVC leadership roles, governance structures, decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness.

## Conclusions on Standard IV.A. Decision Making Roles and Processes

The college committee structure offers an effective method of two-way communication between campus leadership and campus constituencies. Faculty, classified professionals, and students are

appointed by Academic Senate, Classified Senate, and student government. (11.3) Committee meetings are open to all who want to attend. Committee chairs or their designees also attend College Council meetings.

College Council serves as the primary structure for broad-based input from all college constituencies. Co-chaired by the campus president and the academic senate president, College Council meets bi-monthly; the membership includes committee chairs from all campus collegial consultation committees and the entire executive team. (11.3)

The Program Review Committee, under the authority of the Academic Senate, regularly assesses the efficacy and needs of campus programs. (11.3.6)

Campus Climate Surveys provide all members of the campus community with a voice to evaluate policies, procedures, and decision-making process. (1.3.1)

Performance evaluations for managers provide stakeholders on campus and in the community with an opportunity to evaluate specific managers. (11.17)

SBVCs strong committee and governance structure was an asset to the college during the COVID-19 crisis. Committees continued to meet online and make recommendations on how the campus respond to COVID-19. (2.47) In addition to regular email updates, the president initiated bi-weekly campus updates via Zoom that are well attended. (11.18) Administration was responsive to concerns identified by campus constituencies.

### **Improvement Plan(s)**

Develop strategies to increase student participation in campus committee.

### **Evidence**

- 11.1 [President's Open Office Hours](#)
- 11.2 [12-11-18 Basic Skills Minutes](#)
- 11.3 [SBVC Committee Membership List](#)
- 11.3.1 [District Assembly Committee Membership](#)
- 11.3.2 [District Budget Committee List](#)
- 11.3.3 [District Institutional Effectiveness Committee List](#)
- 11.3.4 [District Program Review Committee List](#)
- 11.3.5 [College Council Member List](#)
- 11.3.6 [Program Review Committee List](#)
- 11.3.7 [Campus Budget Committee List](#)
- 11.4 [ASG Webpage](#)
- 11.4.1 [ASG Student Representation](#)
- 11.4.2 [ASG Student Training](#)

- 11.4.3 [ASG Constitution](#)
- 11.5 [Academic Senate Executive Committee Minutes 7-8-20](#)
- 11.6 [Program and Course Approval Handbook](#)
- 11.7 [Board of Trustees Agenda 6-11-20 beginning p. 49](#)
- 11.8 [Classified Senate Constitution](#)
- 11.8.1 [Classified Senate By-Laws](#)
- 11.9 [Academic Senate Webpage](#)
- 11.9.1 [Academic Senate By-Laws](#)
- 11.10 [SBCCDTA Contract, p.22](#)
- 11.10.1 [SBCCDTA Contract, p. 86](#)
- 11.11 [Management Job Descriptions](#)
- 11.12 [CSEA and CTA Contracts](#)
- 11.13 [President's Webpage](#)
- 11.14 [Board of Trustees Minutes 4-09-20 p. 4](#)
- 11.15 [District Assembly Constitution](#)
- 11.16 [Academic Senate Minutes - 3-20-19](#)
- 11.17 [BP/AP7250 Educational Administrators](#)
- 11.18 [President's COVID-19 Bi-Weekly Campus Updates](#)

## IV.B. Chief Executive Officer

**IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

### Evidence of Meeting the Standard

The College President serves as the chief administrative officer. BP2430 Delegation of Authority to the Chancellor ([12.1](#)) states, “The Chancellor may delegate any powers and duties entrusted to him or her by the Board (including the administration of colleges and centers), but will be specifically responsible to the Board for the execution of such delegated powers and duties.” The college president’s job description further identifies the college president as the chief administrative officer. ([12.2](#))

The president ensures that campus planning documents such as the EMP are aligned with the college mission. ([1.7](#), [1.17](#)) The president, in collaboration with vice president of instruction, vice president of student services, vice president of administrative services, and dean of research, planning and institutional effectiveness, has created an evidence-based campus culture with a focus on equity and student success. The campus president is an advocate for equity and student success and is the driving force behind Generation Go! and the Free College Promise programs on campus. ([3.37](#))

## Analysis and Evaluation

Under the president's guidance, the campus has strengthened ties between campus data, strategic goals, and educational planning to increase student access and success. For instance, during her first semester on campus, the president was tasked with taking over the development of the Comprehensive Master Plan (CMP) for the campus. While ensuring collegiality, President Rodriguez successfully realigned the existing draft with the campus mission and strategic initiatives. The CMP includes realistic goals for student success that were developed using campus and community data. (12.3) The president practices transparency in all that she does, short- and long-range institutional planning is shared with campus constituencies and the surrounding community. (2.7.2)

**IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

## Evidence of Meeting the Standard

The college president's job description includes a lengthy list of the qualifications, duties, and responsibilities, including the delegation of authority. (12.2) Accordingly, the president delegates authority to the VPs, deans, and other administrators to act within the scope of their position and job description. The SBVC Organization Chart illustrates the formal administration structure on campus. (12.4) AP2510 Collegial Consultation Collegial (2.8) speaks to the campus's governance philosophy and collegial consultation processes.

The SBVC president works with President's Cabinet and Chancellor's Cabinet and takes input from campus constituencies and collegial consultation committee to evaluate the administrative structure at SBCCD. (11.1) The president has stabilized upper administration and worked with the SSSP Committee, SSSP Plan, and Academic Senate to grow and stabilize the administrative structure on campus, particularly in the area Student Services. Recently, the president has worked with the VPI and appropriate deans to centralize the tutoring and instructional support services, thereby increasing access for all students. (5.7, 5.1)

## Analysis and Evaluation

As per BP2430 Delegation of Authority to the Chancellor, BP2510 Collegial Consultation, and the job description for the college president, President Rodriguez delegates authority to campus administrators, supervisors, and faculty as is appropriate and consistent with their responsibilities. (12.1, 2.8, 12.2) President Rodriguez is patient and intentional, seeking to hire administrators, faculty, and classified professionals who embody the campus mission.

**IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:**

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;

- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

### Evidence of Meeting the Standard

President Rodriguez has maintained the collegial consultation process described in AP2510 Collegial Consultation and the 2014 College Governance Handbook. (2.8, 12.5) Collegial consultations committees include Accreditation and Student Learning Outcomes, Facilities and Safety, Technology, Budget, Professional Development, and Enrollment Management. The Matriculation/SSSP, Curriculum, and Program Review Committees are collegial consultation committees that operate under the authority of the Academic Senate. (11.3) The chairs of collegial consultation committees along with CSEA, CTA, and Student Government have a seat on College Council. (11.3.5)

The College Council has three primary functions: planning, issue management, and communication. The college planning function includes the college Educational Master Plan (EMP), thereby developing the college's Education Strategic Plan. (2.27, 2.6) The EMP includes the Program Review's annual needs prioritization, Technology Plan, Five Year Construction and Facilities Plan, Enrollment Management Plan, Basic Skills Plan, and Professional Development Plan. (2.27) College Council reviews each of the plans and analyzes each for budget impact and provides recommendations to the President.

The issues management function of College Council takes place as campus issues are presented to the College Council and referred to the appropriate committee for review, consideration, and recommendation to the President.

The communication function is served by the College Council as the central communication venue for college governance issues including budget. All constituent groups are represented and are responsible for reporting and disseminating of information to their appointing body.

The Strategic Planning Model illustrates that the mission and strategic goals are the foundation for campus planning, The Strategic Planning Model further illustrates how collegial consultation committees and processes are interdependent on each other and that planning is a shared responsibility. (1.10, 12.6)

A recent illustration of established procedures to evaluate overall institutional planning with the campus mission and goals is the work done in College Council on the campus strategic direction and goals spreadsheet that highlights progress alignment with campus offices/committees/processes, accreditation standards, state initiatives, and student funding model. (2.24) The spreadsheet illustrates how the campus works to achieve its goals, how campus goals are tied to the boarder goals of the District and the CCCC Office, and how the campus work aligns with

accreditation. The spreadsheet is a visual illustration used by the President and College Council to measure progress, distribute resources, and eliminate duplication of effort.

### Analysis and Evaluation

Lead by the campus president, College Council is the embodiment of how the collegial processes described in AP2510 Collegial Consultation, and the Strategic Planning Model are inclusive of the campus community and set the goals and priorities for the campus. (2.8, 1.10) Anchored by a thorough Program Review process and grounded by an evidence-based culture the president allocates available campus resources to the best benefit of students. (12.7)

The success of the campus mission and strategic direction and goals is quantitatively and qualitatively evaluated by using traditional student success matrices, increased access to student and instructional support services, progress on strategic goals, campus climate surveys, campus event feedback, committee self-evaluations, and anecdotal evidence such as social media posts. (1.3.1, 2.22, 2.6)

**IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, classified staff and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

### Evidence of Meeting the Standard

The campus president guides the campus accreditation process. She meets weekly with the ALO to ensure that the campus meets eligibility requirements, accreditation standards, and commission policies and bi-weekly with the faculty lead of the A&O Committee to ensure that local processes for accreditation are being followed. The president is knowledgeable of programmatic accreditations on campus and assures that programs have the necessary support for their accreditation. (12.8)

President Rodriguez works directly with the ALO in the development and timely utilization of the ACCJC Annual Reports; maintains currency on accreditation by attending meetings, conferences, and workshops that disseminate information and updates on Eligibility Requirements, Accreditation Standards and Commission policies, including Region 9 meetings, ACCJC Team Training, CCLC Annual Conference, ACCT meetings, and serves on ACCJC visiting teams. (12.9)

### Analysis and Evaluation

The SBVC president is fully engaged in campus accreditation processes. She consults regularly with the ALO and faculty lead, both of whom have a seat on College Council. President Rodriguez informs the campus community of regional and programmatic accreditation through campus presentations and reports.

**IV.B.5. The CEO assures the implementation of statutes, regulations, and governing Board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.**

**Evidence of Meeting the Standard**

The District Assembly (DA) is responsible for reviewing and revising governing Board policies. (11.15) The president, an ex-officio member of District Assembly, routinely evaluates the alignment of institutional practices to Board policies through discussions in the College Council and the President’s Cabinet and works in conjunction with the vice presidents of SBVC to monitor the implementation of the statutes. Through the involvement of the different constituency groups, any and all changes in SBVC practices and policies are immediately reflective upon adoption. Additionally, the SBCCD and SBVC governance structures allow for Board policies and administrative procedures to be reviewed at all levels to ensure alignment of institutional practices, policies, and the mission. (12.10)

The flowchart for changes to Board policies or administrative procedures from AP2410 Board Policies & Procedures shows how the addition of new or revising of existing Board policies and administrative procedures moves from the District Assembly to the appropriate constituent groups. (2.33) BPs/APs are reviewed on a 10-year cycle; however, new or revised BPs/APs may be brought to District Assembly at any time. Further, the campus governance chart from AP2510 Collegial Consultation (2.8) shows how the District Assembly interacts with the College Council and other collegial consultation groups.

The president reviews budget summaries on a regular basis and is the ultimate decision maker for SBVCs expenditures. The president holds the responsibility centers accountable for their budgets, with appropriate expenditures to support their respective areas. While the president is well-informed on making these decisions, information is also provided through established processes on the SBVC campus. The Budget Committee identifies unexpended funds and tracks the campus fund balance. The Budget Committee recommends to College Council what portion of the fund balance should be spent to fund one-time needs. (12.11, 12.12) College Council makes a recommendation to the president regarding the allocation of funds based on the Program Review prioritizations lists. (12.7)

**Analysis and Evaluation**

The SBVC president regularly participates in the campus and District meetings that drive the development of policies, procedures, and budget. She actively advocates for enhancement of SBVC funding and actively opposes redistribution of funds away from the campus. The president works to establish a working budget that meets the needs of the campus and allows for one-time funding and growth to enhance teaching and learning.

**IV.B.6. The CEO works and communicates effectively with the communities served by the institution.**



## Evidence of Meeting the Standard

The president regularly communicates with the campus community. All campus meetings are an opportunity to celebrate campus successes, and a springboard for sharing campus goals. The president, with the VPs, outreaches to the campus by hosting a monthly open office hour. (11.1) The college president regularly attends and reports out at collegial consultation meetings at the campus and the District, including College Council, Academic Senate, Chancellor's Cabinet and District Budget Committee. She participates in the annual Campus and Community Planning Meeting, a public workshop to gather input on the college's strategic direction.

The president is active in the community and has implemented outreach programs such as FoodIE Fest, Winterfest, and SBVC Day of Service. The president serves on a number of local and national boards including Arrowhead United Way, President Rodriguez serves on many local and national Boards including the Board of Trustees for Capella University and Board Chair for Entrepreneurial High School – Real Journey Academies, and the International Board of the Hispanic Association College and Universities. Additionally, the president is active at the State level. Ms. Rodriguez has addressed members of the State Assembly on several occasions on such topics as Generation Go! and the condition of campus facilities. (12.13)

## Analysis and Evaluation

The SBVC president actively engages and communicates with the campus community.

## Conclusions on Standard IV.B. CEO

The Campus President acts with integrity and leads the campus to promote and continuously improve student success by ensuring academic quality and stability. The Campus President depends on employee expertise and uses governance roles and structures to establish, revise, and implement policies and plans. The president communicates with the campus constituencies and the communities served by the campus. The president advocates for students and the campus at the local, regional, state, and national level.

During the COVID-19 the president worked tirelessly to support and ensure the health and safety of the campus community. (0.9, 11.18)

## Improvement Plan(s)

### Evidence List

- 12.1 [BP2430 Delegation of Authority](#)
- 12.2 [President's Job Description](#)
- 12.3 [Comprehensive Master Plan \(CMP\)](#)
- 12.4 [SBVC Organizational Chart](#)
- 12.5 [2013-2014 College Governance Handbook](#)
- 12.6 [College Council Minutes 8-28-19](#)

- 12.7 [Approved Programs Review Needs Funded Fall 2019](#)
- 12.8 [A&O Committee Meeting Minutes](#)
- 12.9 [Evidence of President and Accreditation](#)
- 12.10 [Evidence about DA and College Council](#)
- 12.11 [Campus Budget Committee minutes 12-05-18 p.6](#)
- 12.12 [College Council Minutes 1-23-19](#)
- 12.13 [2019 Day of Service](#)
- 12.13.1 [3<sup>rd</sup> Annual WinterFest](#)
- 12.13.2 [President Involvement in Committees and Community Events](#)

#### IV.C. Governing Board

**IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)**

##### Evidence of Meeting the Standard

The District is governed by its Board of Trustees (BOT), an independent governing body whose seven voting members are residents from the District's service area elected by voters, one Board member for each of the seven component areas making up the District as a whole (in accordance with California Education Code 70902). In addition to these voting members, two students, one selected by the student body of each college, also serve as student trustees. The BOT carries out its governance functions in accordance with BP1200 District Mission Statement. ([13.1.1](#))

*The mission of the San Bernardino Community College District is to transform lives through the education of our students for the benefit of our diverse communities. This is achieved through the District's two colleges and public broadcast system by providing high quality, effective and accountable instructional and training programs and services to the students and communities we serve.*

The BOT reviews the mission statement on a regular basis and revises it when the Board agrees that change is appropriate. It was last revised and approved in January 2019. ([13.2](#))

The BOT adopts and reviews policies and procedures that lead to the fulfillment of this mission. In addition, the Board regularly establishes and prioritizes Board Directives ([13.3](#)) that provide the District with areas of special focus to support its mission and the mission of each of its colleges. Specifically, most recently the BOT prioritized aligning unrestricted general fund and student success funding with the State Chancellor's Vision for Success as its highest priority, followed by allocating funding to support the implementation of the SBCCD Free College Promise, which allows eligible graduates from area high schools to attend SBVC free of charge (see Section II.A.). The BOT ensures that policies are consistent with the District's mission and that they are properly carried out. Administrative procedures for most policies describe how

these policies should be carried out. In this way the Board acts to assure the academic quality, integrity, and effectiveness of the student learning programs and services at its colleges.

BP2200 Board Duties & Responsibilities describes the general guiding principles of the Board of Trustees; their duties and responsibilities are listed. This policy identifies the Board's responsibility to “establish policies for, and approve, current and long-range educational plans and programs, and promote orderly growth and development of the colleges within the District.” BP2200, Section A, 1 and 7 outline the Board's responsibility for hiring and evaluating the chancellor. BP2000, Section C addresses establishing and maintaining academic standards, assuring the quality, integrity, and effectiveness of student learning programs, and BP2200, Section B details the Board's responsibility to ensure the financial stability of SBVC. Further administrative procedures detail how the board carries out its responsibilities. ([13.1.2](#))

BP2740 Board Education provides for the orientation of new Board members. In addition, the Board has also developed an orientation handbook that covers a broad range of areas including the Brown Act, ethics, and the District and college missions, to name a few. BP2745 Board Self-Evaluation sets forth guidelines for the BOT to evaluate its performance annually in terms of defining and making progress towards its goals. The process of assessing its progress begins with an annual special study session in August or September to conduct this self-evaluation and establish goals for the year. On September 26, 2019, the Board held a study session to review progress reports for the past school year from both colleges in achieving the goals (i.e., *strategic directions*) in their respective educational masterplans. ([13.1](#), [13.5](#))

BP4000 Instructional Programs ([13.1.5](#)) states, “the colleges of the District shall offer comprehensive instructional programs in the areas of general education, transfer education, vocational education, learning skills education, community services, and joint programs with business, industry, labor, government, and other accredited educational institutions.” In addition, BP4100 Graduation Requirements for Degrees and Certificates ([4.11](#)) addresses degrees and certificate requirements; BP4220 Standards of Scholarship ([13.1.6](#)) addresses the standards for scholarship; BP4100 addresses the graduation requirements for degrees and certificates offered, while the Chapter 5: Student Services of Board policies covers a variety of student services-related items, such as admissions, tuition, fees, refunds, student records, enrollment priorities, and course adds and drops. ([13.1](#))

The Board of Trustees Finance Committee exists as a standing, advisory committee on budgetary matters and strives to improve efficiency of BOT decision-making processes by conducting research, improving clarity, and increasing transparency on financial matters. ([13.6](#))

### Analysis and Evaluation

Board policies are in place to inform and guide trustees on their role and responsibilities to ensure academic quality, support student learning, and provide for the financial stability of the District. Additionally, the Board of Trustees use the following documents to ensure that new and returning trustees fully understand their role and responsibilities:

- Orientation and Development for Community College Trustees; ([13.4](#))
- Trustee Handbook (revised 11/06/19); ([13.7](#))

- Trusteeship; and [\(13.8\)](#)
- Board Chair Handbook [\(13.9\)](#)

Trustees participate in state and national conferences [\(13.10\)](#) that enhance their knowledge of the role of the Board and stay informed about educational trends, initiatives, and laws.

**IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.**

**Evidence of Meeting the Standard**

The 2019 Trustee Handbook and BP2200 Board Duties and Responsibilities instructs Trustees to act as a whole once a decision is made. [\(13.7, 13.1.2\)](#)

The San Bernardino Community College District Board of Trustees (BOT) carries out its responsibilities collaboratively. The District Chancellor advises the BOT after conferring with various groups established for that purpose. One is the District Assembly, which includes representation from all constituent groups (see IV.A.2.). Specifically, members of the Assembly advise and make recommendations to the Chancellor regarding District-wide governance, institutional planning, budgeting, and policies and procedures that promote the educational mission and goals of the District. In addition, the Chancellor meets regularly with the Chancellor’s Cabinet, which includes the president of each college. Chancellor’s Cabinet is advisory to the Chancellor.

Board members discuss relevant issues in public meetings open to anyone who wishes to attend. In accordance with BP2330 Quorum and Voting, Board members reach decisions by a majority vote on most matters. Once the Board reaches a decision, each Board member agrees to uphold that decision [\(13.1.7\)](#) BP2715 Code of Ethics - Standards of Practice states, “...the Board acts as a whole and that the authority rests only with the Board in a legally constituted meeting, not with individual members.” [\(13.1.8\)](#)

**Analysis and Evaluation**

Board policies state that when the BOT adopts a policy or position on an issue, each BOT member agrees to uphold that policy or position. Further Board policy stresses the fact that the Board acts as a single entity on matters of Board authority.

**IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the District/system.**

**Evidence of Meeting the Standard**

BP/AP2431 Chancellor Selection [\(13.1.9\)](#) and BP/AP7250 Educational Administrators [\(11.17\)](#) define the process for selecting the chancellor and college presidents. BP/AP2435 Evaluation of the Chancellor [\(7.16\)](#) states the chancellor shall be evaluated annually and outlines the process for the evaluation of the chancellor. BP/AP7150 Evaluations [\(7.17\)](#) details the process for evaluating the college president.

The District is currently in the process of replacing its Chancellor and is committed to having an inclusive and comprehensive selection process. A national search process is being carried out by the Association of Community College Trustees (ACCT). A search committee representing a broad base of college constituencies met on March 6, 2020, to develop the profile for the next chancellor. SBCCD's Chancellor's search website includes application information, community, and chancellor profiles, hiring committee membership, open forum dates, and timeline for hiring SBCCD's next Chancellor. ([13.11](#))

The BOT selects the president of each college according to BP/AP7250 Educational Administrators ([11.17](#)), which defines the process used to hire educational administrators for the colleges. In addition to the provisions in Board policy and accompanying procedures, finalists for the position of president participate in interviews in a public session on the college campus in which they present an introduction and answer questions from attendees (faculty, staff, and students). Attendees are asked to complete questionnaires indicating preferences. These are sent to the screening committee to help members make a selection. ([13.12](#))

### Analysis and Evaluation

Board policies and procedures lay out a clear process for hiring a District chancellor and college presidents. ([11.17](#), [13.1.9](#)) The District's policies and procedures for evaluating the Chancellor and the college presidents provide for a thorough, careful consideration of their respective performance and include feedback from across the District or college community. ([7.17](#), [7.16](#))

**IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)**

### Evidence of Meeting the Standard

As described above (IV.C.1.), the San Bernardino Community College Board of Trustees (BOT) is an independent governing body. Each of its seven voting members represent one of the voting divisions in the District's service area. ([13.13](#)) Two students, one from each college, serve as trustees. Their votes are advisory.

The 2019 Trustee Handbook ([13.7](#)) instructs trustees on the roles and responsibilities of a board member and instructs the board to serve as an advocate for the District.

BP2200 Board Duties & Responsibilities ([13.1.2](#)) further discusses that the role of Board is to support the colleges in the pursuit of their missions and goes on to state that the Board is to represent the general public for whom they hold the colleges in trust. They are responsible for balancing and integrating the wide variety of interests and needs into policies that benefit the common good and the future of this region.

The 2019 Trustee Handbook, AP2200 Board Duties & Responsibilities, AP2710 Conflict of Interest, and BP2715 Code of Ethics - Standards of Practice prohibit trustees from unethical behavior. ([13.7](#), [13.1](#))

To maintain effectiveness in carrying out their duties, the Board conducts an annual self-evaluation with questions relating to this standard. (13.1.4) The Board reviewed the annual self-evaluation and developed plans for improvement at its June 13-14, 2019, Annual Retreat. As a result of the review, the Board agreed to keep meetings on the second Thursday of the month and not to reschedule them. In addition, the Board also agreed to modify AP2435 Evaluation of the Chancellor, dissolve the evaluation committee, and to hold the finance committee one hour before the regular board meetings. (13.14)

### Analysis and Evaluation

The BOT is an independent body that makes decisions for the benefit of the District's population.

**IV.C.5. The governing board establishes policies consistent with the college/District/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.**

### Evidence of Meeting the Standard

The San Bernardino Community College District Board of Trustees has adopted policies consistent with the respective missions of the State Community College system, the District, and the District's two colleges to ensure the quality, integrity, and improvement of student learning programs and services and the resources that support them.

The establishment and revision of Board policies and Administrative Procedures is governed by BP/AP2410 Board Policies & Administrative Procedures. (2.33) Chapter Four of Board Policies include various policies designed to assure the effectiveness, quality, and integrity of student learning programs. Chapter Five of the Board policies includes those policies that have been adopted to assure the academic quality, integrity, and effectiveness of the student learning services at the colleges. Chapter Six of Board policies include those policies that assure such matters. (13.1)

The mission of SBVC is approved by the BOT and aligns with the District mission. (1.19)

Agendas for regular Board meetings include reports from Board committees, the academic senate of each college, the classified senate of each college, the students (i.e., associated students) of each college, CSEA and CTA. (13.15) Reports on student performance, such as key performance indicators, are routinely placed on the Board agenda. The Board maintains a master planning calendar that is inclusive of important items such as budget approval, Free College Promise, and Vision for Success. (13.16)

The 2019 Trustee Handbook and BP2200 Board Duties & Responsibilities instructs the Board to act with integrity and work in the best interest of the colleges and student success and gives the board ultimate responsibility for educational quality, legal matters, and integrity. To this end, the Board has established institutional values that are reviewed and updated annually. (13.7, 13.1.2)

In accordance with BP2305 Annual Organization Meeting ([13.1.13](#)), the BOT holds an annual meeting after the election of Board members to choose its officers. Additionally, the Board has a mid-year retreat in January and a two-day retreat in June when board members reflect on the years accomplishments and learn about effective trustee practices. The board works on plans to further the goals stated in the SBCCD Strategic Plan and sets the Board Institutional Values, Board Planning Imperatives, and Chancellor's Goals. ([13.17](#), [13.14](#))

### Analysis and Evaluation

The BOT gives final approval for the establishment and revision of BPs/APs and District and campus planning. The BOT engages in long-range planning of student learning programs and services for the benefit of the institution.

The BOT fulfills its obligation to make decisions regarding legal matters. This function occurs primarily in BOT meeting closed sessions. Finally, the District BOT assures that the District and its colleges operate in a manner that ensures financial integrity and stability through discussion and deliberation leading to decision-making on financial matters.

### **IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the Board's size, duties, responsibilities, structure, and operating procedures.**

#### Evidence of Meeting the Standard

Chapter 2 of Board policies and Administrative Procedures that pertain to the Board of Trustees are publicly available on the District website including BP2010 Board Membership and BP2200 Board Roles & Responsibilities. ([13.1](#)) These policies and procedures outline the number of trustees, and structure of the board. The duties and responsibilities of the Board can be found in policies and procedures and the Trustee Handbook. ([13.7](#))

### Analysis and Evaluation

The Board of Trustees publishes the board bylaws and policies.

### **IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/District/system mission and revises them as necessary.**

#### Evidence of Meeting the Standard

All actions taken by the SBCCD Board of Trustees (BOT) are consistent with its policies and bylaws, which are referenced in all actions formally adopted at Board meetings. ([13.15](#)) The BOT engages in a process for considering and adopting new policies and administrative procedures defined in AP2410 Board Policies & Administrative Procedures. ([2.33](#)) This ongoing process requires that the District continually review all of its policies and procedures according to a ten-year timeline and revise them when necessary to bring them up to date with statutes or when policies and/or procedures are amended to help achieve objectives consistent with the District and its colleges' respective missions.

AP2410 Board Policies & Administrative Procedures (2.33) establishes points of accountability for the review process. BP/AP review starts and concludes in District Assembly. PolicyStat is used to track the BP/AP review cycle. PolicyStat tracks changes to BPs/APs and includes notes and rationale for BP/AP changes. District Assembly members are able to see changes online. District Assembly members are responsible for ensuring input by subject area experts and preventing conflicts with other District BPs/APs. The BP/AP review cycle was reviewed at District Assembly in spring 2019. (13.18) Items deemed academic and professional matters are sent to the academic senates of the colleges for their consideration. Senate responses are sent to the District Assembly for first and second readings. Other items are sent to the appropriate constituency groups for consideration and responses. After reviewing responses, the District Assembly may amend or reject proposals.

In matters relating to Board policies in Chapter 2 (not including BP/AP2410 Board policies & Administrative & BP/AP2510 Collegial Consultation, which go through the full review process), the Board submits Board policies and policy changes to the District Assembly (DA) for review and feedback only, prior to placing on board agenda. (13.1, 13.18)

To further assist the BOT in revising its policies and procedures, the District uses the services provided by the Community College League of California (CCLC), which provides templates for all participating state public community colleges with language that aligns with legislative and accreditation requirements. (13.19)

### Analysis and Evaluation

Board policies and procedures are continuously reviewed by the Board and the District Assembly according to a process. When the BOT, the academic senates, or the District Assembly recommend changes in policies and/or procedures, the BOT formally considers these changes.

Board members attend local, state, and national training to stay current regarding Board policies and discuss policies at their planning retreats. (13.10) full text of all BPs and APs being reviewed, revised, or added are published in the Board Book for first and second read. (13.20)

**IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.**

### Evidence of Meeting the Standard

At the request of the Board of Trustees the District Office of Research, Planning, and Institutional Effectiveness created a Key Performance Indicators (KPI) dashboard that is available online. (3.5) The KPI Dashboard allows trustees to see District-wide progress in the four KPI goals: student success, enrollment and access, partnerships of strategic importance, and District operational systems at a glance. Trustees receive an update on KPIs during the board study sessions.



There are Board study sessions partially or entirely devoted to discussions on student learning and achievement and institutional plans for improving academic quality. Recent Board study sessions have included:

- April 23, 2020 Promise Program Update ([13.21](#))
- October 24, 2019: District Support Services Strategic Plan 2019 Update ([13.22](#))
- September 26, 2019: SBVC & CHC Program Review and Educational Master Plan ([13.23](#))
- May 30, 2019 Quarterly Non-Credit and Basic Skills Updates & Student Equity/SSSP Update ([13.24](#))

### Analysis and Evaluation

The BOT is regularly informed on student success measures and KPI in monthly Board reports. Additionally, the Board Study Sessions address student success through in-depth review of indicators such as KPIs and SSSP planning,

**IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

### Evidence of Meeting the Standard

SBCCD Board of Trustees (BOT) provide for the orientation of new Board members and participate in ongoing training for improvement in the performance of all Board members. ([13.4](#), [13.7](#)) A wealth of advisory information is available on the SBCCD Board of Trustees website, including a training manual entitled *Orientation and Development for Community College Trustees*. ([13.25](#))

Trustees receive Community College League of California (CCLC) Trustee Training. ([13.19](#)) The Trustee Handbook is designed to complement, augment, and expand upon the CCLC Trustee Training. The Trustee Handbook contains topics in which all trustee members should be trained to be effective at the local level. The handbook defines the role and responsibilities of the Chancellor and Board President in board member training and includes a sign-off sheet to verify the training of board members in each topic area. The Trustee Handbook was last reviewed in 2019. ([13.7](#))

A third publication available on the Board of Trustees website is *California Community Colleges Trustees Board Chair Handbook*, published by the Advisory Committee on Education Services of the CCLC. ([13.9](#)) This publication covers such varied topics as the roles and responsibilities of the Chair, elections, the Board Chair and Chancellor relationship, representing the Board and the District, involvement in accreditation, responding to campus crises, and relating to public media.

An important part of BOT development is the annual Board's Self-Evaluation ([13.26](#)), described below (IV.C.10.). BP2100 Board Elections ([13.1.11](#)) states that Board members serve four-year staggered terms. Elections for members are held "every two years, in even numbered years, for

four-year overlapping terms. Terms of trustees are staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election.” Beginning in January 2014, trustees have been and continue to be elected by one of the seven trustee areas of the District. There is no limit on the number of terms a trustee may hold office.

### Analysis and Evaluation

Trustees receive ongoing professional development at retreats, conferences, and study sessions. The Board members participated in Trustee Training and CCLC Annual Conference. (13.10) The 6/13/19 study session included effective trusteeship, best key practices. (13.27) Trustees seeking to improve their ability to work well with each other and SBCCD personnel attended a facilitated workshop around the DISC personality assessment. (13.28) The Board also has a mechanism for providing for continuity of its membership with staggered terms of office.

**IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the Board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.**

### Evidence of Meeting the Standard

The board is committed to assessing its own performance in order to identify its strengths and areas in which it may improve its function. To this end, the board has established the following processes for evaluation:

- The board and the chancellor shall establish goals and objectives to be accomplished each fiscal year. (13.14.1)
- A report will be completed by the chancellor on the accomplishments of the board goals and objectives at the end of the fiscal year and will be submitted at the board retreat. (13.14)
- During the annual planning session each board member will complete the self-evaluation instrument according to BP2745 Board Self-Evaluation (13.1.4) and submit it to the chancellor. (13.14)
- The chancellor shall synthesize the annual report and the self-evaluation, and information will be shared with the board.
- The board shall meet in open session to complete a final review and assessment of the goals and objectives.

### Analysis and Evaluation

The 2019-2020 Institutional Values (formerly Board Imperatives) and 2019-2020 Operational Priorities (formerly Board Goals) were approved at the July 11, 2019 Board meeting. District & Chancellor Goals for 2019-2020 were approved at the August 8, 2019 Board meeting. (13.29, 13.30)

**IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)**

#### **Evidence of Meeting the Standard**

BP2715 Code of Ethics ([13.1.8](#)), last reviewed in 2017, presents the code of ethics, which includes thirteen responsibilities of a board member. The oath for a board member is as follows:

As a member of the San Bernardino Community College District Board of Trustees, I will perform my duties in accordance with my oath of office. I am committed to serve the individual needs of the citizens of the District. My primary responsibility is to provide learning opportunities to each student regardless of sex, race, color, religion, ancestry, age, marital status, national origin, or handicap.

#### **Analysis and Evaluation**

The Board meets the standard. The thirteen responsibilities include performing board duties effectively and credibly; working with fellow board members cooperatively; voting fairly and without bias; representing all community members; welcoming the active involvement of students, employees, and citizens of SBCCD; and striving to provide the most effective College board service possible.

**IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer Board policies without board interference and holds the CEO accountable for the operation of the District/system or college, respectively.**

#### **Evidence of Meeting the Standard**

BP2431 Chancellor Selection specifies that the Board of Trustees is responsible for the selection and evaluation of the chancellor. The job description for the chancellor details the responsibility and authority granted to this individual to administer Board policies. As stated in BP2435 Evaluation of the Chancellor, the chancellor is evaluated annually under the terms of their contract. ([13.1.9](#), [7.16](#))

BP2430 Delegation to the Chancellor ([12.1](#)) states that the board clearly delegates to the chancellor the executive responsibility for administering the policies adopted by the board and executing all decisions of the board requiring administrative action, including but not limited to the administration of colleges and centers, and recommending appropriate actions needed to be taken when no written board policy is available, as well as the acceptance of written resignations and conferring with the District legal counsel for matters regarding SBCCD. The chancellor is expected to perform the duties contained in the chancellor's job description and fulfill other

responsibilities as may be determined in annual goal setting or evaluation sessions. The board holds the chancellor accountable for the operations of the two colleges and the SBCCD office.

### **Analysis and Evaluation**

The board has selected, evaluated, and clearly delegated authority to the chancellor in accordance with Board policies and administrative procedures.

**IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.**

### **Evidence of Meeting the Standard**

BP/AP3200 Accreditation ([13.1.12](#)) sets the requirements for preparation for reaffirmation of accreditation and requires that the District Chancellor ensure that “the District complies with the requirements of the accreditation process of the Western Association of Schools and Colleges (WASC)/Accrediting Commission of Community and Junior Colleges (ACCJC) and of other agencies that accredit District programs that seek accreditation.” This policy also calls for the Chancellor to keep the Board of Trustees (BOT) informed of the District’s obligations related to accrediting organizations and progress in meeting those obligations. The Chancellor is, therefore, expected to involve the Board in any accreditation process requiring Board participation. The Chancellor provides the BOT with a summary of reports that are submitted as part of the accreditation process and any actions in response to recommendations in an accreditation report.

AP3200 Accreditation ([13.1.12](#)) includes the following requirements regarding preparation of the self- evaluation and participation of the Board of Trustees:

- The development of a self-study report and any other materials necessary to support accreditation or reaffirmation of accreditation shall begin no less than two years before the accreditation visit.
- The college president shall appoint an ALO, who will be responsible for coordinating all necessary activities in preparation for the visit by the visiting team and subsequent reports and visits. Each college shall have an Accreditation Steering Committee with members from faculty, management, the classified professionals and students.
- The self-study report shall be made available to the faculty, classified professionals, managers, and student leaders for review and comment before it is sent to the Board of Trustees for approval.
- The self-study and any subsequent reports required by the ACCJC shall be approved by the SBCCD Board of Trustees before they are submitted to the ACCJC.

Presentations have been given to the BOT on the 2014 ISER, Follow-Up Report, Mid-Term Report, ACCJC Annual Reports, and the 2020 ISER. ([3.31](#), [13.31](#), [0.18](#))

AP2510 Collegial Consultation ([2.8](#)) establishes the A&O Committee and a collegial consultation committee. The charge of the A&O Committee states that the committee “prepares the self-study, prepares for the accreditation team site visit, follow up on implementation of accreditation recommendations, performs assessments as needed, and prepares any follow-up reports or documentation.” SBVC has been focusing on accreditation since 2017 and preparing for the self-evaluation for over two years. The A&O Committee meets bimonthly, or as necessary, to support the writing of the self-study document and any other reports as required. The A&O meeting minutes since 2006 can be found at the A&O website. ([13.32](#)) The A&O Committee members have attended conferences regarding accreditation. Reports to ACCJC are distributed to collegial consultation groups for feedback and approval. The A&O Committee began making presentations, facilitating workshops, and working with constituencies regarding the 2020 self-evaluation study in fall 2018. ([0.18](#))

### **Analysis and Evaluation**

The board is informed on results of past accreditation visits and annual reports. The ALO presents all reports to the board before sending them to the Accrediting Commission. The board typically addresses accreditation at one of its study and/or planning sessions each year.

### **Conclusions on Standard IV.C. Governing Board**

The Board of Trustees maintains appropriate Board policies and Administrative Procedure. The Board of Trustees is guided by the Trustee Handbook and engages in professional development and training. The Board of Trustees have two retreats a year to set District priorities and engage in long-range planning.

On March 17, 2020, the Board of Trustees held a special meeting to adopt resolution #2020-03-17-BOT01 COVID-19, authorizing the District to prepare and respond effectively to the Novel Coronavirus (COVID-19). ([13.33](#))

### **Improvement Plan(s)**

#### **Evidence List**

- 13.1 [Board Policies and Administrative Procedures](#)
- 13.1.1 [BP1200 District Mission Statement](#)
- 13.1.2 [BP2200 Board Duties & Responsibilities](#)
- 13.1.3 [BP2740 Board Education](#)
- 13.1.4 [BP2745 Board Self-Evaluation](#)
- 13.1.5 [BP4000 Instructional Programs](#)
- 13.1.6 [BP4220 Standards of Scholarship](#)
- 13.1.7 [BP2330 Quorum and Voting](#)
- 13.1.8 [BP2715 Code of Ethics - Standards of Practice](#)
- 13.1.9 [BP/AP2431 Chancellor Selection](#)

- 13.1.10 [AP2710 Conflict of Interest](#)
- 13.1.11 [BP2100 Board Elections](#)
- 13.1.12 [BP/AP3200 Accreditation](#)
- 13.1.13 [BP2305 Annual Organization Meetings](#)
- 13.1.14 [BP2010 Board Membership](#)
- 13.1.15 [BP/AP6100 Delegation of Authority, Business and Fiscal Affairs](#)
- 13.2 [01/10/19 Board Agenda](#)
- 13.3 [2020/2021 Board Directives](#)
- 13.4 [Board Orientation Handbook](#)
- 13.5 [September 2019 Board Study Session](#)
- 13.6 [BOT Finance Committee](#)
- 13.7 [Trustee Handbook](#)
- 13.8 [Trusteeship](#)
- 13.9 [Board Chair Handbook](#)
- 13.10 [Trustee Participation in Conferences](#)
- 13.11 [National Search for SBCCD's 15th Chancellor Website](#)
- 13.12 [Presidential Forum](#)
- 13.13 [Board of Trustees Membership](#)
- 13.14 [June 13, 2019 Annual Retreat Minutes](#)
- 13.14.1 [June 14, 2019 Annual Retreat Minutes](#)
- 13.15 [Board Agenda Website](#)
- 13.16 [District Master Calendar](#)
- 13.17 [Board 2020 Mid-Year Retreat](#)
- 13.18 [District Assembly 05/07/2019 Minutes](#)
- 13.19 [Community College League of California \(CCLC\) Membership](#)
- 13.20 [1st and 2nd Read BP/AP Updates in board book](#)
- 13.21 [April 23, 2020 Promise Program Update](#)
- 13.22 [October 24, 2019: District Support Services Strategic Plan 2019 Update](#)
- 13.23 [September 26, 2019: SBVC & CHC Program Review and Educational Master Plan](#)
- 13.24 [May 30, 2019 Quarterly Non-Credit and Basic Skills Updates & Student Equity/SSSP Update](#)
- 13.25 [Board of Trustee Website](#)
- 13.26 [Board Self-Evaluation](#)
- 13.27 [July 25, 2019 Study Session Minutes](#)
- 13.28 [DISC Personality Assessment](#)
- 13.29 [July 11, 2019 Board Agenda](#)
- 13.30 [August 8, 2019 Board Agenda](#)
- 13.31 [ACCJC Annual Report Presentation](#)
- 13.32 [A&O Website](#)
- 13.33 [3/17/2020 Board Agenda - COVID-19 beginning p. 2](#)

## IV.D. Multi-College Districts or Systems

**IV.D.1. In multi-college Districts or systems, the District/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the District/system and assures support for the effective operation of the colleges. Working with the colleges, the District/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the District/system.**

### Evidence of Meeting the Standard

The chancellor works with the campuses and District support services to provides direction for the SBCCD. The chancellor works with District Assembly, a multi-constituency advisory body, and Chancellor’s Cabinet to ensure educational excellence and integrity through the District. There are clearly defined roles within the District and campuses as expressed in the SBCCD organization charts ([14.1](#)) and AP2510 Collegial Consultation ([2.8](#)) The chancellor communicates with the campuses through his e-newsletter Chancellor’s Chat, Board Reports, dissemination of information through committee processes, and updates to the Academic Senate. ([2.43](#))

The San Bernardino Community College District Function Map distinguishes functions for which the District is primarily responsible, those for which primary responsibility rests with the individual colleges, and some for which responsibility is shared. ([14.2](#))

The San Bernardino Community College District Function Map is intended to illustrate how the Colleges and the District manage the distribution of responsibility by function as it pertains to the WASC/ACCJC accreditation standards. It was produced as the result of a collaborative process among the two colleges of the District, Crafton Hills College and San Bernardino Valley College, and the San Bernardino Community District Office. The Function Map includes indicators that depict the level and type of responsibility as follows:

P = Primary Responsibility: Primary responsibility indicates leadership and oversight of a given function. This primary leadership may include design, development, implementation, assessment and planning for improvement.

S = Secondary Responsibility: Secondary responsibility indicates support of a given function. This support may include some levels of coordination, input, feedback, or communication to assist the primary responsibility holders with successful execution of their responsibility.

SH = Shared Responsibility: Shared responsibility indicates that the District and the College are mutually responsible for the leadership and oversight of a given function or that they engage in logically equivalent versions of a function (for instance, there are mission statements at the Colleges and at the District). This leadership may include design, development, implementation, assessment and communication processes.

N = Not Involved or Not Applicable

It is assumed in this mapping design that the term “institution” generally refers to the individual Colleges of the District and not to the San Bernardino Community College District as a whole, since the standards in many cases address the conditions or practices present in the Colleges. However, there are several areas in which “institution” may be reasonably interpreted to mean “actors at both the College and District levels working together.”

In addition to the function map, the roles, authority, and responsibilities are also included and communicated through the organizational charts for the District, Crafton Hills College, and San Bernardino Valley College. The organizational charts are updated annually. ([14.1](#))

The Chancellor expresses his and the Board’s expectation of educational excellence and integrity throughout the District through various methods: The Chancellor holds an annual Leadership Academy to develop leaders within the District, and the Chancellor’s communicates his vision of excellence through the *Chancellor’s Chat*. Also, the Interim Vice Chancellor was named Administrator of the Year by the Community College League of California, and the District has developed through the Free College Promise Program a means to provide educational opportunities to deserving students who need financial support (see Section II.A). ([14.3](#), [2.43](#))

### Analysis and Evaluation

The chancellor plays an active and collegial role in developing and communicating expectations to District personnel.

**IV.D.2. The District/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the District/system from those of the colleges and consistently adheres to this delineation in practice. The District/system CEO ensures that the colleges receive effective and adequate District/system provided services to support the colleges in achieving their missions. Where a District/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.**

### Evidence of Meeting the Standard

The District Support Services Plan ([14.4](#)) details how SBCCD supports the college mission and functions by providing fiscal, business, human resources, payroll, purchasing, warehousing, and printing services. TESS provides the infrastructure for technology Districtwide and administers educational learning systems for DE. ([14.5](#))

District Assembly (DA) was created to provide a venue for communication between SBCCD and the colleges to review District policy and assign appropriate committees to resolve issues. District Assembly members are elected for all constituencies and locations. The DA Constitution can be found on the District website, and it outlines the purpose, membership, election procedures, duties of officers, meeting norms, and the composition of the executive council ([11.15](#))

DA, TESS, District Marketing and Outreach Committee, DIEC, DPR, and DBC, develop, monitor, and update various activities based on data and solicit campus input with appropriate



distribution of College members in each group. Information or potential action items are brought back to the campus community with the intent of improving the services of the colleges. (14.6)

The Chancellor's Cabinet is comprised of the vice chancellors (vice chancellor of fiscal and business services, vice chancellor of human resources and police services, and associate vice chancellor of technology and education support services) and campus presidents. They meet twice a month and have cabinet retreats quarterly and act as a primary conduit for exchanging information and ideas between the District and campuses.

SBVC campus climate surveys include evaluation of employees' satisfaction with District services. SBCCD also surveys the campus to see if SBVC is effectively meeting employee needs. (1.3.1)

The SBCCD's Function Map (14.2) further delineates areas of primary, secondary, and joint responsibility between the campuses and District. The functional map was collegially developed and mutually agreed upon. (14.7)

SBCCD's distribution of resources is dependent upon the source of funds. For the most part, the largest source of revenue that comes to SBCCD is in the form of general apportionment from the CCCCO. Previously, the most significant factor in determining the amount of general apportionment is the generation of FTES. SBCCD calculates the FTES generated by each campus and general apportionment is based on FTES. Generally, FTES fall around 70 percent to SBVC and 30 percent to CHC. Currently, general apportionment funding is calculated based on each campus' success percentage of the Student-Centered Funding Formula. SBCCD does receive other sources of revenue from local, state, and federal sources that either is allocated 100 percent to one particular campus (e.g., grants) or based on FTES (e.g., safety money and block grants).

With the adoption of the CCCCO's Student-Centered Funding Formula, the DBC actively sought an equitable alternative to FTES for division of general apportionment.

### **Analysis and Evaluation**

Under the leadership of the District Chancellor, the District Office provides support for the District colleges in the clearly delineated areas of human resources, educational technology, and fiscal services. (14.8) The District ensures that these services are sufficient to support the colleges in achieving their respective missions. Results of the most recent annual employee satisfaction survey showing only 68 percent of employees satisfied with District services indicate that the District should continue efforts to improve its performance. (1.3.1)

**IV.D.3. The District/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and District/system. The District/system CEO ensures effective control of expenditures.**

## Evidence of Meeting the Standard

Allocations of resources to the campuses and District are governed by the District RAM (10.4), Guiding Principles for FCC Auction Proceeds (14.9), Prioritized Board Directives for the General Fund (7.37), and District and campus budget processes in accordance with BP/AP6100 Delegation of Authority, Business, and Fiscal Affairs (13.1.15), BP/AP6200 Budget Preparations (6.23), and BP/AP6250 Budget Management. (10.8) The District Budget Committee is currently working on a revised RAM proposal, which was discussed at its Feb. 20, 2020 and April 16, 2020 meetings. (14.10)

Approval processes for expenditures exist at the campus and District for budget oversight. Contracts and budget information are published monthly in the Board Book. (13.15) Accounts are audited on an annual basis or as required by law.

## Analysis and Evaluation

The District has a model for allocation of resources. Distribution of public funding, and the KVCR FCC sales are done in accordance with collegially developed practices. SBVC achieves campus goals within its allocation though conservative budget practices. The District Chancellor ensures effective control of expenditures.

**IV.D.4. The CEO of the District or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated District/system policies without interference and holds college CEO's accountable for the operation of the colleges.**

## Evidence of Meeting the Standard

The SBVC president's job description clearly delineates the president's responsibility for the campus to plan, organize, coordinate, direct, and administer all departments, programs, activities, budgets, and personnel of the College. (12.2) The president works under the general direction of the chancellor who holds the president accountable for his/her performance through the evaluation procedure described in AP7250 Educational Administrators. (11.17) The SBVC president serves as a member of the District Assembly and Chancellor's Cabinet, which provide a mechanism for communication between SBCCD, the chancellor, and SBVC. (11.3.1)

## Analysis and Evaluation

The District Chancellor delegates responsibility and authority to the college presidents to implement and administer delegated District policies without interference. The president's responsibilities to the campus are detailed in the president's job description. (12.2) AP7250 Educational Administrators (11.17) is the mechanism used to hold the president responsible for his/her actions. The president's evaluation has taken place in a timely manner. The evaluation was inclusive of the required committee membership, and the campus received evaluation surveys. (7.17, 7.16)

**IV.D.5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.**

## Evidence of Meeting the Standard

San Bernardino Community College District's Office of Research, Planning, and Institutional Effectiveness (ORPIE) is committed "to collaborate with faculty, staff, and administrators to facilitate and support planning and evidence-based decision-making." (3.5) This office integrates institutional research, planning, and analysis to promote continuous improvement in student learning and thereby increase institutional effectiveness. (14.11)

The District ORPIE conducts research on activities and conditions that affect the District as a whole. Subjects of research include District climate, which this office surveys annually, and program effectiveness, which this office thoroughly studies through its program review process. The District ORPIE provides detailed reports on its research. Results of the annual District Climate surveys appear on the District website. (14.12.1) The District ORPIE also issues reports and reviews that are relevant to student learning and the educational programs. (14.12.2) Faculty, administrators, and staff use this information to evaluate programs and activities and plan for improved performance to increase student learning.

The Districtwide Institutional Effectiveness Committee (DIEC) realized that the District was establishing and prioritizing District needs for supplies and personnel prior to being informed of campus' needs. District ORPIE and DIEC developed a new Program Review process that is aligned with campus Program Review processes and established the District Services Planning and Program Review Committee (DSPPR). DSPPR conducts Program Review over the summer, after the campuses have completed their Program Review processes. District program review Self-Evaluation, Updates, and Resources Request are available on the DSPPR website. (14.13)

## Analysis and Evaluation

The District's Office of Research, Planning and Institutional Effectiveness (ORPIE) supports planning and evidence-based decision-making by making data available to support those efforts. SBVC uses the work of ORPIE to evaluate certain outcomes and develop its Comprehensive Master Plan so that it is consistent with District plans to improve programs and student learning and achievement.

**IV.D.6. Communication between colleges and Districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.**

## Evidence of Meeting the Standard

The chancellor and SBCCD use several mechanisms for communicating with the colleges. SBCCD provides annual reports pertaining to finance, personnel, and demographics. The Chancellor's Cabinet acts as a primary conduit for exchanging information and ideas between the District and its colleges. Members of the Cabinet are the Executive Vice Chancellor; Vice Chancellor of Human Resources and Police Services; Senior District Director of Marketing, Public Affairs and Government Relations; Chief Technology Officer; Vice Chancellor of Workforce Development, Advancement and Media Systems, and the two college presidents.

Districtwide committees such as the District Assembly, District Budget Committee and Districtwide Institutional Effectiveness Committee facilitate the sharing of information, which is brought back to SBVC and shared out to constituency groups. (14.6) Board of Trustees meetings are held once a month, with occasional study sessions scheduled when appropriate for Board member understanding of topics requiring Board action, such as bond approval. In addition to Board agendas, minutes, and supporting documents, Board meetings are recorded, and the audio recordings made available online from the District website. (13.15)

Communication also takes place through the collegial consultation process via the Academic Senate, Classified Senate, and ASG at SBVC. (11.9, 14.14, 11.4) The chancellor addresses the Academic Senate every semester and the Executive Vice-Chancellor of Finance addresses the Academic Senate at least once a year. District administrators are invited to campus meetings as issues arise. The chancellor sends out e-mail to all SBCCD employees, a monthly letter discussing Board highlights, local and statewide decisions and issues facing SBCCD and the colleges. (2.43.3) The SBCCD website provides a variety of information about SBCCD, the Board of Trustees, board agenda, and board meeting minutes and recordings for public access. (13.15) The SBVC president sends emails of the President's Report to the Board of Trustees every month. (2.43)

DBC had discussion on 8/15/19 (14.15) on improving communication with the campuses. The discussion resulted in two e-mail announcements per academic semester, which include links to District committee website, agendas and minutes. Furthermore, the email lists meeting dates for each committee and encourages interested parties to attend.

### Analysis and Evaluation

The District uses a variety of means to communicate timely, accurate, and complete information between the colleges and the District, which contributes to the effective operation of SBVC.

**IV.D.7. The District/system CEO regularly evaluates District/system and college role delineations, governance, and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The District/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

### Evidence of Meeting the Standard

The District Office of Research, Planning and Institutional Effectiveness (ORPIE) Office regularly evaluates District services using the District Climate Survey that is administered annually to all full-time District employees (see Standard IV.D.2.). This survey reveals areas of employee satisfaction and areas where employees feel that the District falls short. Results of this survey have led to actions by the District to improve its support of the colleges and District employees. For example, in order to help improve transparency and communication, an email summary of each District Assembly meeting is now sent to all campus and District employees. In addition, the websites for District Committees now include when the committee is dark (i.e., not holding a regular meeting). (13.16) There is also a regularly updated flowchart of all District committees on the District committee website. (14.16) Each District service area also completes

a regular program review to identify needed improvements and plan for increased effectiveness. (14.17) Results of all of the research conducted by the ORPIE appear on its website and are available to the public and District community. (14.11)

The Districtwide Institutional Effectiveness Committee (14.18) is charged with aligning SBVCs goals and strategic initiatives with the Board Imperatives while balancing the District-level strategies with measurable outcomes:

- Support the colleges' Institutional Effectiveness processes;
- Support the accreditation processes at the colleges and ensure that the related; accreditation District entities (HR, Business Services, TESS, etc.) are meeting accreditation requirements;
- Draft and finalize District Scorecard with support from colleges;
- Provide an update on annual Student Success Scorecard;
- Monitor progress of IEPI objectives;
- Involve community evaluation and best practices to make data informed decisions;
- Develop mechanisms to assess progress on major District plans and make recommendations to District Assembly; and
- Develop mechanisms to assess effectiveness of District Support Services

The District initiated a new Program Review process in 2017 that better mirrors the campus processes. District Program Review requires District services to undergo a detailed and evaluative self-analysis of their services every four years. (14.19)

District needs assessment and prioritization is now conducted during the summer months in order to better sequence with the campus Program Review processes. (14.19) DSPPR feels that the District needs assessment will be better informed if the process takes place after CHC and SBVC needs have been identified.

### **Analysis and Evaluation**

District ORPIE, DIEC and DSPPR are evaluating their roles and charges and evolving into more effective entities to assess how the District is assisting the colleges in meeting educational goals for student achievement and learning.

### **Conclusions on Standard IV.D. Multi-College Districts or Systems**

The District Chancellor provides leadership over all District functions. Functions are delineated as District, college, or shared responsibilities by the Board approved function map (14.2), based on ACCJC standards. The chancellor reports directly to the Board of Trustees and works through the District Assembly and Chancellor's Cabinet on strategic planning, issue management, budget expenditures, and communication.

The chancellor delegates authority appropriately to administrators and other constituent groups in keeping with their responsibilities and with collegial consultation processes. The chancellor

ensures that all statutes, regulations, and Board policies are implemented and work in accord with the SBCCCD mission and values. ([12.1](#))

District office communicates with the colleges on all matters related to evaluations of college leadership. District conducts evaluations of its functions. ([11.17](#), [7.17](#))

The Board of Trustee COVID-19 resolution allows the Chancellor to enter necessary contracts and respond to emergency conditions at District sites in accordance with Public Contract Code. The chancellor assembled a District Taskforce comprised of student, administrative, classified, and faculty leadership throughout the District. The Taskforce guided planning for the move to online instruction and services in spring 2020. ([0.9](#))

## Improvement Plan(s)

### Evidence List

- 14.1 [SBCCCD Organizational Charts](#)
- 14.2 [SBCCCD Function Map](#)
- 14.3 [Chancellor's Leadership Academy](#)
- 14.4 [District Support Services Plan](#)
- 14.5 [TESS](#)
- 14.6 [District Committee Communication](#)
- 14.7 [3.28.19 DIEC Minutes](#)
- 14.8 [Districtwide Support Operations \(DSO\) Help Sheet](#)
- 14.9 [Guiding Principles for FCC Auction Proceeds](#)
- 14.10 [02/20/2020 District Budget Committee Minutes](#)
- 14.10.1 [04/16/2020 District Budget Committee Minutes](#)
- 14.11 [District ORPIE Website](#)
- 14.12.1 [District ORPIE Climate Survey](#)
- 14.12.2 [District ORPIE Reports](#)
- 14.13 [District Services Planning and Program Review Committee](#)
- 14.14 [Classified Senate Website](#)
- 14.15 [8/15/19 District Budget Committee Meeting Minutes](#)
- 14.16 [District Committees Website](#)
- 14.17 [District Program Review Plan](#)
- 14.18 [Districtwide Institutional Effectiveness Committee](#)
- 14.19 [District Program Self-Evaluation and Updates](#)



### **San Bernardino Community College District Function Map**

The San Bernardino Community College District Function Map is intended to illustrate how the Colleges and the District manage the distribution of responsibility by function as it pertains to the WASC/ACCJC accreditation standards. It was produced as the result of a collaborative process among the two colleges of the District, Crafton Hills College and San Bernardino Valley College, and the San Bernardino Community District Office. The Function Map includes indicators that depict the level and type of responsibility as follows:

**P = Primary Responsibility:** Primary responsibility indicates leadership and oversight of a given function. This primary leadership may include design, development, implementation, assessment and planning for improvement.

**S = Secondary Responsibility:** Secondary responsibility indicates support of a given function. This support may include some levels of coordination, input, feedback, or communication to assist the primary responsibility holders with successful execution of their responsibility.

**SH = Shared Responsibility:** Shared responsibility indicates that the District and the College are mutually responsible for the leadership and oversight of a given function or that they engage in logically equivalent versions of a function (for instance, there are mission statements at the Colleges and at the District). This leadership may include design, development, implementation, assessment and communication processes.

**N = Not Involved or Not Applicable**

Note: It is assumed in this mapping design that the term “institution” generally refers to the individual Colleges of the District and not to the San Bernardino Community College District as a whole, since the standards in many cases address the conditions or practices present in the Colleges. However, there are several areas in which “institution” may be reasonably interpreted to mean “actors at both the College and District levels working together.”

<b>Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity</b>			
The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.			
<b>I.A.</b>	<b>Mission</b>	<b>College</b>	<b>District</b>
I.A.1.	The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)	P	S
I.A.2.	The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	S
I.A.3.	The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	S
I.A.4.	The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)	P	S
<b>I.B.</b>	<b>Assuring Academic Quality and Institutional Effectiveness</b>	<b>College</b>	<b>District</b>
I.B.1.	The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	P	S
I.B.2.	The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	P	S
I.B.3.	The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)	P	S
I.B.4.	The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	S



I.B.5.	The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	P	S
I.B.6.	The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	P	S
I.B.7.	The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	P	S
I.B.8.	The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	P	S
I.B.9.	The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)	P	S
<b>I.C.</b>	<b>Institutional Integrity</b>	<b>College</b>	<b>District</b>
I.C.1.	The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)	P	S
I.C.2.	The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”. (ER 20)	P	S
I.C.3.	The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)	P	S
I.C.4.	The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	P	S

I.C.5.	The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	P	S
I.C.6.	The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	P	S
I.C.7.	In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)	P	S
I.C.8.	The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	P	S
I.C.9.	Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
I.C.10.	Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	P	S
I.C.11.	Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	P	S
I.C.12.	The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)	P	S
I.C.13.	The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)	P	S

I.C.14.	The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	P	S
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**Standard II: Student Learning Programs and Support Services**

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution’s programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

II.A.	Instructional Programs	College	District
II.A.1.	All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)	P	S
II.A.2.	Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	P	S
II.A.3.	The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.	P	S
II.A.4.	If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.	P	S

II.A.5.	The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)	P	S
II.A.6.	The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)	P	S
II.A.7.	The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	P	S
II.A.8.	The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	P	S
II.A.9.	The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)	P	S
II.A.10.	The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)	P	S
II.A.11.	The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	P	S

II.A.12.	The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)	P	S
II.A.13.	All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	P	S
II.A.14.	Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	P	S
II.A.15.	When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
II.A.16.	The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	P	S
<b>II.B.</b>	<b>Library and Learning Support Services</b>	<b>College</b>	<b>District</b>
II.B.1.	The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)	P	S

II.B.2.	Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	P	S
II.B.3.	The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S
II.B.4.	When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)	P	S
<b>II.C.</b>	<b>Student Support Services</b>	<b>College</b>	<b>District</b>
II.C.1.	The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)	P	S
II.C.2.	The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	P	S
II.C.3.	The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)	P	S
II.C.4.	Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	P	S

II.C.5.	The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	P	S
II.C.6.	The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)	P	S
II.C.7.	The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
II.C.8.	The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	P	S

**Standard III: Resources**

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.A.	Human Resources	College	District
III.A.1.	The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	SH	SH
III.A.2.	Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)	SH	SH
III.A.3.	Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	S	P

III.A0.4.	Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	SH	SH
III.A.5.	The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH
III.A.6.	The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. (Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)		
III.A.7.	The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)	P	S
III.A.8.	An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	P	S
III.A.9.	The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)	SH	SH
III.A.10.	The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)	SH	SH
III.A.11.	The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	S	P
III.A.12.	Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH
III.A.13.	The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation. (district ethics code)	SH	SH



III.A.14.	The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	SH	SH
III.A.15.	The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P
<b>III.B.</b>	<b>Physical Resources</b>	<b>College</b>	<b>District</b>
III.B.1.	The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	SH	SH
III.B.2.	The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	SH	SH
III.B.3.	To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	P	S
III.B.4.	Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	P	S
<b>III.C.</b>	<b>Technology Resources</b>	<b>College</b>	<b>District</b>
III.C.1.	Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	SH	SH
III.C.2.	The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	SH	SH
III.C.3.	The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	SH	SH

III.C.4.	The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	SH	SH
III.C.5.	The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	SH	SH
<b>III.D.</b>	<b>Financial Resources</b>	<b>College</b>	<b>District</b>
III.D.1.	Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)	SH	SH
III.D.2.	The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	SH	SH
III.D.3.	The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	SH	SH
III.D.4.	Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH
III.D.5.	To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	SH	SH
III.D.6.	Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	SH	SH
III.D.7.	Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	S	P
III.D.8.	The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	SH	SH

III.D.9.	The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	S	P
III.D.10.	The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH
III.D.11.	The level of financial resources provides a reasonable expectation of both shortterm and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	SH	SH
III.D.12.	The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.	S	P
III.D.13.	On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	S	P
III.D.14.	All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	S	P
III.D.15.	The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	SH	SH
III.D.16.	Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	SH	SH

**Standard IV: Leadership and Governance**

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

<b>IV.A.</b>	<b>Decision-Making Roles and Processes</b>	<b>College</b>	<b>District</b>
IV.A.1.	Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	P	S
IV.A.2.	The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	P	S
IV.A.3.	Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	P	S
IV.A.4.	Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	P	S
IV.A.5.	Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	SH	SH
IV.A.6.	The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	SH	SH
IV.A.7.	Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	SH	SH
<b>IV.B.</b>	<b>Chief Executive Officer</b>	<b>College</b>	<b>District</b>

IV.B.1.	The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
IV.B.2.	The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
IV.B.3.	Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: <ul style="list-style-type: none"> <li>• establishing a collegial process that sets values, goals, and priorities;</li> <li>• ensuring the college sets institutional performance standards for student achievement;</li> <li>• ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;</li> <li>• ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;</li> <li>• ensuring that the allocation of resources supports and improves learning and achievement; and</li> <li>• establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.</li> </ul>	P	S
IV.B.4.	The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	P	S
IV.B.5.	The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	P	S
IV.B.6.	The CEO works and communicates effectively with the communities served by the institution.	P	S
<b>IV.C.</b>	<b>Governing Board</b>	<b>College</b>	<b>District</b>
IV.C.1.	The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)	N	P
IV.C.2.	The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	N	P
IV.C.3.	The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	N	P

IV.C.4.	The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)	N	P
IV.C.5.	The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.	SH	SH
IV.C.6.	The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	N	P
IV.C.7.	The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.	N	P
IV.C.8.	To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.	SH	SH
IV.C.9.	The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	N	P
IV.C.10.	Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.	N	P
IV.C.11.	The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)	N	P
IV.C.12.	The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.	N	P

IV.C.13.	The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.	N	P
<b>IV.D.</b>	<b>Multi-College Districts or Systems</b>	<b>College</b>	<b>District</b>
IV.D.1.	In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.	S	P
IV.D.2.	The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.	S	P
IV.D.3.	The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures. (needs Assessment)	S	P
IV.D.4.	The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.	N	P
IV.D.5.	District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	SH	SH
IV.D.6.	Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.	SH	SH
IV.D.7.	The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P

## Quality Focus Essay

### Introduction and Background

Over the past three years, since the accreditation team follow-up visit in 2017, San Bernardino Valley College (SBVC) has, through the Accreditation and SLO (DISTRICT) Committee, been monitoring, tracking, and updating college documents in preparation for the October 2020 visit. The Accreditation and SLO Committee consists of stakeholder members representing all constituent groups across the college. Under the leadership of President Diana Rodriguez, the executive team, in collaboration with the Academic Senate, the Accreditation and SLO Committee have been conducting the analysis and writing for each accreditation standard. A timeline, including milestones, was published throughout the College to ensure an efficient process. Timelines and report drafts were shared college-wide through meetings, email communications, and campus forums.

### Identification of the Action Projects

Action Projects to be represented in the Quality Focus Essay originated in the A&O Committee. Members of the DISTRICT committee were asked to identify projects that are in areas of needed change, development, and improvement and that are related to the accreditation standards. Additional criteria included projects that are critical to the improvement of student learning and achievement, practical, measurable, data-driven, and in support of the College's strategic plan goals. The committee narrowed the topics to two Action Projects, which were agenzized on various shared governance committee meetings across campus. It was a priority for the College to provide as many opportunities as possible for all College constituents to provide feedback and voice ideas for the Action Projects.

Through robust dialogue in the DISTRICT committee meetings, two Action Projects were identified and agreed upon unanimously (QFE.1-9).

The table below identifies the two Action Projects and the Standards associated with them.

Action Project	Standards Related to Action Project
Scale academic and student support services in support of Guided Pathways and AB705.	I.B.,II.A., II.B, II.C, III.A., III.B., III.C.
Evaluate Program Review processes to ensure integration in planning and prioritization across the College.	I.B.



### ***Action Project 1: Scale academic student support services in support of Guided Pathways and AB705.***

Since fall 2017, San Bernardino Valley College (SBVC) has been in the process of scaling and adopting practices, policies, and activities for the implementation of Guided Pathways. In addition to the initial self-evaluation in 2017, SBVC conducted two self-evaluations on the scale of adoption for Guided Pathways: one in Spring of 2019 and one in Spring of 2020. Four faculty leaders have been working on Guided Pathways in collaboration with administration and state-designated liaisons. In Spring 2019, the College hosted a Paradigm Shift event, which brought constituents together from throughout the College to discuss College and state initiatives, and how areas are connected in serving student success. In fall 2019, SBVC organized a standing committee for Guided Pathways. This committee is a college-wide committee of all constituents to come together biweekly to work on Guided Pathways. Members from faculty, classified professionals, administration, and students attend the meetings. Most recently, the standing committee split into two sub-groups addressing the topics of the College website and scheduling.

The Guided Pathways steering committee, consisting of four faculty leads and two administrators, meets every week and helps to guide the work of the campus and the standing committee. The faculty leads worked extensively with the faculty chairs and departments on creating the career fields and placing them into designated colors. The steering committee is proud to report that the College has worked collaboratively and across areas to establish and finalize the grouping of career fields/’meta-majors’ and colors, creating a color wheel of career fields. The committees and faculty are currently in the process of finalizing degree and certificate pathways into the broader career fields/meta-majors.

In fall 2019, the College’s efforts in preparing for AB705 came to fruition. SBVC fully implemented AB705 processes and procedures for incoming freshman and first-time college students. To do this, the College utilized self-reported high-school GPA, grades in previous math and English courses, as well as the Guided Self-Placement questionnaire to recommend placement. Also, during this time, the San Bernardino Community College District debuted The Free College Promise. The Free College Promise (Promise), open to all incoming freshmen from area high schools, offered students fee waivers, free Chromebooks, free textbooks, and \$300 cash to spend on other expenses. The initial estimate of Promise students was about 700. The College’s final numbers from the first semester (Fall 2019) was 1238 incoming Promise students. This presented additional challenges as the College was also implementing AB705. One of the requirements for Promise students is to be a full-time student taking 12 units or more. This created a perfect storm of convergence with AB705 and our Guided Pathways discussions. Not only did we make adjustments to serve new incoming Promise students, but we also had to create the opportunity for all of them, including other incoming students, to complete transfer-level English and math in one year.

For AB705, the College followed the state recommendations for placement as listed below:

#### English

- Students who have a GPA of 2.6 or higher can enroll directly into ENGL 101 – Freshman Composition.

- Students who have a GPA of 1.9 to 2.59 must enroll in ENGL 086 and ENGL 101. ENGL 086 is the 1-unit co-requisite course designed to provide support for ENGL 101, including strategies for college-level reading, writing, and critical thinking.
- Students who have a GPA less than 1.9 must enroll in ENGL 087 and ENGL 101. ENGL 087 is the 2-unit co-requisite course designed to provide intensive support for ENGL 101, including fundamentals for successful college-level reading, writing, and critical thinking.

### Math

- Students who have a GPA of 2.6 or higher can enroll directly into the following college-level math courses:
  - MATH 102 – College Algebra
  - MATH 103 – Plane Trigonometry
  - MATH 108 – Introduction to Probability and Statistics
  - MATH 115 – Ideas of Mathematics
  - MATH 141 – Business Calculus
- Students who have a GPA between 2.3 and 2.59 can enroll directly into the following college-level math courses:
  - MATH 108 – Introduction to Probability and Statistics
  - MATH 115 – Ideas of Mathematics
  - MATH 141 – Business Calculus
- Students with a GPA of 2.0 to 2.29 will be required to enroll in MATH 095, – Intermediate Algebra. After the students successfully complete MATH 095 they can enroll in a college-level math class.
- Students with a GPA less than 2.0 will be required to enroll in MATH 096,– Elementary and Intermediate Algebra. After the students successfully complete MATH 096 they can enroll in a college-level math class.
- Students in all math classes will have the option to enroll in MATH 601 for supplemental support. MATH 601 is not directly tied to any individual math course but allows students to improve on specific skills. MATH 601 is supplemented by ALEKS PPL. ALEKS PPL (Placement, Preparation, and Learning) includes:
  - Artificial intelligence that efficiently assesses course readiness
  - Open response, adaptive assessment covers 314 topics in 30 questions or less
  - Mastery-based learning motivates students to achieve higher placement results

During fall semester 2019, the College collected an initial set of data.

	Free College Promise
TL Math Courses Taken	695
TL Math Courses Passed	254
Percent Passed TL Math	36.55%
% D, F, NP	52.52%
	Continuing Students
TL Math Courses Taken	1750

TL Math Courses Passed	1048
Percent Passed TL Math	59.89%
% D, F, NP	32.78%
	<b>Other First Time Students</b>
TL Math Courses Taken	233
TL Math Courses Passed	50
Percent Passed TL Math	21.46%
% D, F, NP	51.95%
	<b>SBVC Average</b>
TL English Courses Taken	2678
TL English Courses Passed	1352
Percent Passed TL English	50.49%
	<b>FCPP</b>
TL English Courses Taken	871
TL English Courses Passed	393
Percent Passed TL English	45.12%
% D, F, NP	34.18%
	<b>Continuing Students</b>
TL English Courses Taken	2370
TL English Courses Passed	1282
Percent Passed TL English	54.09%
% D, F, NP	21.93%
	<b>Other First-Time Students</b>
TL English Courses Taken	245
TL English Courses Passed	60
Percent Passed TL English	24.49%
% D, F, NP	39.14%
	<b>SBVC Average</b>
TL English Courses Taken	3486
TL English Courses Passed	1735
Percent Passed TL English	49.77%

	<b>Success: SBVC</b>		
	<b>Courses Passed</b>	<b>Courses Taken</b>	<b>% Success</b>
<b>Continuing Students</b>	21172	30755	68.84%
<b>Free College Promise</b>	3464	5703	60.74%
<b>Other First-Time Students</b>	1544	3463	44.59%
<b>District</b>	26180	39921	65.58%

## Desired Goals and Outcomes

San Bernardino Valley College is committed to a collaborative effort in the success of our students by providing the necessary support services and systems through the lens of Guided Pathways and AB705. In order to achieve advancement in student success, the College will pursue the following goals:

- *Goal 1. Expand and enhance academic support services, including tutoring, embedded tutors, and supplemental instruction.*
  - With the implementation of AB705, Guided Pathways, and the Free College Promise, it is integral to the success of our students that we strengthen and enhance our academic support services.
- *Goal 2. Increase success rates in transfer-level English and Math courses.*
  - While our initial data indicates that our students are taking advantage of our current wrap-around services, the College would like to increase success rates in these courses by 6% over the next three years.
- *Goal 3. Schedule English, Math, and other Gateway courses to maximize the probability of student success and completion of those courses.*
  - Recently, the College debuted a new scheduling tool that will assist the faculty chairs and deans in creating a student-centered schedule. Further work needs to be done to coordinate across discipline subject areas and student services.
- *Goal 4. Expand and enhance student support services and onboarding to further maximize student success in the first year at the College.*
  - SBVC Student Services currently recruits through extensive outreach for the College and Promise program. Further evaluation and analysis of the year of Promise will help inform adjustments and changes to current practices.
- *Goal 5. Complete course and program maps for Guided Pathways and fully implement Guided Pathways.*
  - Over the next three years, SBVC will complete all implementation of the campus-wide effort of Guided Pathways, ensuring that SBVC clarifies all pathways, ensuring students enter a pathway during their first semester, ensuring they stay on their chosen path, and ensure they are learning and complete the chosen pathway through graduation.

### *Actions/Steps to be implemented and Timeline*

2019-2020 Academic Year			
	Action/Step to be Implemented	Goal	Progress
<b>Spring</b>			
	The Office of Research, Planning, and Institutional Effectiveness compiles and organizes data from Fall 2019 and distributes it campus-wide for analysis.	G1	In progress
	Fall 2019 data is analyzed by different constituent groups and committees across the College.	G1	In progress

	Hold informational workshops in partnership with Professional Development for college constituents on tutoring, supplemental instruction, and embedded tutors.	G1	Beginning
	English and Math faculty will evaluate practices and services from Fall 2019 in order to implement adjustments as needed to raise overall success rates.	G2	In progress
	Implement new student-centered scheduling tool for Summer 2020 and Fall 2020 schedules.	G3	In progress
	Student Services will meet with Instructional Deans to better align course offerings and student services in order to increase overall success rates.	G3 and G4	Beginning
	Launch student-centered Guided Pathways website.	G4	In progress

<b>2020-2021 Academic Year</b>			
	<b>Action/Step to be Implemented</b>	<b>Goal</b>	<b>Progress</b>
<b>Fall</b>			
	Revise course offerings, as needed, based on data analysis from Fall 2019.	G1	100% - Ongoing
	Based on Spring 2020 discussions with constituent groups across campus, compose comprehensive plan for expanded academic and student services.	G1	100%
	The ORPIE coordinates with the Office of Instruction and Student Services to discuss and refine data collection for academic and student support services.	G2	100% - Ongoing
	English and Math faculty will evaluate practices and services from 2019-2020 in order to implement adjustments as needed to raise overall success rates.	G2	Continuous
	The Office of Instruction and the Office of Student Services devise a plan to connect scheduling with the student educational plans.	G3	Beginning
<b>Spring</b>			
	Review and revise services as needed based on data available at this time.	G1, G2, G3, G4	Continuous

<b>2021-2022 Academic Year</b>			
	<b>Action/Step to be Implemented</b>	<b>Goal</b>	<b>Progress</b>
<b>Fall</b>			
	Begin work on the ACCJC Midterm Report and Quality Focus Essay Update		
	Evaluate progress on goals to date.	G1, G2, G3, G4	100%
<b>Spring</b>			

	Complete assessment and ACCJC Midterm Report, along with the Quality Focus Essay Update.		
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## Responsible Parties

The work indicated in the goals and action steps above are made possible only by the collaboration amongst all constituent groups across the campus. However, in order to fully implement actions and steps, the work of groups and/or areas on campus are crucial to this work.

1. Office of Research, Planning, and Institutional Effectiveness
  - a. Much of the work listed above is based, in part, on the data obtained from the Office of Research, Planning, and Institutional Effectiveness (ORPIE). It is vital to the achievement of the goals that ORPIE gathers and reports effectively throughout the three years in order for the College to evaluate, analyze and implement changes.
2. Faculty Chairs and Department Faculty
  - a. Faculty are discipline experts and ultimately assign work and guide the outcomes for success in courses and programs. Faculty chairs and department faculty receive support for this work from the instructional and student services deans. It is recommended that instructional faculty work with non-instructional faculty, including counselors, on the advising of students, supplemental instruction, and embedded tutors.
3. Tutoring Center Faculty and Classified Professionals
  - a. Tutoring center faculty and classified professionals are on the front lines of academic student support. They must work with instructional faculty to ensure that services align with courses and programs, while tracking participation from students.
4. Student Services Managers and Deans.
  - a. Student Services manages and operates the Free College Promise onboarding, advising, and counseling. In addition, they are responsible for placement evaluation by utilizing the Self-Guided Placement tool. Special programs and learning cohorts with specific criteria for participation must be included and disaggregated as part of these efforts.
5. Professional Development
  - a. The role of Professional Development Committee will be to facilitate professional development opportunities in student success initiatives, serve as a resource for faculty and classified professionals, and provide training where needed in order to accomplish these goals.
6. Guided Pathways Faculty Leads
  - a. With support from the Office of Instruction and Office of Student Services, the Guided Pathways faculty leads will continue their leadership in the full implementation of Guided Pathways.

## Resources

The San Bernardino Valley College's planning documents will serve as the main catalyst and guiding direction for all work pertaining to continuous quality improvement. Together with the Strategic Plan, Vision for Success, Program Review documents, and initiative work plans, the College will have a clear and integrative framework in support of the completion of this Action Project. In addition to the necessary technology and software support to enable all of the work.

## Assessment

Success data will be collected, evaluated, and analyzed throughout the duration of this Action Project. The Office of Research, Planning, and Institutional Effectiveness will be an integral component to the overall gathering, dissemination, and analysis of data. Consistent and regular communication with all College constituent groups will be necessary in achieving the goals set forth in this Quality Focus Essay. Data and practices will be ongoing as adjustments and changes are made in order to achieve the highest level of success by and for our students.

## Evidence

***Action Project 2: Evaluate Program Review processes to ensure integration in planning and prioritization across the College.***

San Bernardino Valley College has a robust Program Review process for evaluating itself in the areas of administrative services, instruction, and student services. The goals of SBVC are articulated in the Strategic Plan and Initiatives, and these are used for evaluation purposes in Program Review. Programs are expected to demonstrate how they are meeting institutional needs with regard to SBVC's mission and Strategic Plan. Since 2008, the Program Review process has been aligned with the strategic initiatives: access, success, planning, technology, partnerships, and campus climate. In the 2007-2013 Strategic Plan and beginning in 2014-2015, Program Review will be aligned with program efficacy and needs assessment with the draft 2014-2019 Strategic Plan: where access, student success, communication, culture, and climate, leadership, and professional development, effective evaluation and accountability, and facilities are accounted for. Most recently, through the college's equity work, Program Review has approved the disaggregation of data on the EMP documents. While the processes that are in place for Program Review are effective in serving their purpose, it is a need of the College to spend the next three years evaluating those processes through the lens of student success and Guided Pathways. Additionally, the integration across the College with Program Review, planning, student learning, and resource allocation will be closely evaluated. Through this evaluation, changes will be recommended, vetted, and implemented during this three-year evaluation process.

## Desired Goals and Outcomes

During the Program Review process, departments provide documentation of their needs, including information regarding how fulfilling these needs will support programmatic planning and the institution's mission and strategic plan. In addition, the process helps to monitor and track compliance with curriculum, SLO's, student learning, and budgets. In order to achieve a

thorough and in-depth evaluation of the Program Review process, the College will employ the following goals:

- *Goal 1. Conduct an in-depth evaluation of the current Program Review process.*
  - As discussed in College Council during Fall 2019, the Program Review process should provide an opportunity to grow and celebrate success, provide clarity and guidance on continuous quality improvement, and provide stronger links between needs assessment, staffing, and resources.
- *Goal 2. Review process module for the creation of new programs.*
  - There is a recognized need for the Program Review process to allow for faculty to create and vet new program ideas. New programs should be evaluated on the basis of need, ongoing costs, and resources required for the program to be successful in serving our students and the community.
- *Goal 3. Review program discontinuance process.*
  - The program discontinuance process is in need of evaluation as it relates to Program Review. As programs are evaluated for efficacy, a recommendation of Continuation or Conditional on the most recent Efficacy Review is required in order to participate in needs assessment.
- *Goal 4. Ensure college-wide participation and linkage to student learning, strategic planning, and resource allocation through an effective and vetted process.*
  - In accordance with Standards III and IV relating to resources and decision-making, it is crucial for the College to have transparent processes in place, thereby linking Program Review to resource requests/allocation/prioritization and college-wide decision-making.

## Timeline

Term	Stage	Action/Steps to be Implemented	Responsible Parties
Fall 2020	Initial	Incorporate need for Program Review process evaluation into the Quality Focus Essay as an Action Project.	Program Review Committee, DISTRICT Committee, Academic Senate
Spring 2021	Beginning	Begin to evaluate current Program Review procedures in the Program Review Committee. Outline, dissect, and show linkages as a start to the evaluation process.	Program Review Committee
Fall 2021	In Process	Document discussions and outline current processes while vetting throughout various governance committees.	Program Review Committee, Governance Committee Chairs
Spring 2022	In Process	Incorporate the input and feedback from Governance committees in the spring and begin to revise Program Review processes.	Program Review Committee



Fall 2022	Complete Process	Once the new and revised process is complete, take the process to Governance committees on campus for approval and adoption.	Program Review Committee, Governance Chairs
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[valleycollege.edu](http://valleycollege.edu)

701 South Mount Vernon Avenue,  
San Bernardino, CA 92410  
(909) 384-4400