INSTITUTIONAL SELF STUDY REPORT IN SUPPORT OF REAFFIRMATION OF ACCREDITATION

Submitted by:

San Bernardino Valley College
701 South Mt. Vernon
San Bernardino, CA 92410

Submitted to:

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

July 2008

San Bernardino Valley College

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Title Page: Institutional Self-Study Report in Support of Reaffirmation of Accreditation ii
Table of Contents iii
Certification of the Institutional Self-Study Report v

Introduction 1
History 2
Demographics and Data 6
Responses to Recommendations 19
Status of Student Learning Outcomes 25
Status of Off-Campus Sites 27
External Independent Audit 28

Abstract 29
Thematic Overview 30
Abstract of Standards 34

Self Study Organization 41
Organization of the Self Study 42
Organization of the Self Study Timeline 44
Self Study Committees 47

Organizational Structure 50
Board of Trustees 51
College Organizational Charts 52
District Organizational Map of Functional Services 57

Eligibility Requirements 72
Eligibility Requirements 73

Standard I: Mission and Institutional Effectiveness 78
A: Mission 79
B: Institutional Effectiveness 90

Standard II: Student Learning Programs and Services 124
A: Instructional Programs 125
B: Student Support Services 159
C: Library & Learning Support Services 190

Standard III: Resources 202
A: Human Resources 203
B: Physical Resources 227
C: Technology Resources 239
D: Financial Resources 251

Standard IV: Leadership and Governance 267
A: Decision-making Roles and Process 268
B: Board and Administrative Organization 285

Planning Agenda Summary 311

Certification of the Institutional Self Study Report

Date: July 2008

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: San Bernardino Valley College
410 South Mt. Vernon, San Bernardino, CA 92410

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the Institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

Dr. Noelia Vela, Chancellor, San Bernardino Community College District

Dr. Charles S. Terrell, Jr., President, Board of Trustees,
San Bernardino Community College District

Dr. Debra Daniels, President, San Bernardino Valley College

Dr. John Stanskas, President, Academic Senate, San Bernardino Valley College

Michelle Crocfer, Classified Senate President, San Bernardino Valley College

Robert Alexander, President, Associated Students of San Bernardino Valley College

Dr. Troy Sheffield, Accreditation Liaison Officer and Co-Chair, 2008 Self Study,
San Bernardino Valley College

Dr. Horace Alexander, Co-Chair, 2008 Self Study, San Bernardino Valley College

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. With no formal opposition to the formation of the college, the issue carried by an overwhelming majority: 3,079 to 118, or nearly 30 to 1. The first Board of Trustees was elected on May 7 of the same year. The five nominees (E. M. Lash; N. A. Richardson; Frank H. Binney; T. Fred Robbins; and Charles J. O'Connor) ran unopposed and were elected by a small voter turnout.

On June 23, 1926, the Board of Trustees met at a site on the east side of Mt. Vernon Avenue about equidistant between the downtown areas of San Bernardino and Colton. It was suggested that approximately thirty acres in the northwestern section of the parcel being inspected would provide the ideal location for the new college. The board directed that an appraisal be made. About a month later, an offer was made to the owners, Swan and Barton, to purchase the desired land for $1,500 an acre, contingent upon voter approval of a bond issue. The offer was accepted in early August, and an election was called for September 23, 1926 to vote bonds in the amount of $485,000 to cover the costs of the land purchase and the initial building construction. The bond issue passed by a vote of nearly 25 to 1 (3,512 to 141).

The 1927-1928 faculty was composed of 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. A number of college clubs were organized, including Y'se Women, La Sociadad Hispanica, the Indian Paint Brush (Art), Sock and Buskin (Drama), the Forensics Club, the Honor Society, a Women's Athletic Association, and a Junior Lions' Club. A number of dances, parties, teas and receptions were scheduled throughout the year, and newspaper accounts of the time indicate that they were usually well attended.

From 1936 to 1938, additional buildings were added and the project provided employment for over 500 individuals in the area. The auditorium was accepted by the board 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 Theater, and Works Progress Administration (WPA) funds were used to fund 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 campus. After the country's entry into World War II, the number of male students on the campus decreased drastically. Total daytime enrollment dropped to less than 200 during the 1943-1944 academic year, and the vast majority of that number were women. In the spring of 1943, the contracts of seven instructors were terminated and the following year, four more were released.

Many of the male faculty went off to war. Eleven instructors were granted leave to enter military service, and two others were given leave to take war-related civilian jobs. 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 the repair of radio equipment and battery maintenance were also offered. During the first months of the war, rigid security regulations were imposed on those assigned in the ORT program. A stockade-like fence was constructed around the shop building, with armed sentries. One of the more interesting assignments undertaken by the college during the war years was the teaching of English to Italian war prisoners at Camp Ono north of San Bernardino.

The war affected campus life in many other ways. Students promoted the sale of war stamps and bond drives. Receptacles were placed on the campus to collect scrap metal and deposit articles of clothing for the Red Cross and other war relief agencies. A Red Cross workshop was set up in the Science Building to teach students to fold bandages during their free periods. Knitting lessons were given for those who wanted to make apparel for those in the service.

In the last months of the war, after the defeat of Germany in 1945, the tempo subsided. Even earlier, some of the first veterans returned to campus in 1944, 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 the campus 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.

By the 1960s and 1970s, 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.

Student attitudes toward other phases of traditional college life also underwent a transition. Attendance at assemblies and convocations declined noticeably. Activities such as homecoming also suffered both because of a lack of student interest in football and the growing feeling that such events had no "relevance." Dress codes, which had previously been accepted by students and faculty alike, were all but forgotten.

Racial and political confrontation came to the campus early in Dr. Art Jensen’s administration. A story in the college newspaper that was critical of a presentation made by an off-campus speaker at a "Black Culture Day" program led to a demand by the Black Student Union that the paper's faculty adviser and student author be dismissed. Another confrontation occurred when four students locked themselves in the staff lounge of the Campus Center, a pressure tactic that eventually led to the establishment of a Chicano Cultural Center on the campus. Student concern was also expressed by demonstrations in opposition to the Vietnam War. During the period of greatest activism, a "free speech area," with a permanent podium, was established at the southeast corner of the Quad, in front of the Campus Center.

Faced with increasing enrollment and a cap on state funding, the college 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 down for the summer while repairs were made.

During the winter break for the 1995-96 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 fifteen buildings on campus straddled or were near the San Jacinto earthquake fault and would eventually have to be taken down.

A high point of President Donald Singer's tenure was a visit to the campus by President Bill Clinton in February 1995. President Clinton spoke to a standing-room-only crowd in the Snyder Gym and also met with a select group of students, faculty and administration to discuss educational issues of the day.

The need to identify a funding source to build new facilities to replace the seven buildings that straddled the fault line presented an immediate challenge for President Sharon Caballero. Through a combination of district and college efforts, contacts with the Federal Emergency Management Agency (FEMA) and the positive outcome of a state higher education bond resulted in a commitment of over $40 million to erect replacement structures. Steven Ehrlich, a noted architect, was hired to design the new Administration, Science, Campus Center, Library and Art buildings with a completion date of 2005.

The college has lived through 14 US Presidents—Coolidge, Hoover, Roosevelt, Truman, Eisenhower, Kennedy, Johnson, Nixon, Ford, Carter, Reagan, Bush I, Clinton, and Bush II. It has also lived through 14 California governors. There have been at least 40 Board of Trustee members, 7 Chancellors and 13 SBVC Presidents. Changes over the past 82 years have impacted the college's physical structures and the student body.

Within the past six years five new buildings have been constructed (Library, Administration/Student Services, Campus Center, Health and Life Sciences, and the Art Building and Gallery) while at the same time other buildings have been demolished. In addition, three buildings have been retrofitted. This phase of the seismic mitigation plan, to locate buildings outside the earthquake fault zone, is still on-going.

The major construction efforts have resulted in constant planning and communication in order to avoid disruptions to class scheduling, parking, and campus pathways. Looking back, as the construction projects wind down, it is a testament to the spirit of the college—its employees and students—that the excitement of a new SBVC trumped inconvenience. The fall 2007 term welcomed students, not with construction barriers, but with new access points, sweeping walkways, vistas and an expansive greenbelt area. As visitors, staff and students traverse the college, from the administration building to the campus center; the area now equals the size of the Pasadena Rose Bowl. Once again in the fall 2008 the college will begin another phase of construction with a phasing in of three new buildings and a fourth across Grant Street.

Despite challenges unique to the college, such as a massive construction project, and state-wide budget cuts felt throughout the educational system, the college was undaunted and committed itself to student learning outcomes, the adoption of a strategic plan, and increasing emphasis on data to assist in decision-making.

The campus suffered a number of setbacks beginning in 2004 when fires in the San Bernardino Mountains, and within the city, ravaged homes of employees and students. The following year flooding occurred in many areas and one of SBVC's exceptional employees, Maureen Brady Martinez, lost her life while crossing an intersection that began to flood on her way home. In times of crisis employees have rallied to support the less fortunate. A holiday basket social has now evolved over the past three years to support individuals in need. Twelve homeless students received $100 at Christmas and 13 students affected by the fires received $600 from the basket donations. The December 2007 event garnered over $4000 to support the scholarship program.

Since the last accreditation visit there have been a number of personnel changes at the campus. Four presidents (Dr. Sharon Caballero, Dr. Tom Harris,* Ms. Denise Whittaker, and Dr. Debra Daniels) have guided the college. The vice president positions have had a number of changes as well. There have been five Vice Presidents of Instruction (Ms. Maria-Elena Martinez, Dr. Robin Calote, Dr. Kay Ragan,* Dr. Linda Stevens and Dr. Debra Daniels*). Six individuals have held the position of Vice President of Student Services (Dr. Kay Ragan, Ms. Ernestine Moore, Mr. W. G. Garland, Ms. Judith Valles,* Ms. Linda Arroyo,* and Mr. Damon Bell). Three people have served in the capacity of Vice President of Administrative Services (Dr. David Romero, Dr. Kay Ragan,* and Mr. Mike Perez). Despite personnel changes in upper management the college has been resourceful in maintaining a sense of stability. There have been many factors contributing to a sense of constancy in spite of these changes such as the following: (a) continuity in the Academic Senate where one individual held the position of president for almost four years; (b) revitalization of the Classified Senate in 2004; and (c) the same individuals have served their managers as administrative assistants throughout all the changes (Jacque Takano, President's Office; Suzan Hall, Vice President of Student Services; Nicole Williams, Office of Instruction; and Cheri Jollie in the Office of the Vice President of Administrative Services).

The 2008 accreditation team will visit a campus quite different from the one in 2002. Not only have the buildings changed, but a foundation of trust between faculty, staff and administrators continues to build. Progress has been made to focus on student learning. Shared governance permeates committee meetings. The new president met individually with all interested employees to provide an opportunity for them to voice concerns or share their perceptions of the college. Deans and others attend Academic Senate meetings in order to stay informed and to further an institutional view that supports faculty. Terms such as "norms", "tenets", "rubrics", "benchmarks", and "branding", pepper the college's vocabulary as San Bernardino Valley College commits to the improvement of student learning, access, evaluation, and improvement. Surveys basically indicate that students believe faculty are doing a good job, there is respect for diversity, and that shared governance is embraced. The challenge for the college is to maintain its momentum as it nears its first one hundred years.
*indicates interim positions

Demographics

New buildings have changed the face of the campus just as there is a change in the demographics at San Bernardino Valley College. Today, the student body is more diverse with 42% Hispanic/Latino, 24% White Non-Hispanic, 21% African American, 5% Asian/Pacific Islander and 1% Native American (data based on 2007-2008 academic year). This ethnic makeup is very close to that of the surrounding communities, which suggests that SBVC is approaching equal access to the college's services. In addition, the Hispanic/Latino plurality also qualifies the college as a Hispanic Serving Institution (HSI).

A number of specific challenges are presented by the service area. The population has a low college-going rate, and the per capita income is 76% of the national average (estimate of the national average is $36,000). The average age of SBVC students is 29, indicating that a significant portion of students are returning to school after a number of years away from education.

San Bernardino Valley College had an enrollment of 11,250 students for the fall 2007 semester and 12,300 for its spring 2008 semester. The college offers 57 AS/AA degree programs and 83 certificate programs. The college maintains one of the most diverse and comprehensive vocational programs in the region with 11 programs, from Aeronautics to Water Supply Technology. In addition, the college has 92 courses online (129 sections) and 10 telecourses (10 sections). The college can offer an associate's degree that enables students to obtain the degree solely through online and hybrid coursework.

The college also transfers almost 500 students (based on a three-year average) to four year institutions—three-quarters of whom transfer to California State University institutions. San Bernardino Valley College has actively cultivated partnerships with a wide variety of community and industry groups, including the Inland Empire Economic Partnership and companies such as Cisco.

Demographics

Figure 1. Student Ethnicity 2007-2008

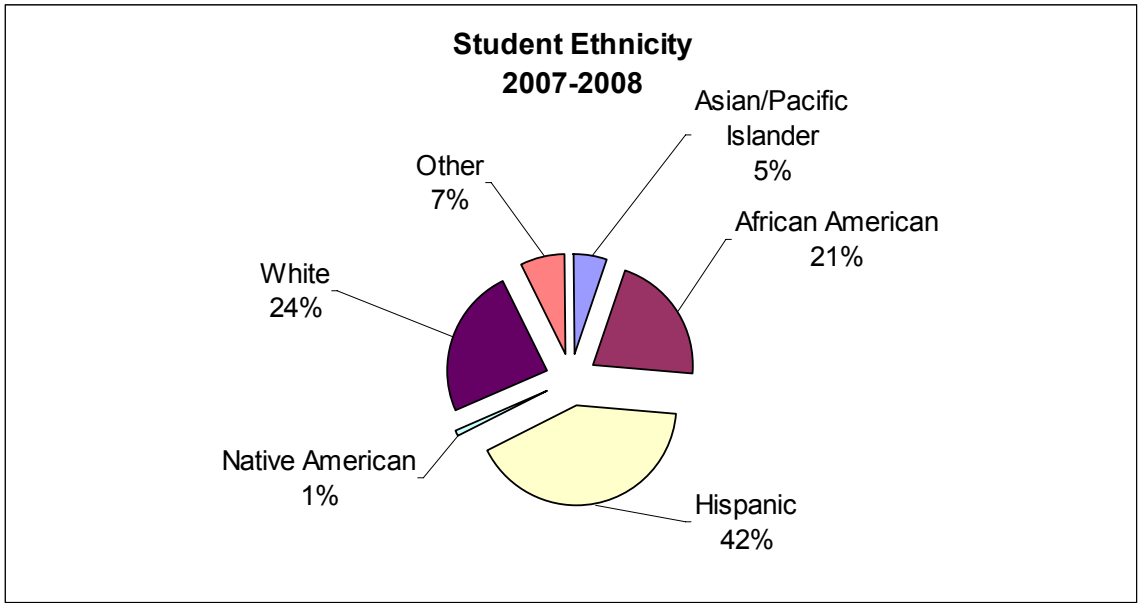


Figure 2. Student Ethnicity 2006-2007

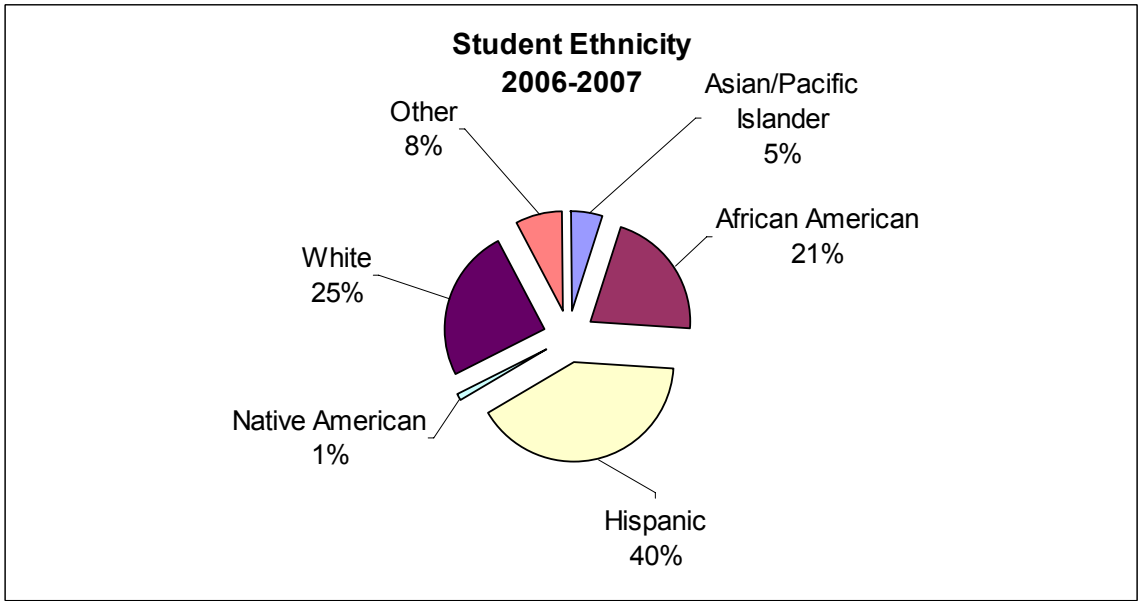


Figure 3. Gender 2007-2008

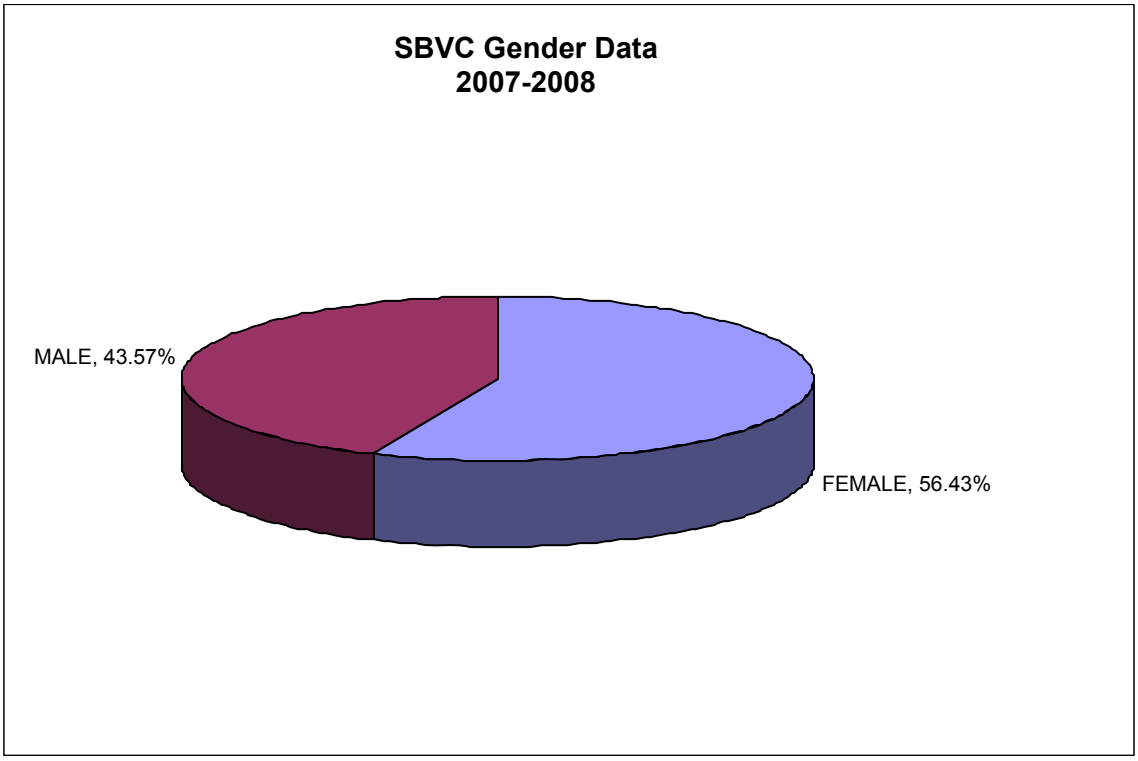
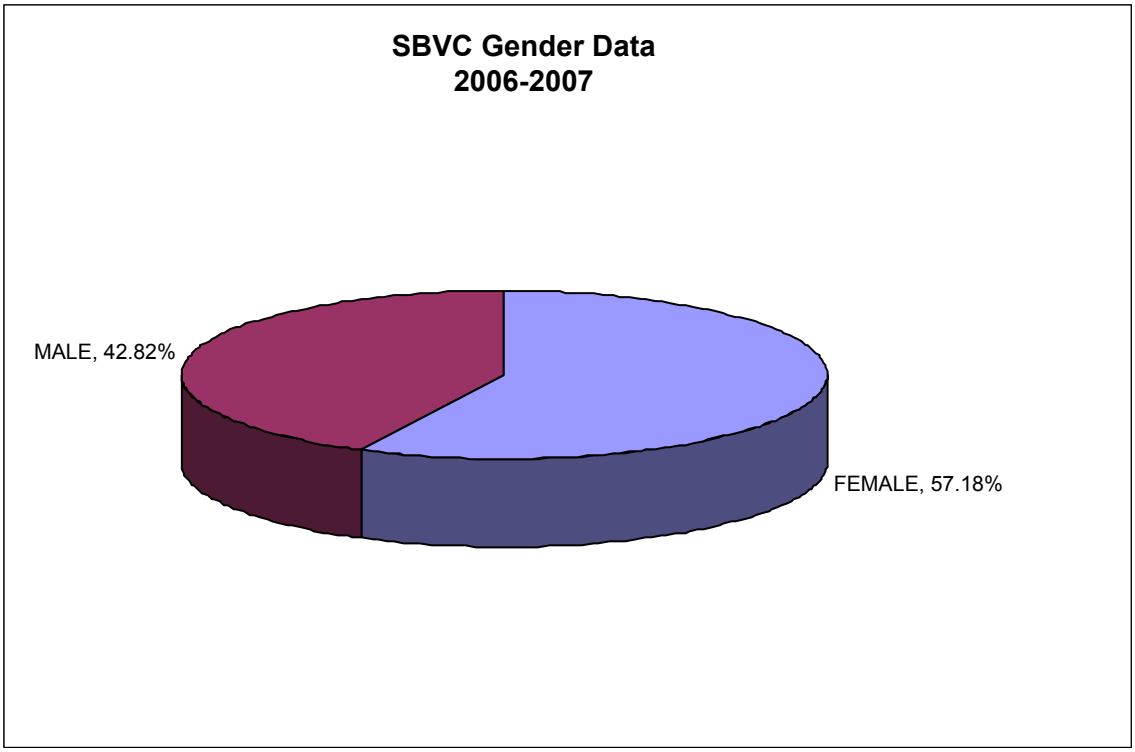


Figure 4. Gender 2006-2007



Top 25 ZIP Codes Where SBVC Students Lived in 2007									
City	Zip	Count of SBVC students living in this zip code	Percentage of SBVC students living in this zip code	Population Count	Median age	Median household income	Avg. family size	Percentage with college	Percentage who work in white collar jobs
Colton	92324	1987	8.48%	51398	28.00	38954	3.74	43.60	22.00
Rialto	92376	1969	8.40%	98168	28.00	45670	4.04	35.10	18.30
San Bernardino	92404	1907	8.14%	53634	29.00	33692	3.52	44.00	23.70
San Bernardino	92407	1859	7.93%	49349	27.00	45000	3.70	48.50	28.20
Highland	92346	1590	6.78%	49334	30.00	46273	3.43	54.30	32.60
San Bernardino	92410	1458	6.22%	44540	24.70	30000	4.06	21.50	13.20
San Bernardino	92405	990	4.22%	24637	27.10	45000	3.70	39.00	19.00
San Bernardino	92411	823	3.51%	23144	26.00	40000	4.14	24.00	14.50
Redlands	92374	718	3.06%	36658	31.00	53360	3.40	59.50	38.10
Fontana	92335	631	2.69%	82612	28.00	53406	4.15	27.20	14.50
Loma Linda	92354	582	2.48%	20019	35.00	40467	3.17	74.70	55.30
Grand Terrace	92313	576	2.46%	11008	35.30	60043	3.17	66.90	39.50
Yucaipa	92399	549	2.34%	41566	37.00	45000	3.20	53.60	29.80
Redlands	92373	534	2.28%	69024	35.00	53360	2.92	77.70	54.00
San Bernardino	92408	447	1.91%	12138	26.90	45000	3.83	36.10	22.60
Fontana	92336	409	1.75%	54585	27.00	53406	4.06	47.90	25.10
Rialto	92377	366	1.56%	18499	30.50	45670	3.82	51.70	25.70
Bloomington	92316	365	1.56%	20237	28.00	38365	4.14	30.40	17.00

Figure 5. Feeder High Schools

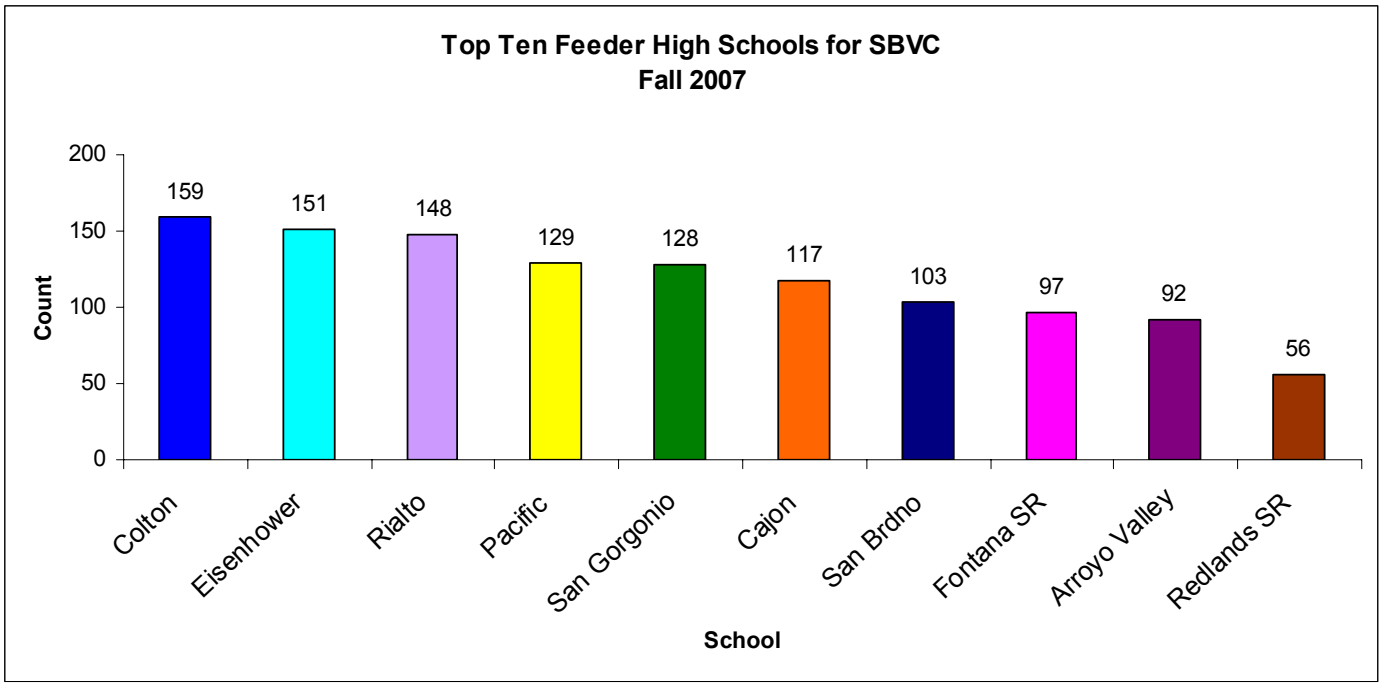
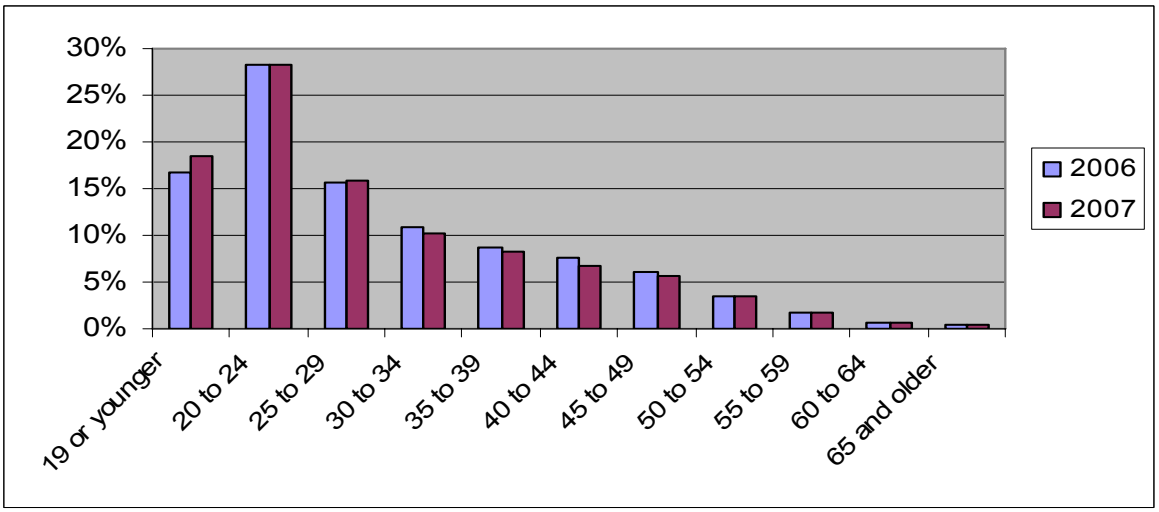


Figure 6. Age Comparison



Enrollment

Figure 7. FTES for Reporting Years

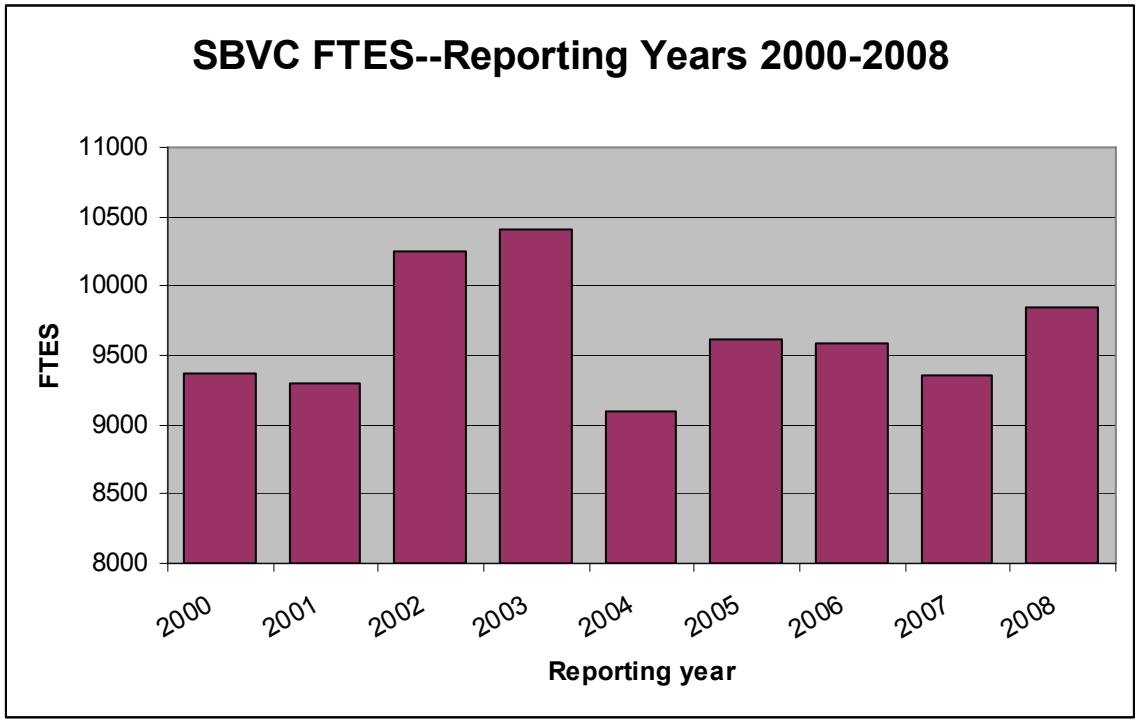


Figure 8. FTES for Fall Terms

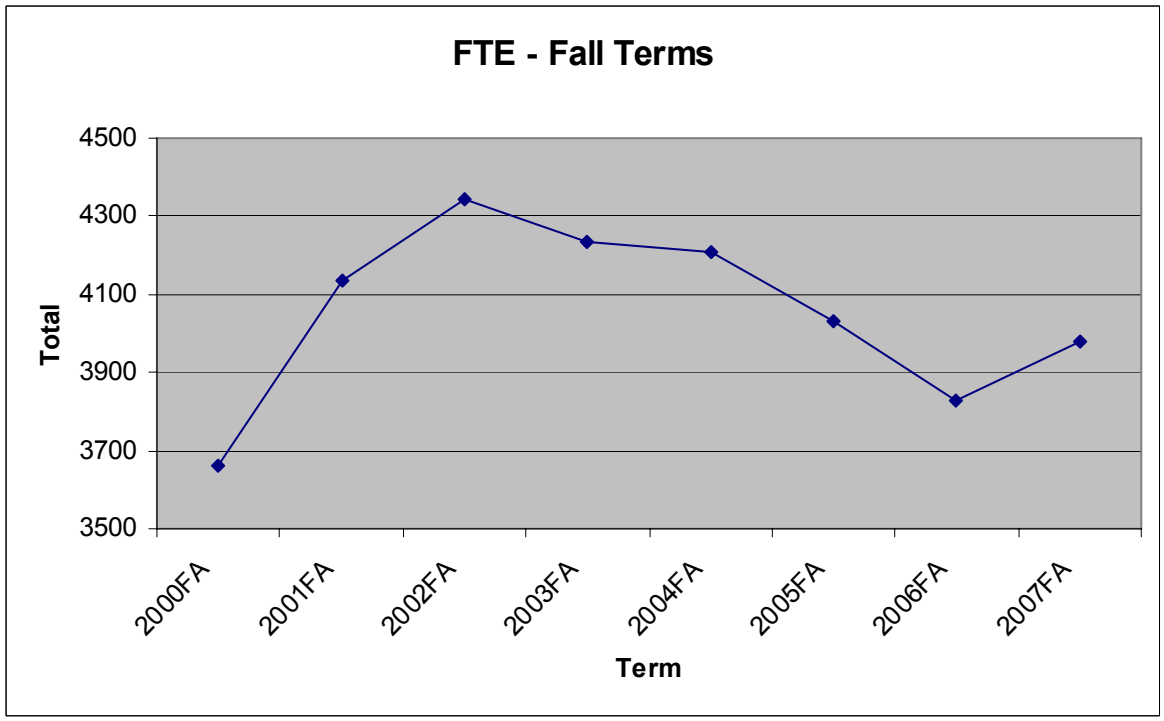


Figure 9. FTES for Spring Terms

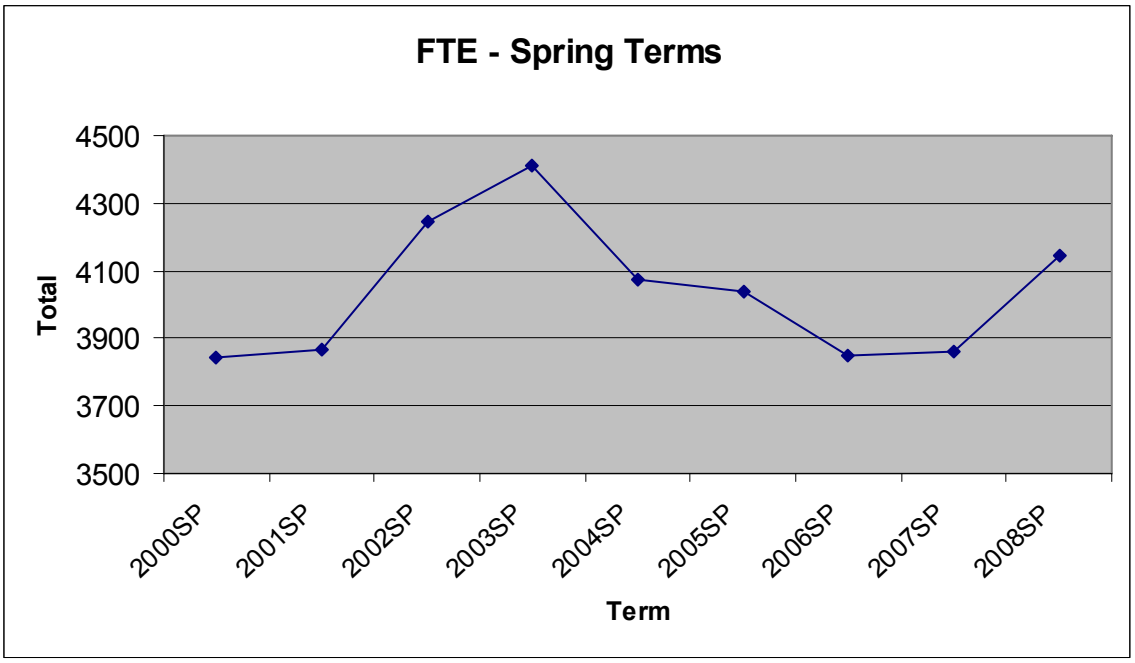


Figure 10. FTES for Fall Terms

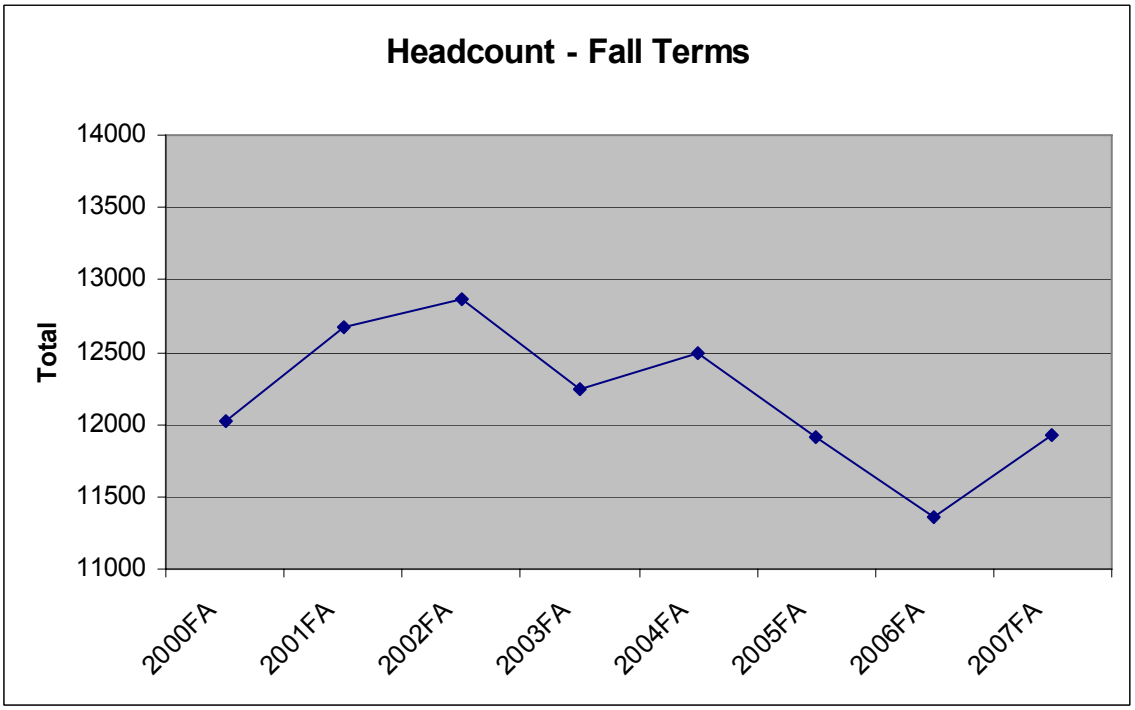


Figure 11. FTES for Fall Terms

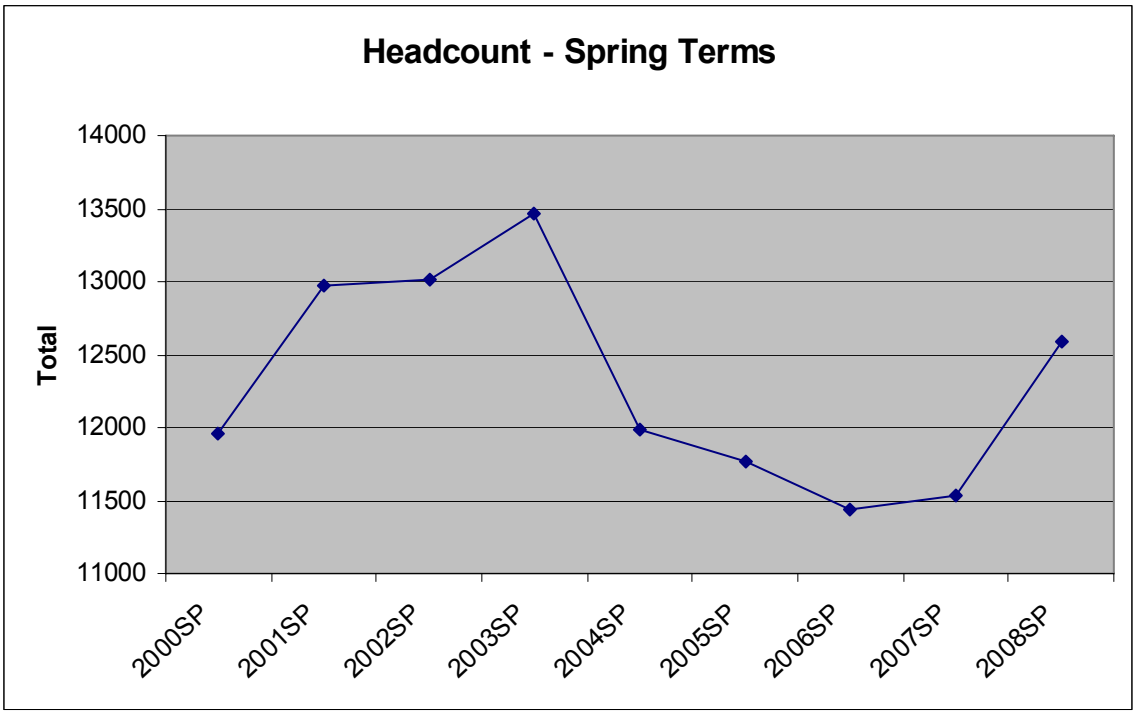


Figure 12. Weekly Student Contact Hours (WSCH), Faculty Load (FTEF) Ratios

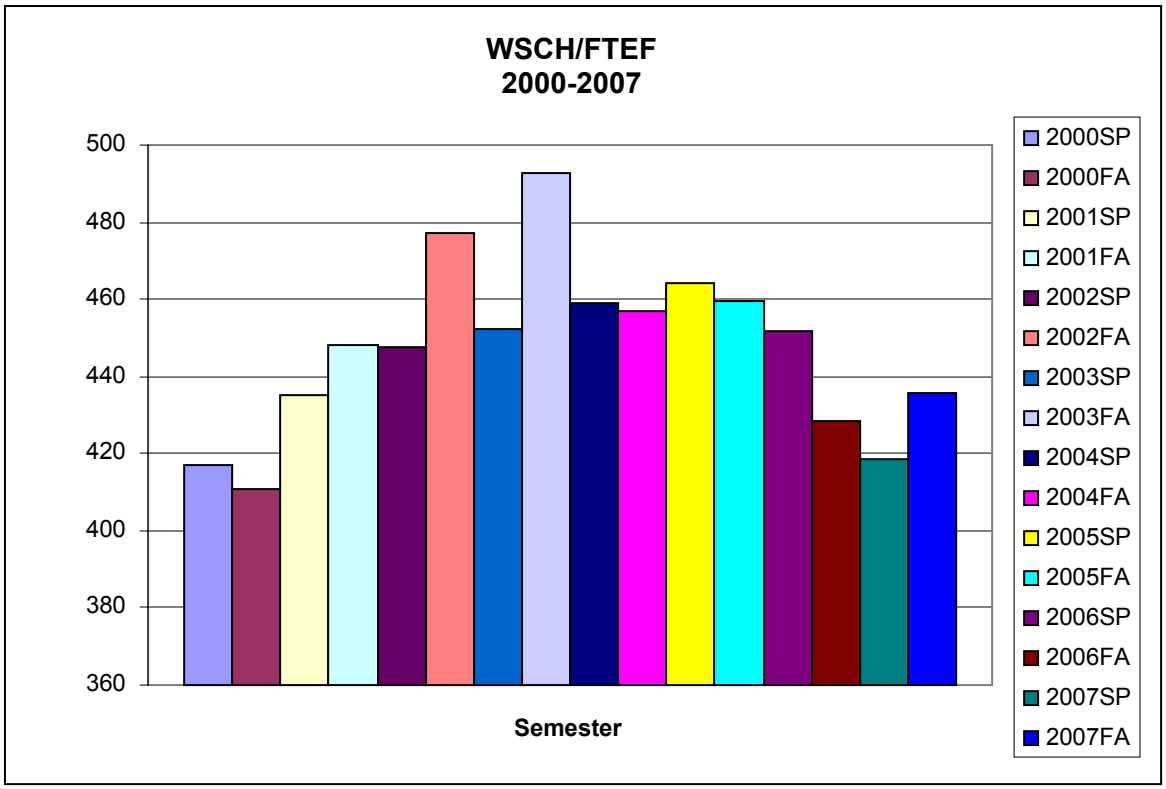


Figure 13. Registration Methods

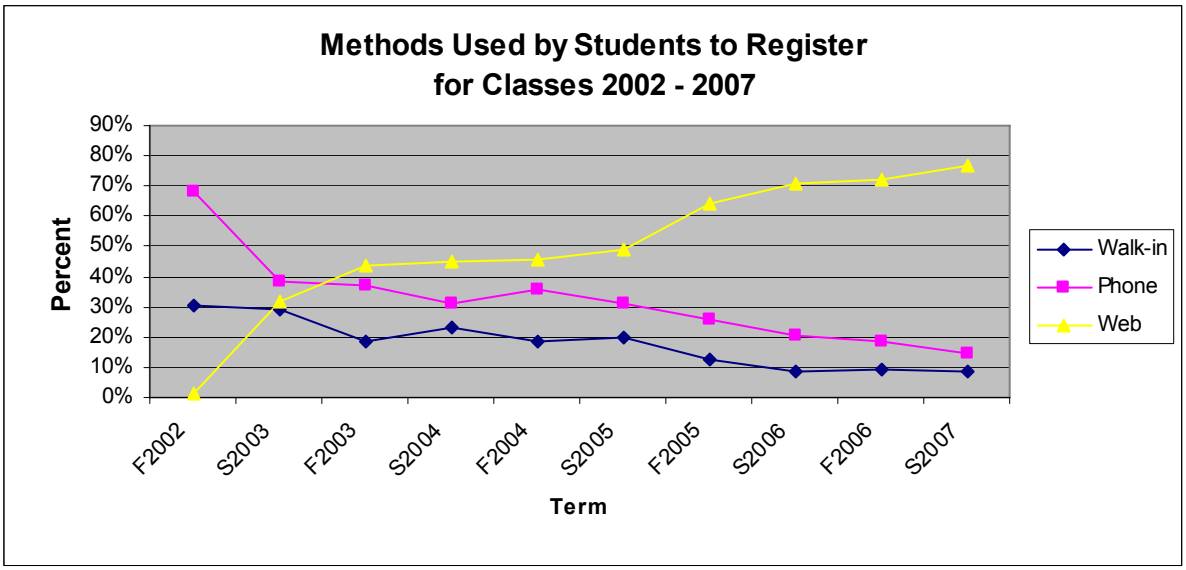


Table 2. Student Goals

SBVC Student Goals for Reporting Years 2003-2007					
Goal	2003	2004	2005	2006	2007
BA Degree After Completing AA/AS	26.56%	31.23%	32.52%	33.95%	37.27%
BA Degree w/o AA/AS	4.82%	5.35%	5.81%	5.99%	6.67%
AA Degree w/o Transfer	6.77%	8.46%	8.44%	8.79%	9.32%
Vocational Degree w/o Transfer	1.09%	1.29%	1.37%	1.46%	1.75%
Vocational Certificate w/o Transfer	3.23%	4.07%	3.75%	3.55%	3.57%
Career Exploration	1.75%	1.94%	2.00%	1.93%	1.93%
Acquire Job Skills	4.74%	5.44%	5.65%	5.59%	4.71%
Upgrade Job Skills	7.01%	4.40%	5.09%	5.01%	4.38%
Maintain Cert/License	1.58%	1.75%	1.89%	2.31%	2.32%
Educational Development	2.11%	1.64%	1.83%	1.82%	1.67%
Basic Skills	0.93%	0.88%	0.85%	0.89%	0.94%
H.S. Diploma/GED	1.47%	1.10%	1.33%	1.30%	1.49%
Undecided Goal	10.26%	9.94%	10.30%	10.34%	10.32%
Personal Interest	6.67%	4.83%	5.20%	5.64%	5.25%
Uncollected/Unreported	21.00%	17.67%	13.96%	11.43%	8.40%
Grand Total	100.00%	100.00%	100.00%	100.00%	100.00%

Transfers

This report contains both the gross and the adjusted transfer rate. Nearly half of all students indicate that they want to transfer (See Table 1). When the college uses only the students who indicate a desire to transfer as the denominator, the transfer rate is slightly more the twice the gross rate.

Table 3. Transfer Plans

Student Who Plan to Transfer	Five Year Average %
BA degree after completing AA/AS	32.31%
BA degree w/out AA/AS	5.73%
AA degree without transfer	8.36%
Overall average	46.39%
Average fall enrollment over	10,700
Number who indicated intent to transfer	**4,646**

Note: Percentages in this table do not total to 100% because they are five year averages.

Table 4. Transfer Destination

Transfer Destination	Five Year Average Count
University of California	37
California State University	402
Independent Colleges	56
Overall count	495
Estimated transfer percent (based on those with intent)	**10.7%**

Note: The largest percentages of students transfer to the California State College System while the smallest number transfer to the University of California.

Table 1 shows the five year average for all students who identified transfer as their matriculation goal. The estimated transfer percentage of 10.7% at the bottom of Table 2 is calculated by using the percentage of students with a desire to transfer as the baseline. Table 2 also indicates that 495 students transfer in an average year; this is approximately 10.7% of the average number of students who identify transfer as their matriculation goal (495/4646) =10.7%. This is (495/10700) = 4.6% of the total population and (495/3176) = 15.6% of the new student population. See Table 3 for the new student count.

Table 5. New Student Count

Fall Term	New Count
2003	4062
2004	2624
2005	3106
2006	3037
2007	3051
Average	**3176**

San Bernardino Valley College
Number of Transfers

Figure 14. University of California Transfers

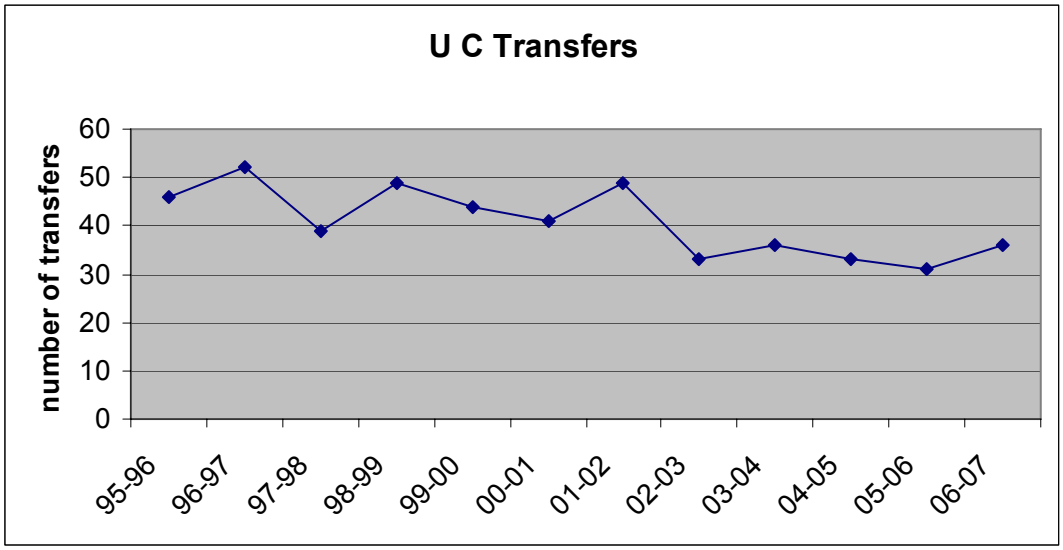


Figure 15. California State University Transfers

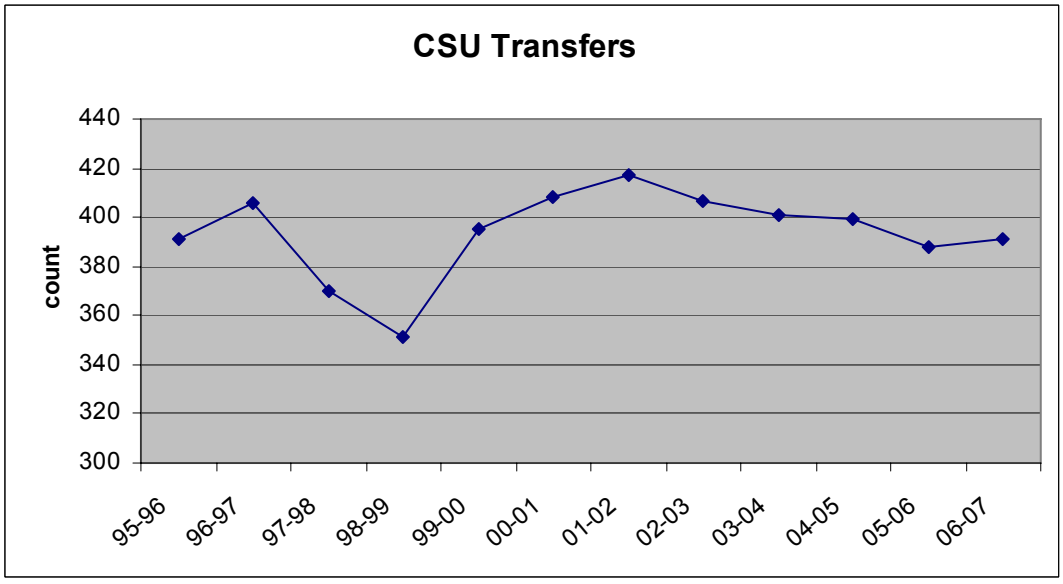


Figure 16. Independent Colleges Transfers

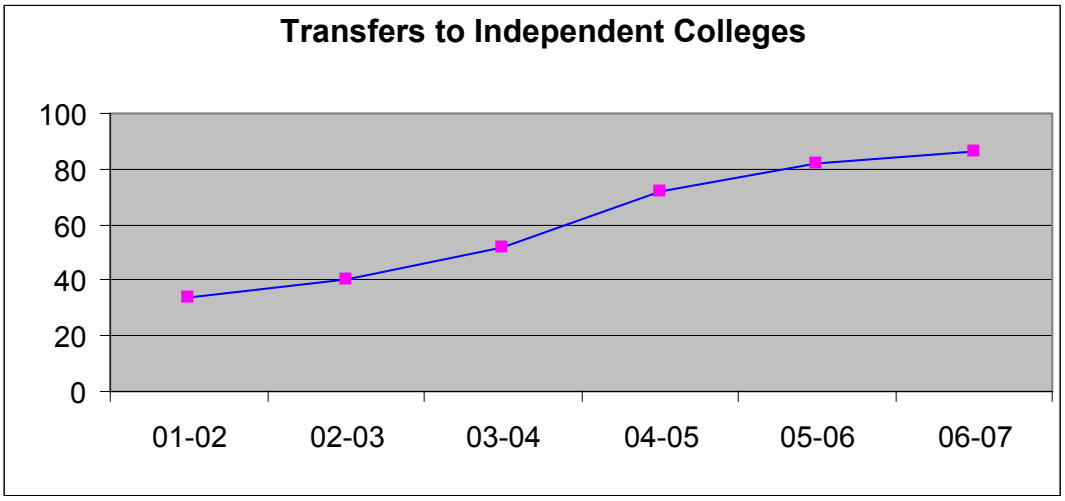


Figure 17. Transfers from SBVC to the California State University System

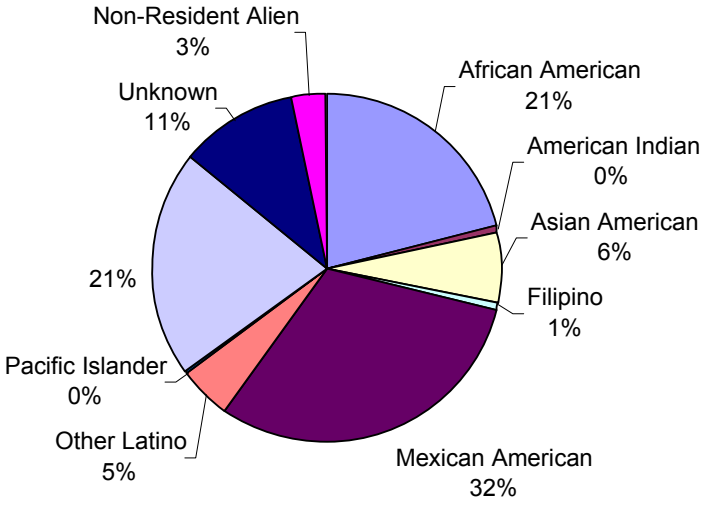


Table 6. Ethnicity of Student Transferred to Cal State Universities

Ethnicity	%
African American	21%
American Indian	0%
Asian American	6%
Filipino	1%
Mexican American	32%
Other Latino	5%
Pacific Islander	0%
White	21%
Unknown	11%
Non-Resident Alien	3%
Total	

Source: http://www.asd.calstate.edu/performance/index.shtml

Figure 18. California State University Campus Destinations for SBVC Transfers Fall 2005

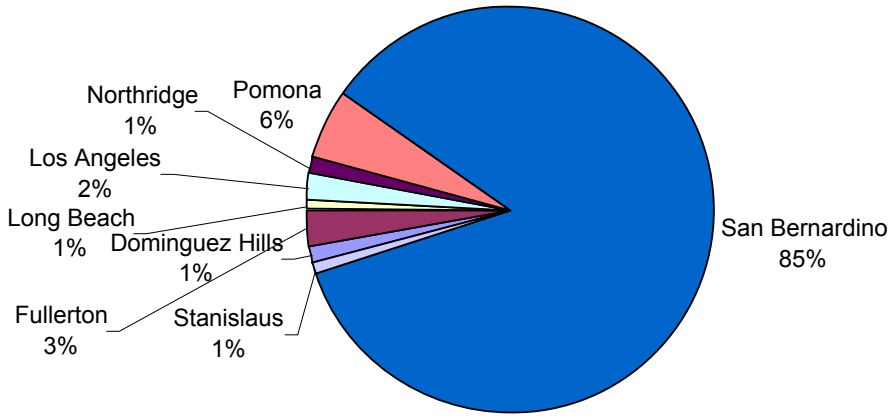


Table 7. California State University Destinations for SBVC Transfers

California State University Campus	Number of Transfers
Dominguez Hills	3
Fullerton	6
Long Beach	2
Los Angeles	4
Northridge	3
Pomona	12
San Bernardino	183
Stanislaus	2
Totals	**218**[1]

[1] The Community College Chancellor's Office reports nearly 400 transfers for SBVC from this same period. Their office includes all students who started at SBVC regardless of where they complete their final coursework.

Responses to Recommendations

The Focused Progress Report, March 2004, provided details on recommendations (1, 3, 6 and 8) from the 2002 self study and visit. The accreditation Midterm Report, October 2005, chronicled the progress made to address the remaining four recommendations of the 2002 Self Study (2, 4, 5, and 7) as well as two recommendations on student learning outcomes and program review. There were no recommendations from the 2005 Midterm Report. The following is an update on progress the college has made since the Midterm Report.

Recommendation #1

The team recommends that the college move beyond its current planning efforts toward an integrated, inclusive, and systematic approach to providing the educational, financial, physical and human resources needed for continuous improvement of its programs and services.

1.A. The use of the mission statement to drive planning and decision-making. (Standard 1.3)

The mission statement was revised in 2003 and again in 2005. The statement is systematically reviewed in the fall each year by shared governance committees such as College Council. Representatives on College Council are encouraged to review the mission within the committees they represent.

1.B. The effective use of research and data to promote effective planning and decision-making. (Standards 3.A.1, 3.C.3)

The SBVC Strategic Plan was adopted in the spring 2007. Benchmarks using baseline data are evident in the plan. Data is also used in program review both in needs assessment and in program efficacy. The Office of Institutional Research conducts systematic surveys of the campus and provides the results on its website and in the Fact Book. Presentations of campus data are made on a monthly basis to a wide variety of shared governance committees. The Research Committee is invaluable to the dissemination, analysis and review of data and research requests. Accountability Reporting for Community Colleges' (ARCC) data are provided at campus meetings and to presentations before the Board of Trustees. The latest report on the Basic Skills initiative uses college data to support information in the report.

1.C. The need to develop and improve assessments of program effectiveness and services to students (5.10)

Student satisfaction surveys are conducted annually and the results are shared with various groups. Point-of-contact surveys are conducted in Student Services and Administrative Services (e.g., cafeteria, financial aid). Focus groups are used throughout the college and most recently in the Big Bear and mountain communities. Program review has evolved over the years in requiring more complex data to assess program effectiveness. The most recent iteration of program efficacy used a host of reporting data to evaluate programs.

Matriculation has held a number of discussions over the years on providing placement tests that can be used on campus and at off-campus sites. The college is piloting a program in 2008-2009 to compare various placement tests with its own validated testing program.

1.D. The need to improve assessments of learning resources and support services.

The Library and Learning Resources use bibliographic information (BI) to determine whether or not students understand the interface between library instruction and their class assignment. The library developed a survey to obtain information on library use and the satisfaction of library users with its services. The library needs to broaden its use of assessments, collect and distribute data information for the purpose of improvement.

1.E. The need to integrate educational, financial, facilities planning. (Standards 8.5, 9.A.)

The president meets weekly with the vice presidents of Administrative Services, Instruction and Student Services to further coordinate and integrate educational, financial, and facilities planning. The hiring of Steinberg and Associates to develop a Facilities Master Plan was particularly helpful in the integration of educational, financial and facilities planning for the college. At the same time, the college was undergoing its own strategic planning processes. The SBVC Strategic Plan was adopted in spring 2007 and it uses six initiatives—access, campus culture and climate, institutional effectiveness, partnerships, student success and technology--to integrate previously disconnected planning processes. Baseline data on the plan was collected in the summer 2008 and will be used in the fall to develop plans for improvement.

Shared governance committees also contribute input and work in tandem with educational, financial, and facilities planning. The 2007-2008 and 2006-2007 Year-End Reports used the strategic initiatives to report progress within divisions. Managers and their administrative assistants attended Microsoft Project training in the summer 2008 in order to use this software within divisions to develop action plans that can be woven into the strategic planning process. Training on Microsoft Project will be provided to other employees on campus through professional development.

1.F. The need for increased support and assistance for the college from the district office. (Standards 10.C.3., 10.C.4., 10.C.5.)

The Board of Trustees authorized three studies intended to focus the district on a broad-based educational master plan: the Five Year Facilities Master Plan, a Strategic Technology Plan and an environmental scan. These plans continue to support priorities and planning on the campus. The chancellor posited five district imperatives as its planning process. The college provides reports to the board on the progress it has made on the SBCCD Planning Imperatives.

The district makes workshops available to employees on a variety of topics such as harassment, discrimination, and disability issues to name a few. A draft of the new hiring procedures for managers is now being reviewed. Classification studies of classified employees, managers, and confidential employees have been conducted.

The district continues to update its web pages so that most forms are now available electronically. The addition of Financial 2000 has helped in the coordination of the approval process in purchasing. The district has added its own Environmental Scanning Hub, at the Donald F. Averill Applied Technologies Center, to assist the campuses. The campus is benefiting from the many grants obtained by the Applied Technologies Center, especially in the vocational area.

Crafton Hills College and SBVC had their own police department until the district decided to centralize police services by having a district police chief oversee campus police. The police chief frequently attends campus meetings to address issues, concerns, and improvements. Campus police are visible in their bright yellow uniforms and navigate the campus on bikes to demonstrate their presence and interest in safety.

1.G. The need for consistent and timely adherence to performance evaluation procedures for all groups of employees. (Standards 7.B.1., 7.B.2., 10.A.3.)

Discussion of the consistent and timely adherence to performance evaluation can be found in Standard III.A.1.b. of this document. The district's office of Human Resources (HR), the Academic Senate, and all other employee groups have worked to develop a schedule of regular evaluation for employees. The 2004 Focused Progress Report indicated that full-time and part-time faculty did adhere to a regular schedule; however, what needed to be developed was a more uniform schedule of evaluation for classified employees and managers. Human Resources now update a classified employee's supervisor when an evaluation is due. As a result of Board Policy 2070, management evaluations are clearly defined. Software has been purchased (SNAP) to expedite evaluations for managers and faculty.

1.H. The need to promote appropriate involvement of students in the development and assessment of programs and services. (Standards 3.B.1., 5.4.)

Associated Students (AS) has worked to attract students into various shared governance committees where they can voice their interest in the development and assessment of programs and services. The AS president is a member of College Council where he/she can voice concerns and draw attention to student needs. Leadership training is made available through AS for students.

Campus climate surveys are conducted annually with students to provide input for programs and services. Subsets of students are surveyed at various times during the year, such as in point-of-contact surveys. When problems are identified, focus groups are conducted to acquire more detailed information. The results of both quantitative and qualitative data are shared in various committees on campus as well as on the research and planning website.

Recommendation #2

The team recommends that the college place a high priority on completing its student equity plan as identified in the action plan in the self study. (Standard 2.6)

The SBVC Student Equity Plan was completed on October 1, 2004 and approved by the SBCCD Board of Trustees on January 13, 2005. The Diversity and Equity Committee

monitors the progress of the plan and has been active in its implementation. See discussion in this section of Recommendation #5 for more information.

Recommendation #3

The team recommends that the college ensure that appropriate learning outcomes are established for all its degree and certificate programs and that these outcomes are stated in the college catalog and other appropriate college publications.

In October 2003 the Academic Senate conducted its first reading of a resolution urging "the formulation of a statement of student outcomes for each certificate, diploma, and degree and that these statements be included in the college catalog for 2004-2005." Copies of the initial draft of the program level learning outcomes for all certificate programs was distributed to the instructional deans in January 2004. The college intended to have program outcomes ready for the 2004-2005 catalog. However, due to several changes in the Office of the Vice President of Instruction, program outcomes are still missing in the catalog, but general education outcomes are included. The Office of Instruction website does contain (a) general education outcomes and (b) departmental course outcomes for 98% of all courses. Program learning outcomes were available for the 2008-2009 catalog, but it was decided that a more uniform template be used for the publication of all outcomes. As a result, the draft of program learning outcomes is available on the Instruction website and the plan is to publish a more uniform product of learning outcomes in the 2009-2010 catalog.

The college has student learning outcomes in place for 98% of its courses and 100% of the programs in Student Services. Plans have been developed on the assessment of the outcomes and results are available in the executive summaries submitted to the Office of Instruction in May 2008. In order to disseminate information on the achievement of student learning outcomes, training on eLumen software has taken place with some user groups. It is anticipated that training will be expanded to faculty, managers and other interested parties. eLumen is intended to help faculty, managers, staff and students in accessing information on the assessment of student learning.

Recommendation #4

The team recommends that the college conduct a specific review of the quality and effectiveness of its Middle College High School Program, its Weekend Express Program, its course offerings at local high schools, and the courses and programs it offers at other off-campus locations. (Standard 4.D.2)

Numerous surveys have been conducted on the Middle College High School (MCHS) as well as the weekend and off-site program at Big Bear. The results of these surveys are available on the Institutional Research website. The college uses the results of surveys to improve the effectiveness of its programs with both MCHS and Big Bear. With only a few exceptions, the college does not have a program of offering courses at local high schools.

The Middle College High School is an exceptional program. In 2008 it graduated 51 students who received a diploma, and 22 who also received their associate's degree. MCHS was designated a "Distinguished School" by the governor in 2006. The students have a

100% passage rate on the high school exit exam the past few years. They have also been acclaimed a “Blue Ribbon” school.

The Weekend College (formerly referred to as Weekend Express) has been bolstered by having its own director to administer the program. The director meets frequently with the institutional researcher to develop ways to assess the success of the program.

The college president along with the designated dean and director as well as representatives from Student Services have worked diligently with the Big Bear community to respond to its educational needs. Focus groups have been conducted to ascertain the type of programs that would be successful. Enrollment has dropped in the program. As a result, a Title V grant was written with one of its intended outcomes to increase enrollment at the Big Bear site through the use of technology. Efforts are underway by increasing the number of distributed education courses and interactive television (ITV) opportunities for this mountain site. Initially, faculty were concerned about the methods of evaluation for instructors in Big Bear. ITV now allows faculty chairs, if interested, to observe classroom teaching at Big Bear from the SBVC campus or rely on evaluations by the director at Big Bear.

Recommendation #5

The team recommends that the college regularly assess campus climate and provide activities that encourage dialog among and between diverse groups and promote multi-cultural understanding. (Standard 5.7)

Campus climate surveys are conducted regularly with faculty, administrators, staff and students since 2001. In order to not over-sample employees, it was decided to survey students using the campus climate survey annually, but other stakeholders would be able to participate in the 2007 and 2008 self study survey. Results of the surveys indicate there is respect for diversity on the campus.

The Diversity and Equity Committee has supported activities that enhance a multi-cultural understanding as well as dialog at the campus. The college experienced a highly successful year of diverse and culturally enriching events including 24 presentations in the 2008 spring semester. At least five major authors and two screenplay writers were brought to campus. The Modern Languages program assisted in the presentation by California State University, San Bernardino (CSUSB) of the *Pluft el fantasmita* play. The Spanish Club brought Cinco de Mayo mariachi performers to campus for the Latino/Latina Club’s fundraiser.

The multi-cultural theme is also experienced in the college’s restaurant program which features unique menus from countries throughout the world at its Sunroom facility in the Campus Center.

Recommendation #6

The team recommends that the college, working with appropriate district personnel and through the participatory governance structure, review, reaffirm, and implement the hiring procedures for full-time and adjunct faculty. (Standards 7.A.2., 7.A.3., 7.D.1., 7.D.3.).

San Bernardino Valley College worked with the district and the participatory governance structure to address hiring procedures for full-time and adjunct faculty. See extensive discussion in Standard III.A.1. of this document. There were some concerns voiced by faculty on the implementation of the PeopleSoft program for faculty hiring in 2007-2008. The district's Human Resources department is working to address differences with the implementation of new hiring procedures and the CTA contract.

Recommendation #7

The team reaffirms the 1997 recommendation that the college, working with appropriate district personnel and through the participatory governance structures, review and revise the evaluation procedures and instruments used for management/administrative personnel in order to establish a consistent, fair, thorough, and timely process. (Standards 7.B.1., 7.B.2., 7.D.1., 7.D.3.).

The Management Evaluation policy has been reviewed and developed through the consultation process (BP 2070). See Standard III.A.1.b. for further discussion of this process.

Evaluation of the Focused Progress Report 2004 included additional findings

In the 2004 evaluation of the Focused Progress Report and visit, the team recommended that the college begin work on student learning outcomes and revise program review. A summary of the work on student learning outcomes appears in the following two pages of this document.

There are lengthy discussions of the program review process as it relates to each of the standards in this document. Basically, the Program Review Committee implemented a three-year pilot of a two-phased program review. In the fall, any department may submit a needs assessment document. The committee evaluates needs based on a specific rubric for the area—Instruction, Student Services, Administrative Services, President's Office. The committee prioritizes the needs and submits the final product to the president, Academic Senate, College Council and the Budget Committee. The president, along with the three vice-presidents, makes a determination, based on funds, which areas will receive approval. The second phase, program efficacy, determines whether or not the programs within the three-year cycle are meeting the specific rubric. Three reviewers make their determination, and if there is no agreement, the entire committee votes for either continuation, probation or warning. Appeals may be made at the end of the process. Results are provided to administrators and faculty chairs with additional emails to the campus. Results have also been included in the 2006-2007 and 2007-2008 Year End Reports.

Status of Student Learning Outcomes

A large training effort was mounted in both Instruction and Student Services to begin the process of developing and assessing student learning outcomes. The Focused Progress Report and visit in 2004 recommended that the college make progress in this area.

In 2004 a core team from both Instruction and Student Services was sent for training at Mt. San Antonio College. San Bernardino Valley College academic and student services areas began work in 2004 on student learning outcomes by first identifying the collegewide core competencies, or general education outcomes. Discipline faculty then began the evaluation of core competencies to determine levels of emphasis in each course.

That same year Student Services appointed an ad hoc committee on student learning outcomes. In the fall 2004 the first of three retreats on SLOs was held. Dialog, core competencies and accreditation standards were agenda items at the first retreat. By the second meeting, participants worked on selecting and refining outcomes and linking them to overarching outcomes for Student Services. The final retreat was on measuring student learning outcomes. In addition, SLOs were added as a standing item on the Student Services Council and Student Services division meeting agendas. Currently, all offices in Student Services have developed and measured at least one learning outcome.

Over the past four years SBVC Professional Development has offered training sessions and participated in sessions for divisions and departments. Additionally, training was offered as part of Academic Senate meetings. At these gatherings, faculty were provided with information about expectations, models, and templates to complete within their departments. Dr. Norene Badaway was brought in from the chancellor's office in Sacramento to provide further information on SLOs and assessment. Using the information provided, a template for assessment cycles was modified and presented to faculty during the 2006-2007 academic year.

Timelines have been established for systematic evaluation of achievement of student learning outcomes and planning for instructional improvement. Faculty have taken responsibility for the development of the outcomes, the development of assessment tools and techniques, and for the creation of rubrics for evaluation. During the spring semester, 2008, all departments were asked to assess a total of three SLOs. While some of the assessment may be re-assessment based on information obtained during earlier cycles, new SLOs will also be assessed during each semester. The pattern of assessing and/or re-assessing a total of three SLOs per department will continue through each semester for the next several years. In May 2008 deans submitted executive summaries of progress in assessing student learning outcomes. Rubrics continue to be developed as more is learned in the assessment and improvement process. In 2008-2009 the task of assessing the general education student learning outcomes (core competencies) begins.

The campus is actively engaged in dialog about outcomes and assessments and, more importantly, engaged in discussions about student learning and the improvement of the educational experiences of students. Faculty continually dialog to determine appropriate rubrics for the evaluation of achievement of student learning outcomes at the course and

program levels. Advisory committees are involved in the dialog where appropriate. As a part of its process new course and program SLOs must be included before the Curriculum Committee will evaluate and make recommendations on its approval. In addition, program review required in its program efficacy rubric that departments undergoing review, report progress on SLOs and that at least one assessment had been conducted.

In Student Services the Counseling Department developed a very comprehensive plan for student learning outcomes which was adopted by some of the other Student Services departments. In Instruction, the Mathematics Department faculty serve as one of many examples of faculty working collaboratively to create an assessment model that would elicit meaningful information. After several department-wide conversations and planning sessions, a team consisting of two full-time faculty for each mathematics course currently offered was formed. Team members were designated to oversee student learning outcome assessments for two courses; each faculty member functioned as a lead faculty for one course and as a support faculty for a second course. SLO assessment for 10 courses was completed by spring 2008 which is 40% of all current mathematics course offerings.

When the software package, eLumen, is fully implemented, the campus will have more available access to data to assist in making educational and curricular decisions based on attainment of student learning outcomes.

Status of Off-Campus Sites

College administrators decided to discontinue offering classes at a number of off-campus sites in 2003, typically high schools, in favor of maintaining more quality control of educational programs by making them available only on campus or at its Big Bear site. There are a few exceptions to this case, such as a study skills class at Wathen Aviation High School and an aviation fundamentals class was offered at Flabob Airport in Riverside, in the spring 2008. Planning has begun within the Humanities Division and Redlands Adult School, Stater Bros. Markets and Casa Ramona Academy to deliver courses in the community in English, ESL and speech.

The college's program at Big Bear has been in existence for a number of years. Evening classes are offered in this mountain community at Big Bear High School. These offerings are important to the community and the college continues to maintain a presence there despite declining enrollment. Both the college and the community believe that the program's effectiveness would be enhanced by having classes at a separate learning site.

Within the Title V grant, there is technological support for the Big Bear program. As a result, an interactive television system (ITV) was purchased that provides two-way instruction from the campus to Big Bear or Big Bear to the campus. The college supports the Big Bear campus with library, bookstore and counseling services. The college funded an administrative position, director for Weekend, Evening and Mountain Communities, to liaison with the Big Bear area. In addition, there have been surveys and focus groups held in Big Bear to determine the services and student learning programs of interest in the region. College staff and the president make frequent trips to Big Bear to provide visibility, interest and dedication to a successful learning program at this off-campus location.

External and Independent Audit Information

Annual audit reports are provided to funding agencies. There are also electronic reports that are entered into the external funding agency's electronic programs. These reports and data are audited both by the external agency as well as external and internal auditors. The external agencies provide audit and compliance reports that ensure the institution's compliance with program and accounting regulations. There were no material findings in the last audit report presented to the January 2008 Board of Trustees by the district's external auditor (Eadie and Payne).

The district handles all institutional investments and capital assets. The SBVC Foundation is a separate entity from the institution with its own board and it is organized as non-profit organization (a separate 501C). The SBVC Foundation is audited each year.

Title V and other grants comply with the review process of the granting agency. In the case of Title V, an annual performance review (APR) is submitted to the federal government. At the end of its first year Title V contracted with an outside evaluator to ensure grant compliance. The APR was submitted following the evaluation.

The district, campus business office and the appropriate departments (Financial Aid, EOP&S, CalWORKS, etc.) oversee and/or process payments on accounts. Due to the need for so many signatures through the approval path (Financial 2000) an ongoing review of the request occurs through each level of approval. If spending is out of category or beyond the budget for the area, internal audits are undertaken.

The following areas demonstrate some of the required reporting to funding agencies:

- External funding agencies (federal, state, county, local) require the institution provide backup documentation for all payments. There is an annual FISAP report that is provided to the federal government each September that reports all the grants, loans, and work study awards and payments.
- Financial aid has a different system to reconcile the funds being requested and student eligibility.
- EOP&S submits a mid-year and year-end report to the state that covers all financial transactions in the program. The audits of this department are performed by the contracted external auditor.
- The Success through Achievement and Retention (STAR) program's funding is received from the federal TRIO grant in the Department of Education (DOE) in Washington DC. It requires that an annual progress report is submitted to the federal government. Audits are performed at the district level. When payments are made, the information is approved at the department level, and submitted to financial aid and district for further processing.
- CalWORKS funding is provided by the state as a categorical program. The state chancellor's office does an annual audit of the budget to ensure it conforms to the program plan and state guidelines. This is also reviewed by the district internal and external auditors and staff.

ABSTRACT

Thematic Overview

Six themes were cited by the Accrediting Commission as important to the self-reflective dialog and evaluation of institutional effectiveness. It is expected that these themes are woven throughout the standards.

Dialog

The college maintains a broad-based dialog throughout its institutional processes. Examples of dialog are evident in not only the process used to revise the college's mission statement, but also in the development of the SBVC Strategic Plan. The governance structure and processes provide ample evidence of continual dialog on topics related to campus improvement.

A large number of construction projects have occurred within the past six years because so many college buildings were located on or near a major earthquake fault. Dialog among user groups has been serious and spirited in order to focus on creating an optimal learning environment. When enrollment dipped in 2006-2007 the college engaged in discussions to increase enrollment. Workshops were held and campus constituencies adopted many suggestions ranging from retention issues to improving the campus's image. The work and dialog continues in regular and ad hoc committees. In 2007-2008 the campus was involved in workshops and dialog to develop a plan for basic skills. The plan was distributed to the entire college upon completion. Dialog will continue on the implementation of the basic skills plan. Dialog on student learning outcomes and assessment has been occurring for a number of years. The development of general education outcomes, core competencies, engaged most of the faculty in campuswide discussions. Dialog followed on achieving results in developing and measuring student learning outcomes.

The responses to the 2002 self study in both the Focused Progress Report (2004) and the Midterm Report (2005) promoted ongoing dialog and assessment of the college's progress. With the advent of the 2008 self study, the college engaged in dialog through workshops, Blackboard, training sessions, in-service opening day activities, and shared governance committees.

Institutional Commitments

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

The mission statement endorses this institution's belief in high quality educational services. Standard I.A., the SBVC Strategic Plan, program review and the shared governance process serve as a testament to that belief. The college revised its mission statement in 2005 so that all stakeholders could embrace and memorize its clear, concise and inclusive message. The college also reaffirms its institutional commitments by publishing its mission, vision, and values of the institution in the college catalog along with its general education core competencies for all its graduates.

In order to fulfill its mission the college needed to adopt a strategic plan. The plan took more than three years to complete as the college fashioned and refined its goals. The goals eventually formed the strategic initiatives of the college. The college is already aligning all its planning efforts with the mission and strategic initiatives of the college.

Evaluation, Planning, and Improvement

Evidence of using evaluation for the purpose of planning and improvement is woven throughout the standards, particularly in Standard I.B. Quantitative and qualitative data are obtained on campus through surveys and focus groups conducted by the Office of Research and Planning. The results of those surveys can be found on the research website which is continually updated. Surveys, for example, are calendared so that a systematic process is in place to conduct and discuss survey results. Campus climate surveys for students have been conducted every year since 2001. Point-of-contact and other surveys are also used to ensure that student support services are evaluated.

An important mechanism in the cycle of improvement is program review. The program review process is rigorous and taken seriously by all departments. Program review will complete its pilot of a three-year cycle in 2009. The process includes a two-phase course of action with needs assessment in the fall and a program efficacy component in the spring. Evaluation rubrics were designed to evaluate programs using the college's strategic initiatives. Program review results are distributed campuswide and are used for improvement of programs.

The facets of a prism represent the view the college takes of evaluation and improvement of its processes. When a prism is turned, another view of the facets is observed. The college continually reviews its processes, or by analogy, turns the prism in order to develop plans that lead to improvement. This may be a simple debriefing of an activity or a more complex and thorough investigation of a policy such as the review of hiring qualifications for employees. Another example of a continual process of improvement is the college's approach to developing student learning outcomes. Faculty have come together to plan what they wish students to learn from their courses. The faculty's focus on results often leads to addressing ways to improve student learning. The intent is to develop a sustained cycle of improvement at SBVC.

Institutional Integrity

The college demonstrates its commitment to institutional integrity by representing itself in an honest, transparent, and truthful manner both internally and externally. Accrediting Commission reports are submitted in a timely manner along with financial information required by outside agencies. Within the college committee agendas and minutes are disseminated to all committee members and most are available on the college's website.

Integrity implies that processes and publications are clear, fair and available. The college catalog is reviewed each year by the Office of Instruction and faculty chairs to make sure that clear and complete information about degrees and certificates is made available to students. The institutional researcher's website is available to the public with information on

student achievement. A standardized format for course syllabi has been made available through professional development so that all required information is supplied to students.

Review of policies may emanate from any standing committee; however, College Council is typically involved in the final review prior to sending policy changes to District Assembly. Since SBVC is part of a multi-college district, policies need to reflect acceptable and applicable practices at both colleges. Policy changes are then submitted to the board.

Academic Senate periodically reviews the American Association of University Professor's (AAUP) guidelines on academic freedom. These postulates uphold the importance for faculty to be fair and objective in their presentation of knowledge.

The institutional researcher, working with the Matriculation Committee, reviews placement instruments in order to minimize bias. All placements tests are validated and submitted to the state for approval.

The process for hiring personnel is available on the district's website. Applicants compete fairly for positions at the college. An affirmative action member from Human Resources is always a part of the selection committee to maintain impartiality. Training is also available to employees on issues such as discrimination, sexual harassment, and disabilities and so forth.

As a result, SBVC employees are representative of the students they serve. This diversity is also supported by the Diversity and Equity Committee along with the Arts and Lectures Committee which provide the college with a rich variety of intellectually stimulating programs.

Organization

The college is organized so that a number of systematic processes are in place. For example, the college's mission is reviewed in the fall each year. Surveys are conducted on a regular basis and the results are disseminated in meetings and on the institutional researcher's website. Publications are reviewed so that clear and complete information so that students can complete programs leading to degrees and/or certificates. Although faculty are required to participate on committees as part of their service, administrators, classified staff and students are encouraged to participate in shared governance. Many governance bodies disseminate minutes of meetings usually on their respective websites. Evaluations are conducted according to the cycle of the employee group (see Standard I.A.1.b.). The strategic plan is committed to measuring goals and using the results to support planning, decision-making, allocation of resources and improvement.

The purpose of having systems in place is to support a degree of predictability that these ongoing processes occur on a regular basis and are communicated to all employees. Whereas SBVC may have many challenges in the next few years as new buildings are erected and others are demolished, the constancy of its procedures and practices will ameliorate some of the physical challenges on campus.

Student Learning Outcomes

Initially, the college addressed the general education or core competencies each student would achieve by receiving a degree or certificate from the institution. As faculty and administrators learned more about student learning outcomes by attending workshops and conferences, a more focused dialog emerged. A template for assessment cycles of student learning outcomes was presented in 2006-2007 and has been used by most faculty. Faculty have taken responsibility for the development of outcomes, assessment tools and techniques, and creation of rubrics for evaluation. During the spring semester, 2008, all departments were asked to assess a total of three SLOs. While some of the assessment may be reassessment based on information obtained during earlier cycles, new SLOs will also be assessed during each semester. The pattern of assessing and/or re-assessing a total of three SLOs per department will continue through each semester for the next several years.

Other processes such as program review and curriculum address the need for student learning outcomes. The program review rubric requires evidence that programs have completed SLOs for all courses and that at least one SLO has been assessed by December 2007. In subsequent years program review will set the bar higher for assessment of SLOs to align with instructional plans.

Development of student learning outcomes began in 2003, but a certain *gravitas* was added when the visiting accreditation team emphasized the need in its evaluation of the Focused Progress Report. The college took the recommendation seriously and was able to report to the ACCJC in its 2008 Annual Report that 98% of academic programs and 100% of student services have SLOs.

Abstract of the Standards

Standard I: Institutional Mission and Effectiveness

A. Mission

The college revised the mission statement that it used in its 2002 accreditation visit. The reasoning behind the change was due to the fact that most constituents had difficulty remembering the rather lengthy statement. In order to embrace the mission, every employee should be able to recite it more easily. Therefore a one-sentence all-inclusive statement was developed. Committing the statement to memory would more easily enable the campus community to use the mission as its foundation for planning and decision-making.

The mission statement is integrated throughout all aspects of the decision-making process including the strategic plan, curriculum review, program review, grant proposals, and departmental planning. The college systematically reviews the mission statement each fall beginning with College Council. The planning process flow chart begins with the mission as its foundation.

B. Improving Institutional Effectiveness

In order to accomplish the mission of the college, a sustained cycle of improvement needed to be embedded in college processes. The Office of Research and Planning provides detailed data on its website and Fact Book. In addition, the institutional researcher presents quantitative and qualitative data and reports to many shared governance committees as well as to the Board of Trustees. The college conducts its surveys on a systematic basis so that the results are available on a planned basis.

Having targets and benchmarks is even more beneficial when they are attached to an overall plan. As a result, the college developed the SBVC Strategic Plan which includes six initiatives (access, campus climate and culture, institutional effectiveness, partnerships, student success and technology) to guide its support for the mission. The college plans to use the 2007-2008 baseline data to begin the measurement of progress in meeting its goals.

One of the first processes to embed the six initiatives was program review. Needs assessment and program efficacy, two-phases or program review, use the initiatives in developing its rubrics. The Professional Development plan uses the six initiatives to drive its planning each year. Year-end reports (2006-2007, 2007-2008) from all divisions acknowledge accomplishments based on the initiatives. Even managers undergoing evaluation write their goals and self-evaluation in accordance with the strategic initiatives.

One of the goals for 2008-2009 is to have all planning efforts and activities using the six strategic initiatives to guide their efforts. This will require some offices, committees, activities, and reports to revise processes in order to align with the goals of the college.

Standard II. Student Learning Programs and Services

A. Instructional Programs

The college offers 86 AA and AS degrees and 60 certificates. The quality of academic programs is assured through a number of processes in place at SBVC, namely curriculum, program review, and the development of student learning outcomes. The college delivers programs in a variety of formats such as face-to-face, hybrid, online and through telecourses.

Curriculum processes ensure that submitted courses and programs are current, meet the needs of the student population, and are of appropriate length, breadth, and rigor. Curriculum maintains a high standard of evaluation of course outlines at the development and content level.

Another high standard of evaluation occurs during program review. Program review rubrics require departments to develop and evaluate SLOs. In addition, content review should be up-to-date, faculty chairs need to include information that their program mirrors the college's demographics, and most importantly, that the program is aligned with the mission of the college.

Faculty are engaged in dialog to determine to what extent student learning outcomes are achieved and what instructional methodologies may enhance student learning. Developing, measuring, and improving student learning is an expectation of the college. Faculty also established how their courses would meet the core competencies (general educational outcomes) for every graduate.

Campus and external advisory committees support instructional programs along with services provided to students to enhance their success. The Professional Development Committee funds conference attendance for faculty and staff. It also offers training and workshops to support student learning or develop employee skills. Valley College embraces diversity and this can be observed through the work of both the Diversity and Equity Committee and the Arts and Lectures Committee. Each is prolific in the number of events, authors, speakers, films and topics offered during the academic year. Advisory committees provide faculty and students an insider's view to the training needed for careers in vocational fields.

B. Student Support Services

The variety of services offered to students at SBVC supports their academic success. Research data is used to identify student needs and provide appropriate services. From the Office of Financial Aid to the Student Health Center, the college is committed to helping students meet their educational goals. Matriculation's early alert program and leadership training and activities offered in Student Life attest to a focus on student achievement.

The student services group was early in its support for student learning outcomes and formed an ad hoc committee more than four years ago. Retreats were held to review

accreditation standards, introduce the topics of dialog and student learning outcomes, and refine the process in writing and measuring SLOs. In 2007, 100% of all Student Services' programs had SLOs.

The presence of a large distributive education program necessitates resources to enhance access to instruction and services. The Counseling Department provides online counseling services for student enrolled at Big Bear or in online classes. The college's application and registration processes can be completed online as well. Library services are also tailored to those attending class through distance learning.

Workshops are offered to students to fill out financial aid applications. Technological assistance is provided in specialized office labs in the Transfer/Career Center, DSP&S High Tech Center, and computers in Admissions and Records. Students can also seek help from the Student Assistance Program where food, coffee, bus passes, and guidance in filling out college forms are often made available. All scholarship applications are online and students can apply for one or more scholarships.

The quality of programs in Student Services is highlighted both internally and externally. Within the college, Student Services' programs are scheduled for review every three years by the Program Review Committee. Specific rubrics were designed for their divisions to demonstrate how they meet or exceed requirements. Programs provide data that support and justify their requests in needs assessment and promote their program efficacy. Externally, many categorical programs are reviewed by their funding agencies (e.g., CalWORKS) and cited as exemplary.

C. Library and Learning Support Services

Ribbon-cutting was an exciting day as the library facility was ushered in as the first new building in more than a decade at SBVC. Since then the library has continued to add to its impressive collection of books, magazines, journals, and databases. The library has also increased its hours of operation. Faculty and staff frequently request the services of the Audiovisual Department housed in the library.

Students can now access the library 24/7. The library's online database provides the necessary research materials for student reports. Librarians offer bibliographic instruction for classes in their instruction laboratory. This allows for customization of faculty lessons. Information competency is one of the general education outcomes for any graduate of SBVC. Nowhere on campus is computer usage more evident than in the library's main room were some of the most heavily accessed student computers on campus can be found.

A separate, nearby facility houses the Academic Advancement Laboratory and Tutorial Center. Computer-based adult basic-skills curriculum and individual and group peer-tutoring programs provide instructional support to students on campus and online.

Library and Learning Support Services plans to increase its assessment of library usage and information about its services. Colleges are often judged by their library collections. This division is committed to continually grow its collections, databases, services and support for

students by submitting program review needs assessment requests and seeking funds to expand its services.

Standard III. Resources

A. Human Resources

Hiring, evaluation, and personnel policies are available to all employees either through contractual language or on the district's website. Evaluation cycles are clear for all employees as well. New employees are provided an orientation through professional development where these topics are also covered.

A review of hiring procedures has been on-going for the past two years. Contractual language in the CSEA contract defines hiring procedures within the district. A reclassification process for classified staff took place in 2006-2007. A similar study for managers is nearing completion. During this time, the district's Human Resources Department implemented an electronic submission system, PeopleSoft, in fall 2007 for hiring procedures.

Drafts of both the hiring process for classified staff (*Section IV Classified Staff Employment Policy and Hiring Procedure*) and administrators (*Administrative Employment Hiring Procedures for Managers)* have yet to be approved by the board. Typically, drafts are reviewed by the Academic Senate and College Council before being sent to District Assembly.

Evaluation cycles are determined first by the employee's classification. New managers are evaluated their first two years and then every three years thereafter. Regular evaluation cycles apply to new and seasoned faculty and classified staff. Managers and full-time as well as part-time faculty are notified at the beginning of the term when they are to be evaluated. Contractual language spells out the process. Faculty who teach online have not been evaluated by students within their cycle, but this omission is being corrected. A pilot was conducted in spring 2008 and will be expanded in the fall.

Professional development provides many opportunities for managers, faculty, and staff to participate in workshops and in a variety of training sessions to hone computer skills or teaching strategies. Conference attendance is funded equally for all full-time employees regardless of classification. Part-time faculty can also request up to $250 a year for conferences. The college wants to ensure that all employees can avail themselves of "cutting edge" technology and knowledge of best practices.

B. Physical Resources

Probably, no other college in California has been impacted by its geology more than San Bernardino Valley College. California's legendary earthquakes and this college's location on a fault, has marshaled the need on the federal, state, and local level to meet this challenge. The district's successful passage of both bonds and the appointment of a required oversight committee has helped to build a new SBVC. Since the last accreditation construction has been ongoing as new buildings are erected and older buildings demolished. Despite

detours, cyclone fencing, and the re-routing of pathways this college has not used those challenges as excuses. Rather, it is a credit to the college that its employees and students continue to focus on what is important—maintaining a successful learning and working environment.

Four architects have had an influence on this campus. Steven Erlich's modern design is evident in the first new structures (Library, Administration/Student Services, Health and Life Science, Campus Center, and the Art Building) that were erected. Steinberg and Associates assisted the college with the development of the Facilities Master Plan. They worked in a collegial manner with all constituencies on campus and supported a culture of dialog among user groups. The next buildings slated for construction will have the imprint of HGA and NTD architectural firms.

The Facility and Safety Committee serves as an advisory committee for operations on campus such as safety training, facilities assessments, campus appearance, emergency preparedness and architect selection. The challenges in the future will be to relocate offices and staff, update the campus on changes (e.g., parking lot closures), and to keep the older buildings and infrastructure in good condition during the college's transition to newer buildings.

C. Technology Resources

One only has to look at the increase of students who register online compared to those who walk-in or use phone-in registration to see that the technological revolution is real and will continue to impact the future of colleges. Maintaining state-of-the-art technology is one of the goals of the strategic initiatives in SBVCs Strategic Plan and is also supported by the college's Technology Strategic Plan. However, technology is ever-changing, costly, and requires training for employees and students.

A rotation plan for computer replacement has changed from its earlier iteration a few years ago, to one that is perhaps more realistic based on the resources available. This year the president committed $250,000 to fund technology requests as part of program review.

Technology is no longer a person needing a computer. It now guides how this college evaluates employees (SNAP), monitors SLOs (eLumen), conducts surveys and focus groups (SNAP and Nvivo), offers distance education classes (Blackboard and First Class), implements hiring practices (PeopleSoft), develops action plans (Microsoft Project), supports classroom instruction (EduStream, eInstruction, smart carts), communicates data (EIS, MIS), determines enrollment in classes (Datatel), and even raises money for the Foundation (Blackbaud).

In 2008 the college will begin integrating all its planning efforts with the SBVC Strategic Plan. It will be imperative that the Technology Plan is woven into these planning efforts and that District Computing Services support the campus's long-range and short-range technology needs.

D. Financial Resources

The college is a chief beneficiary of the district's conservative management of financial resources, especially during the last two difficult years for the State of California and the nation. The district maintains sufficient reserves so that the college continues to support student learning and its employees have jobs.

Financial planning is more top-down than bottom-up. The district provides each college with its allotment based on FTES. The district requests developmental budgets early in the year and then college divisions develop their own budgets. Consolidated budgets are reviewed and forwarded to the district. However, despite college and district plans, all colleges in California have to wait for the May revise to have any sort of realistic view about their programs. These factors contribute to a degree of uncertainty and impact planning.

Also, the slice of the fiscal pie for this college to have much input is quite small. Most of a college's budget is related to salaries and on-going expenses.

The Budget Committee is a shared governance committee with representatives from all employee groups and divisions. College Council needs to discuss and make recommendations regarding the role of this committee within the SBVC Planning Process and its relationship with program review requests. As a result, a meta-evaluation will occur in 2008-2009 and the results will be used for improvement.

The college, working with the district, needs to make financial information more available to employees. Both the 2007 and 2008 self study surveys found a lack of communication on budget issues. The Budget Committee will need to refine its charge in light of recommendations by College Council and the results of surveys.

Standard IV. Leadership and Governance

A. Decision-Making Roles and Processes

One of the reasons that decision-making is successful at San Bernardino Valley College is because of the role played by shared governance. Most would agree that participation on committees helps to support buy-in when decisions are made. Listening to various viewpoints is an additive feature of dialog at this college. The collegial consultation document provides a list of those who need to serve on a specific committee by virtue of their title. Most, if not all committees welcome broad participation by constituents, but only faculty have a contract requirement to serve. This college also values the involvement of students on committees and encourages their participation. At the same time, the campus understands that students have many pressures impacting their ability to attend committee meetings. The Academic Senate's leadership over the past few years has helped to champion issues that support students and faculty such as the Basic Skills Initiative, review of the tenure process and review of the hiring and evaluation procedures.

Committees also serve a role in distributing information on policies and procedures. To fill any information gap offices and committees post agendas and minutes of meetings to

specific websites, send out newsletters, and distribute general information by email to the campus. Employees and students are encouraged to avail themselves of all opportunities to stay informed. Specific training related to a committee is available for members of the Curriculum and Program Review committees. Typically, all committees review their charge each year at their first meeting. More training may be needed in some committees so that the fullest potential may be realized.

B. Board and Administrative Organization

The college is fortunate to have generally good working relations with the SBCCD Board of Trustees. The district has had a number of long-serving board members which contribute to stability on the board. One chancellor has guided the district since the last accreditation. His work in the community and the state has helped the college stay up-to-date on changes impacting California's community colleges. The chancellor has worked in concert with the board on goals, or SBCCD Planning Imperatives, of the district. These imperatives are reviewed each year at the board retreat.

San Bernardino Valley College has had four presidents since the 2002 accreditation and numerous vice-presidents. Time is sometimes lost during an administrator's "learning curve" in getting projects accomplished. Time, coupled with the almost complete rebuilding of SBVC, has had an effect. Despite these challenges so much has gotten done to improve SBVC. Finally, the college developed a strategic plan which is almost completely embedded in college processes, enrollment is up 5.6% from the previous year, shared governance is embraced, evaluation is conducted within prescribed guidelines, program review and curriculum maintain rigorous processes that encourage learning and a cycle of improvement.

San Bernardino Valley College

SELF STUDY ORGANIZATION

Organization of the Self Study

Orchestration of the 2008 Self Study

Bringing all the various instruments together, along with the right conductor, is an appropriate analogy for the way the college organized itself early on for the 2008 Self Study. Some of the music was not always coherent until the continual practice of the pieces working together coalesced into a harmonious production.

Just as some orchestras receive a critical review, so was the case with the 2002 evaluation of San Bernardino Valley College by the accrediting team. As a result, the college took its review or evaluation seriously and used it as an impetus to begin organizing for the 2008 production or self study. The 2002 report revealed a number of recommendations that the college needed to address. The college began planning backwards from its next accreditation visit in 2008 to correct its deficiencies. Accreditation became an agenda item on every College Council and Management Roundtable meeting. Members were updated about the actions taken to improve the college's effectiveness, student learning and services.

The college experienced two dress rehearsals prior to the 2008 visit. One was held for the Focused Progress Report and the other, the Midterm Report. Practices or work on the Focused Progress Report began immediately after the 2002 evaluation of the college. The college needed to address five of the eight recommendations from ACCJC. The initial music score, a blue book on accreditation standards and themes, was supplied to every employee.

Faculty can be likened to some of the orchestra members that may have different ideas about the performance of a selected musical piece. This was the case in the faculty's approach to student learning outcomes. It appeared that most faculty were either resigned to the fact that that student learning outcomes had to be adopted whereas others found a benefit in developing ways to improve student learning. Most of the orchestra or elements of the college attended a campuswide event to develop core competencies. This was followed by a plan for SLOs emanating from the Office of Instruction along with the coordinator of Professional Development, dean of Research, Planning and Development and the president of the Academic Senate.

It is difficult to imagine today, but just a few years ago decisions based on data were viewed with some skepticism. However, as the college began to rely more heavily on accountability a concomitant respect for the use of data evolved. The Office of Institutional Research is involved in so many committees on campus in which presentations and analysis of data occurs. Surveys began to proliferate and were discussed in various shared governance venues. Program review increasingly sought various types of data to support its review efforts.

Dialog is nothing new at SBVC. What changed was the special emphasis directed toward a more productive dialog aimed at institutional improvement. The Leadership Institute's use of the book, *Six Thinking Hats*, led to other groups reading this book. It supported the effective

use of dialog to aid decision-making. Often, a new approach can be met with comments such as, “We’ve tried that before and it didn’t work!” Now with the “hat” approach a committee member can say, “We’ve heard some ‘black hat’ thinking on the idea so let’s take a look at a few ‘yellow hat’ ideas” (positive reasons to try something new). Committees began to establish “norms” that stated that members needed to be “present” in a discussion (really listening to the dialog). Another norm, “respect for others with a different viewpoint” was also elevated. What evolved over time was a more purposeful and respectful dialog to ensure buy-in by employees.

There is an expectation that important documents such as the Focused Progress Report, 2005 Midterm Report, and draft of the 2008 Reaffirmation of Accreditation or Self Study are distributed campuswide. Shared governance processes are used to provide comments and improvement to reports. Transparency is valued and one of the ways to ensure that everyone has an opportunity for input is to communicate processes campuswide. Blackboard was even used as an electronic platform to communicate with the campus on the collection of evidence and responses to questions on the accreditation standards.

The Academic Senate has been particularly helpful in encouraging members to attend workshops on accreditation and student learning outcomes. Its members also reviewed accreditation drafts and made recommendations. Just as an orchestra section may have some missing members in its first and second chairs, the Classified Senate was involved earlier in contributing to the dialog on accreditation; however, during the past year it has been less active than it was in the past.

There have been gaps that needed to be filled in order to prepare for a successful 2008 accreditation visit. One of those gaps was the absence of an integrated strategic plan for the campus. Work began in 2003-2004 to establish college goals for the strategic plan. Dialog appeared to go on forever to craft a plan. First goals were established and then re-formulated several times in College Council. Once the goals were ready, College Council needed to establish outcomes and benchmarks. During the process the college’s mission statement was revised so that it could be stated more easily by all employees. The term “goals” appeared to be redundant and the name changed to “initiatives” so that they would not be confused with other integrated goal planning efforts in divisions.

SBVC has had four conductors or presidents during its orchestra practices. Sheet music or plans has been changed and been updated. Critiques of processes are viewed as part of the cycle of improvement. Shared governance is valued in order to make the production more harmonious. The orchestra has changed locations many times due to building and construction challenges. Despite all the changes, the 2002 accreditation evaluation served to make the college into a better orchestra, capable of producing a symphony among its many pieces. Whereas there may be some discordant elements still evident, this SBVC orchestral ensemble is poised to continually sustain improvement as a college and work together to be recognized for its progress.

Welcome to Opening Night or the 2008 Accreditation Self Study!

Organization of the Self Study

DATE	ACTIVITY
Spring 2008	
May 2008	Executive summaries of progress on SLO assessment due in Office of Vice President of Instruction
Spring 2008	Accreditation April Forums 12:00-1:30
April 25, 2008	Review Standard IV
April 23, 2008	Review all standards at College Council
April 22, 2008	Review all standards at Management Roundtable
April 18, 2008	Review Standard III
April 16, 2008	Review all standards at Academic Senate
April 11, 2008	Review Standard II
April 4, 2008	Review Standard I
March-April 2008	Associated Students review each standard
March 2008	Co-chairs meet to plan Accreditation April
February 2008	Distribution of 2008 Self Study Survey
January 11, 2008	Break out sessions on all Standards for in-service
Fall 2007	
December 2007	One assessment of program/discipline/course SLO; all program SLOs to be complete.
November 29, 2007	Campus wide review of work on all standards
August-December 2007	Discussions occurring campus wide via Blackboard
November 2007	Meeting of Steering Committee
September 17, 2007	Meeting of Steering Committee to determine tasks Accreditation Committee meetings held but divides into work on the standards
Spring 2007	
January-May 2007	Accreditation is a standing agenda item in College Council, Management Roundtable, and Student Services
February 2007	Distribution of 2007 Self Study Survey Accreditation Committee meetings held every other month
January-May 2007	Professional Development training on SLOs and assessment at Academic Senate and in division meetings.

Fall 2006

September 2006	ACCJC training of co-chairs and other participants in self study along with Crafton Hills College is held on campus Accreditation is a standing agenda item in College Council, Management Roundtable, and Student Services Accreditation Committee meetings held every other month
September-October 2007	Accreditation and Research Committees meet to review questions for self study survey
August-December 2007	Training offered on SLOs through Professional Development

Spring 2006

January-May 2006	Accreditation is a standing agenda item in College Council, Management Roundtable, and Student Services Accreditation Committee meetings held every other month

Fall 2005

October 2005	Midterm Report submitted to ACCJC
September 2005	Midterm Report is printed and distributed to each division as well as by email to campus.
September 2004	Midterm Report submitted to Board; elicited questions and comments from Board
August 2005	Midterm Report reviewed by campus.
August-December 2005	Accreditation is a standing agenda item in College Council, Management Roundtable, and Student Services Accreditation Committee meetings held every other month

Spring 2005

January-May 2005	Accreditation is an agenda item in College Council, Management Roundtable, and Student Services Accreditation Committee meetings held every other month

Fall 2004	
	Accreditation is a standing agenda item in College Council, Management Roundtable, and Student Services Accreditation Committee meetings held every other month
Spring 2004	
April 2004	Visit by 2 ACCJC team members as follow up to Progress Report
March 2004	Sent Progress Report to ACCJC
February 2004	Distribution of Progress Report Draft for campus input
January-May 2004	Accreditation is a standing agenda item in College Council, Management Roundtable and Student Services Accreditation Committee meetings held every other month
Fall 2003	
August-December 2003	Accreditation is a standing agenda item in College Council and Management Roundtable Accreditation Committee meetings held every other month

Accreditation Steering Committee Members

Standard I. Institutional Mission and Effectiveness

A. Mission
B. Institutional Effectiveness

Horace Alexander, co-chair, faculty, English
Troy Sheffield, co-chair, administrator, dean, Research, Planning, and Development
James Smith, administrator, director, Institutional Research
Stephen Villasenor, classified, interim director, Grant Development and Title V Project
Zelma Russ, administrator, dean, CalWORKS/Career College
Reyes Quezada, faculty, Counseling
Diane Hunter, faculty, English
Joel Lamore, faculty, English
Mary Valdemar, classified, Child Development
Samuel Padilla, student

Standard II. Student Learning Programs and Services

A. Instructional Services

Kay Weiss, co-chair, administrator, dean, Humanities
Harwegen Kinde, administrator, dean, Mathematics
Gloriann Chavez, classified supervisor, Bookstore
Dawn Adler, faculty, Physical Education, Health and Athletics
Jan Pielke, faculty, Sociology
Terry Maul, faculty, Psychology
Cindy Parish, articulation/counselor, Student Services
Lori Blecka, faculty, Mathematics
Jack Jackson, faculty, Philosophy and Religion
Terry Conboy, classified, Library and Learning Resources
Ann Klein, classified, DSP&S

B. Student Services

Rebeccah Warren-Marlatt, co-chair, administrator, dean, Student Development
Nancy Davis, administrator, director, Financial Aid
Marco Cota, administrator, dean, Counseling and Matriculation
Denise Schaper, administrator, director, Student Life
Deann Rabon, faculty, coordinator STAR
Kathy Kafela, faculty, Career/Transfer
Sara Glasgow, classified, Student Activities/Campus Center Specialist
Diane Holmes, classified, DSP&S
Stan Corella, classified, Job Developer, Career Center

C. Library and Learning Resources

Ginny Evans-Perry, co-chair, faculty, Library
Margaret Dodds-Schumacher, faculty, Psychology, *deceased*
Marie Mestas, administrator, dean, Library and Learning Resources
Colleen Calderon, faculty, History
Christine Winter, faculty, Nursing
Romana Pires, faculty, Sociology
Patti Wall, faculty, Library
Sue Crebbin, faculty, Physical Education and Athletics

Standard III. Resources

A. Human Resources

Susan Bangasser, co-chair, administrator, dean, Science
Margaret Ortiz, administrator, dean, Business
Paula Ferri-Milligan, faculty, Writing Center
Joe Henn, faculty, Physical Science
Dena Murillo Peters, classified, Research, Planning and Development
Joy Hadnot, classified, Counseling and Matriculation
Cheryl Austin-Fisher, student

B. Physical Resources

Bill Rankin, co-chair, classified supervisor, Maintenance and Operations
Mike Perez, administrator, vice president, Administrative Services
Alicia Tuvida, faculty, Nursing
Stacey Meyer, faculty, Restaurant Management
Susan Shodahl, faculty, Psychology

C. Technology Resources

Rick Hrdlicka, co-chair, classified, Technology Support Specialist
Marilyn Johnson, administrator, dean, Nursing
Queen Hamilton, administrator, dean, Career and Technical Education
Bill Clarke, faculty, Machine Trades and Water Supply Technology
Kevin Kammer, faculty, Aeronautics
Reggie Metu, faculty, DSP&S
Stephanie Briggs, faculty, Mathematics
Mark Byrd, classified, Technology Support Specialist

D. Financial Resources

Odette Salvaggio, co-chair, faculty, Academic Advancement
Mike Perez, administrator, vice president, Administrative Services
Cory Schwartz, administrator, dean, Physical Education, Health and Athletics
Eloise Sifford, classified supervisor, Campus Business Office

Juliann Martin, faculty, Child Development
Girija Raghavan, classified, accountant, Title V Grant
Vivian Marquez, classified, Mathematics

Standard IV. Leadership and Governance

A. Decision-Making Roles and Processes
B. Board and Administrative Organization

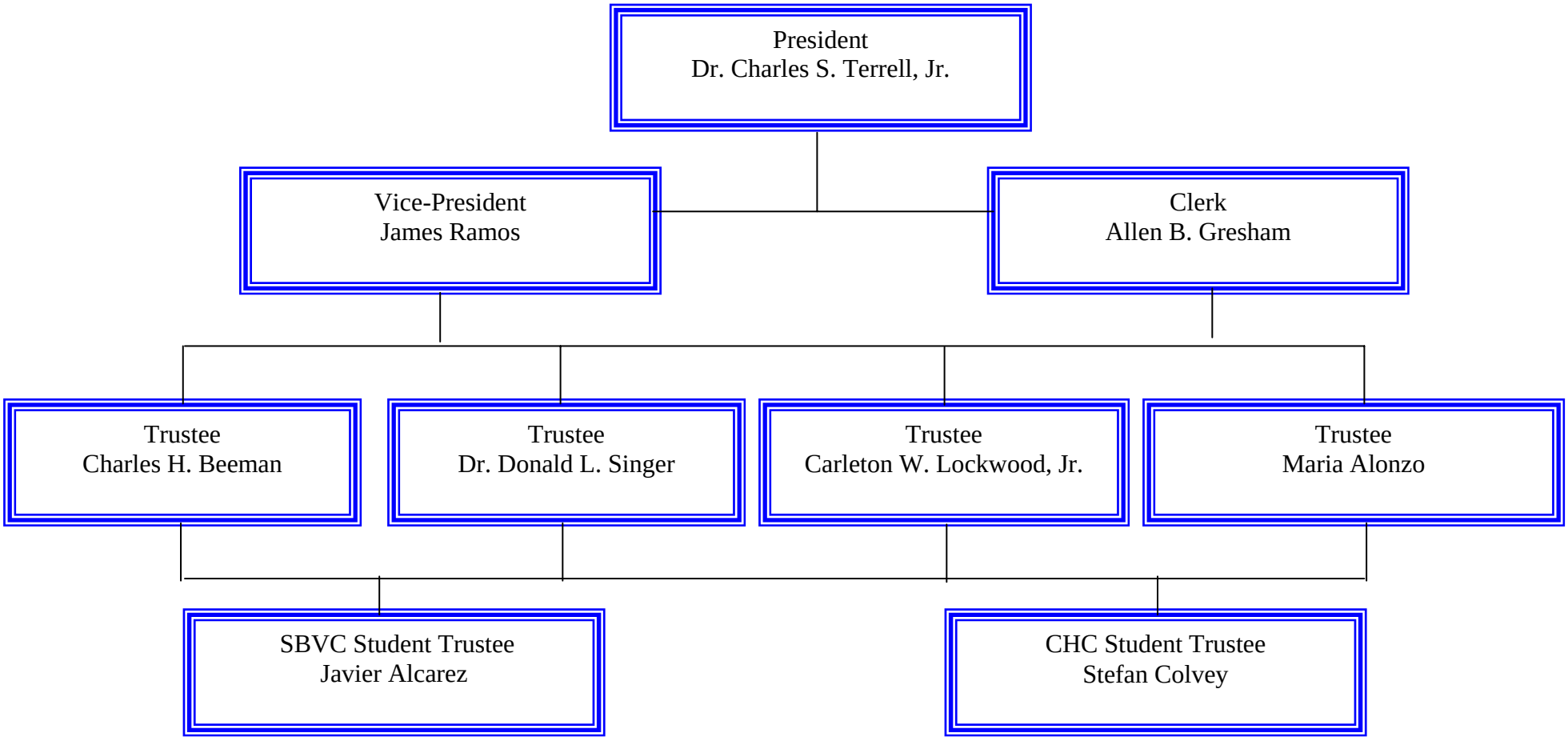
Diane Dusick, co-chair, faculty, Radio/Television and Film
Gloria Fisher, administrator, dean, Criminal Justice
Margaret Price, administrator, dean, Visual/Performing and Media Arts
Paul Rubalcaba, classified administrator, director, Community Relations and Resource Development
Greg Fife, classified supervisor, Maintenance/Grounds
Helena Johnson, administrator, director, Weekend/Evening College and Big Bear
Ralph Dennington, faculty, Refrigeration/Air Conditioning
Juan Zepeda, faculty, Counseling
Nori Sogomonian, faculty, Modern Languages
Celia Huston, faculty, Library
Ann Gibbons, faculty, Mathematics
James Robinson, faculty, Human Services
Barbara Nichols, classified, Child Development
Michelle Crocfer, classified, DSP&S and CSEA
Bonmoni Story, Student
A. J. Audet, Student

San Bernardino Valley College

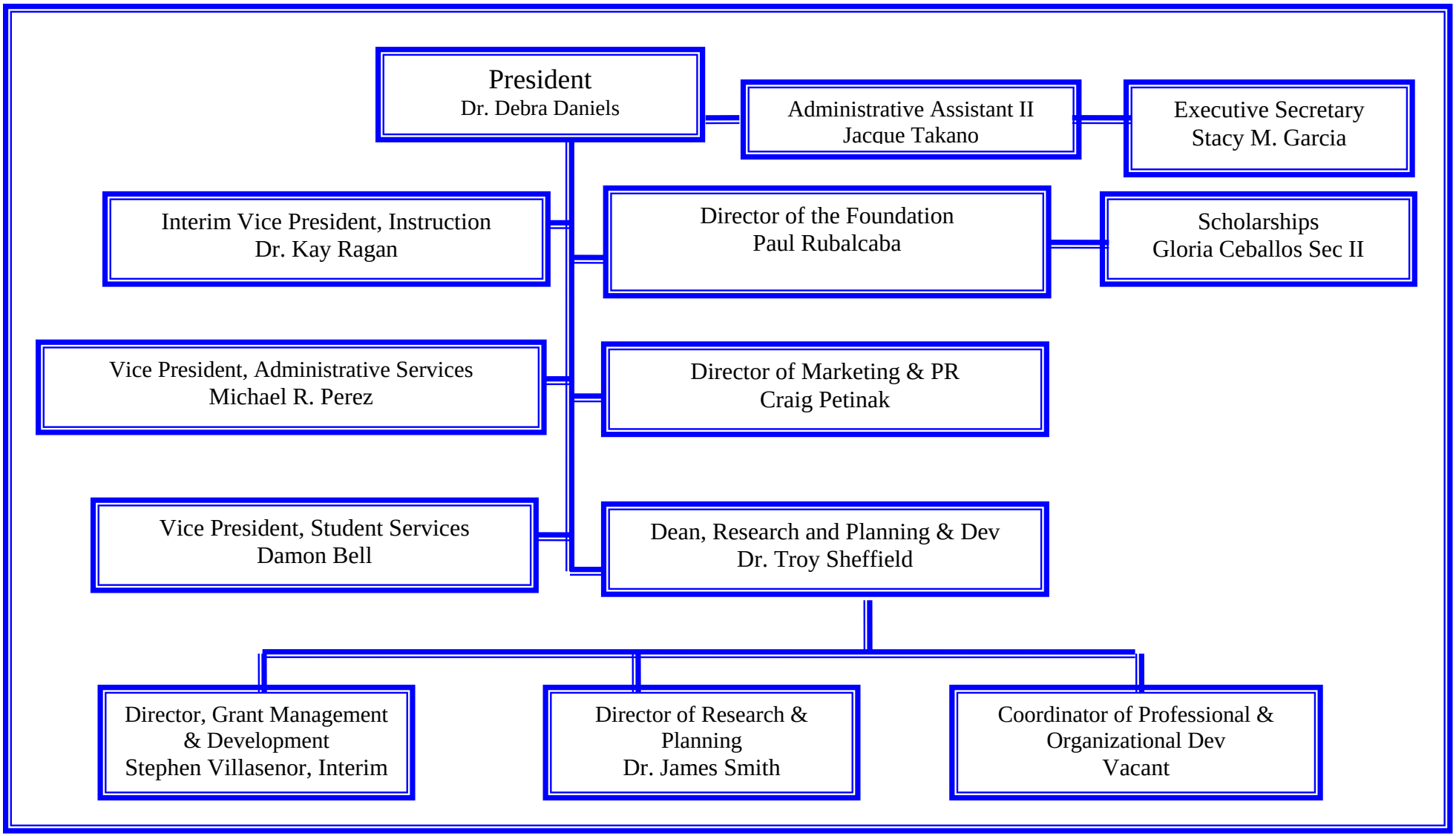
ORGANIZATIONAL STRUCTURE

SAN BERNARDINO VALLEY COLLEGE
Organizational Charts

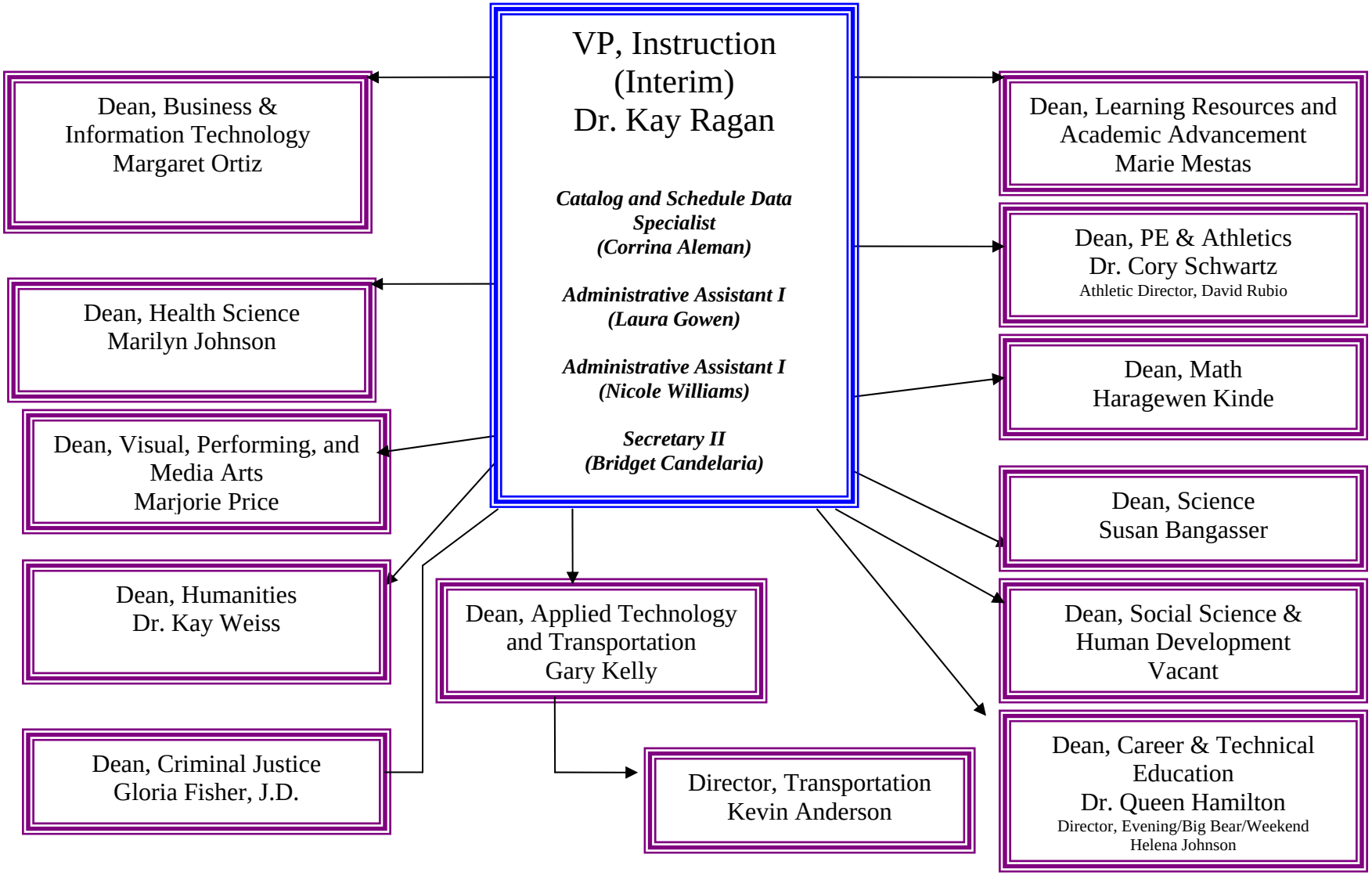
Board of Trustee Members



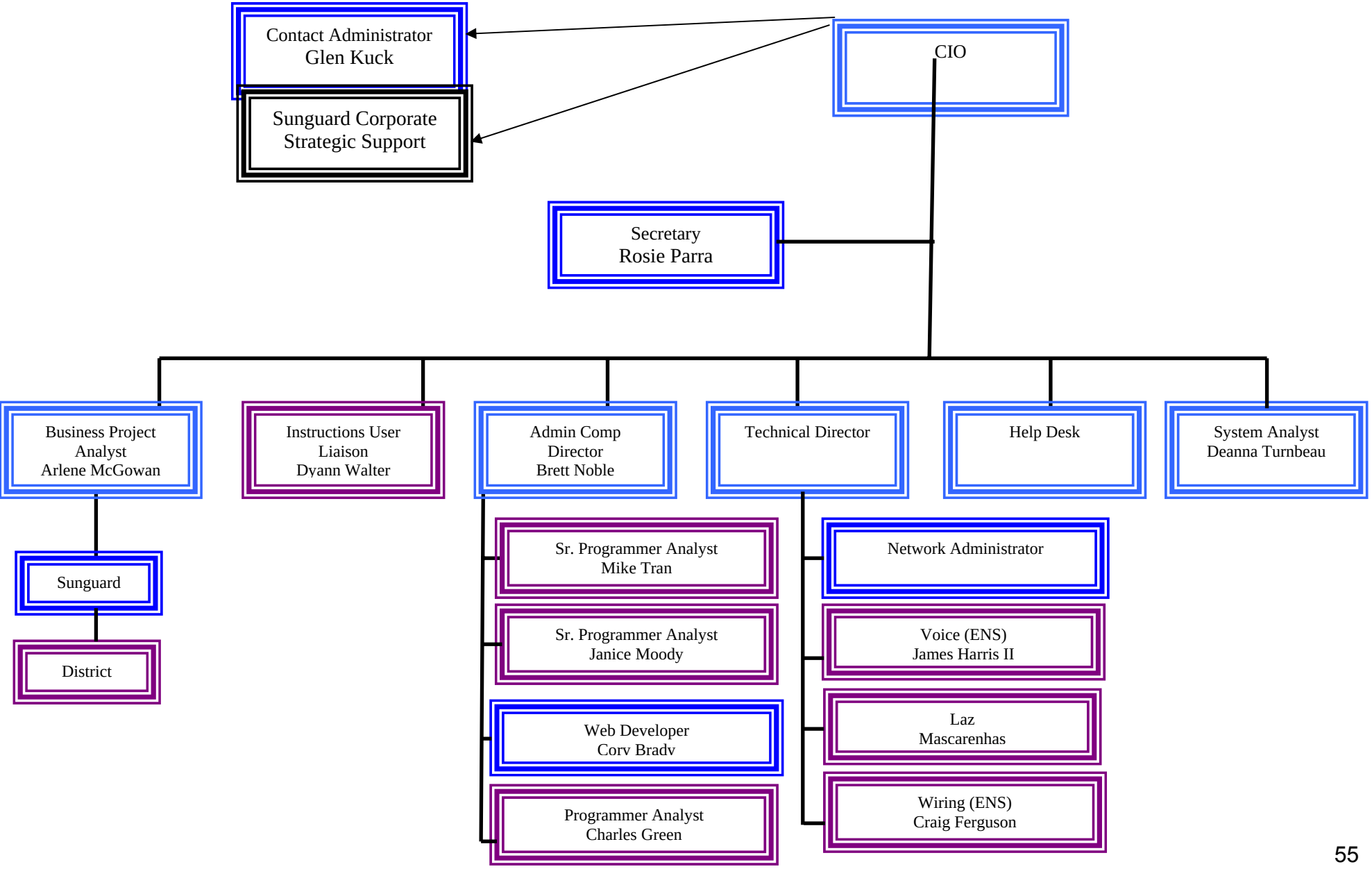
OFFICE OF THE PRESIDENT



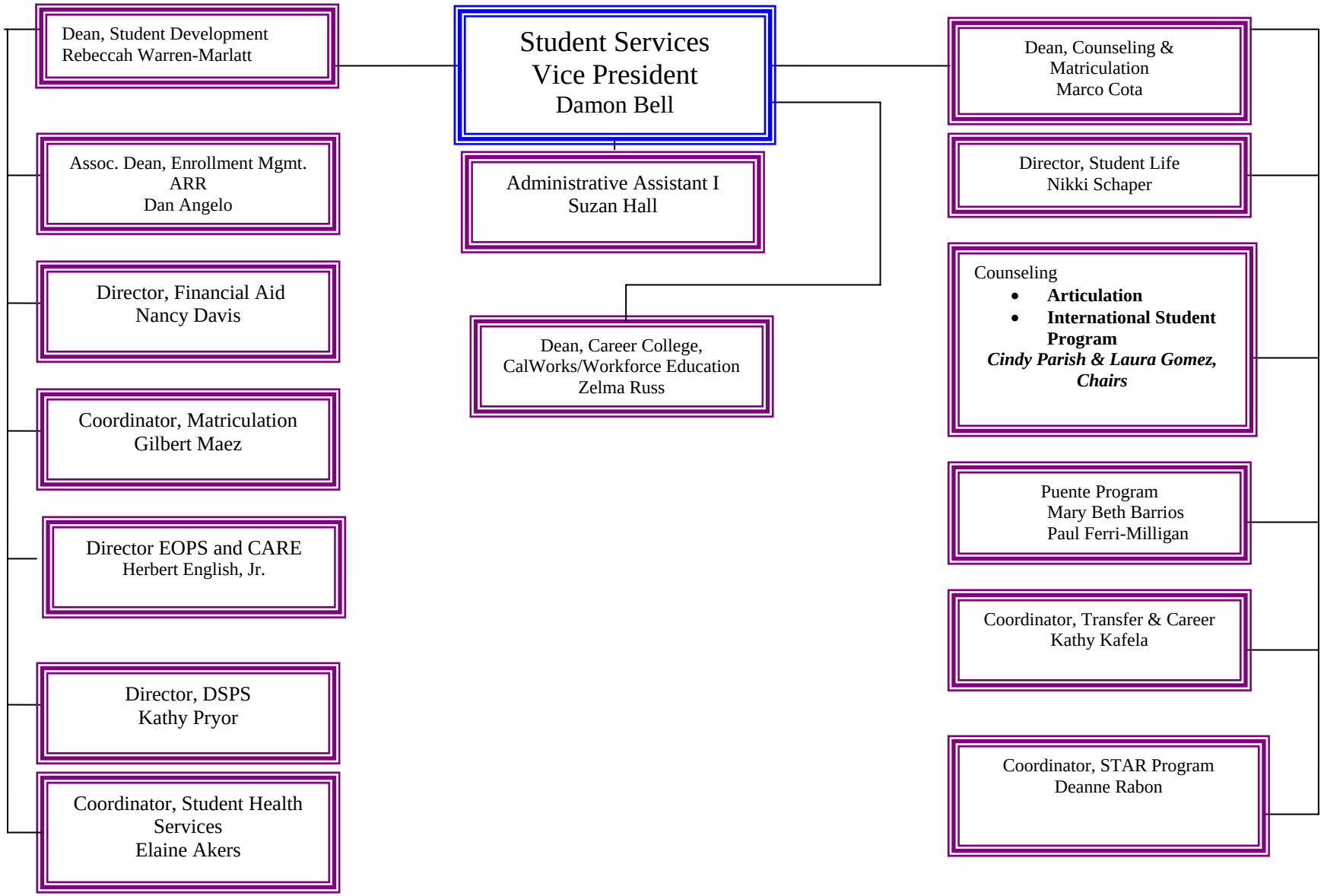
OFFICE OF INSTRUCTION



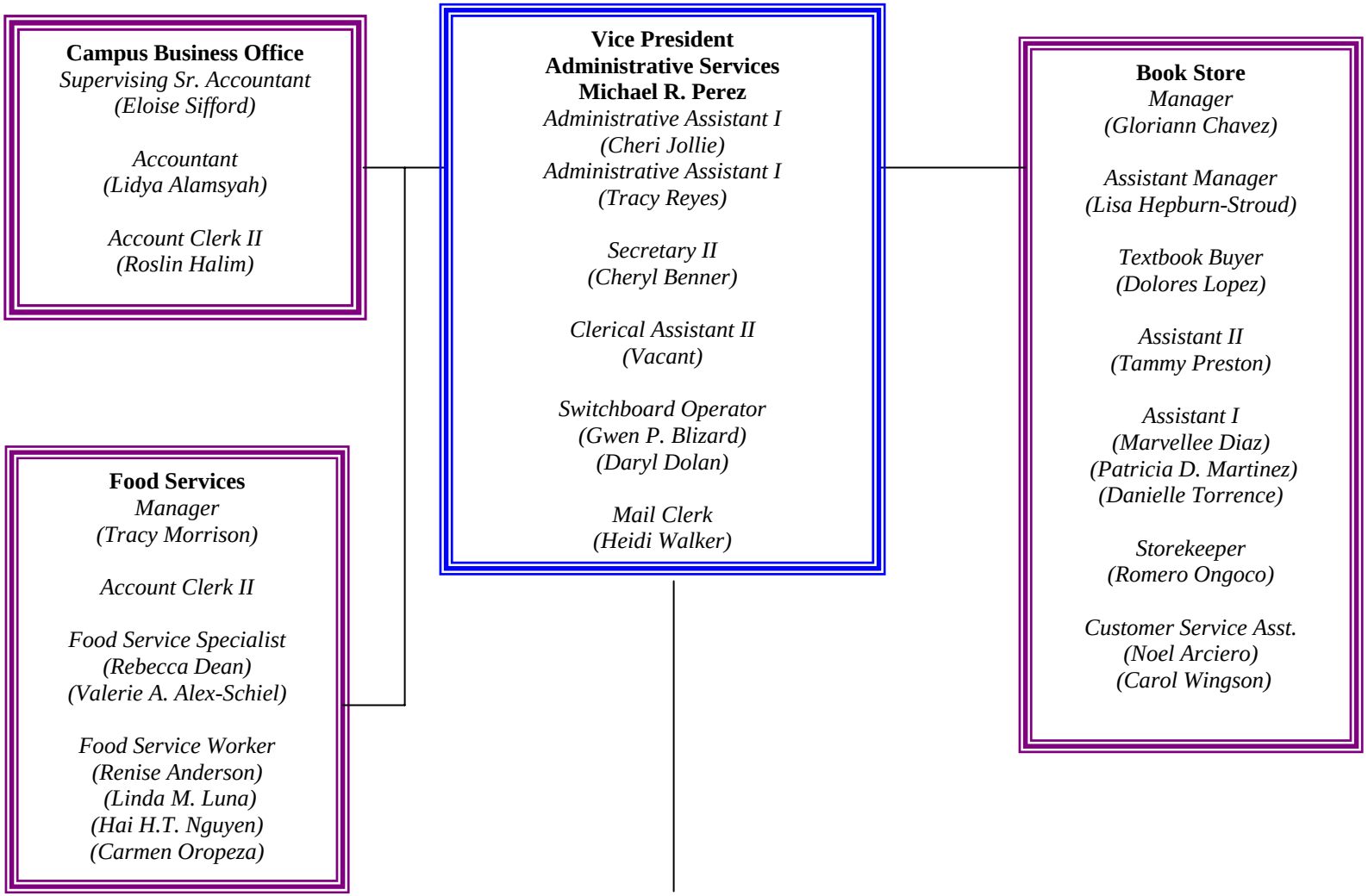
DISTRICT COMPUTING SERVICES



STUDENT SERVICES



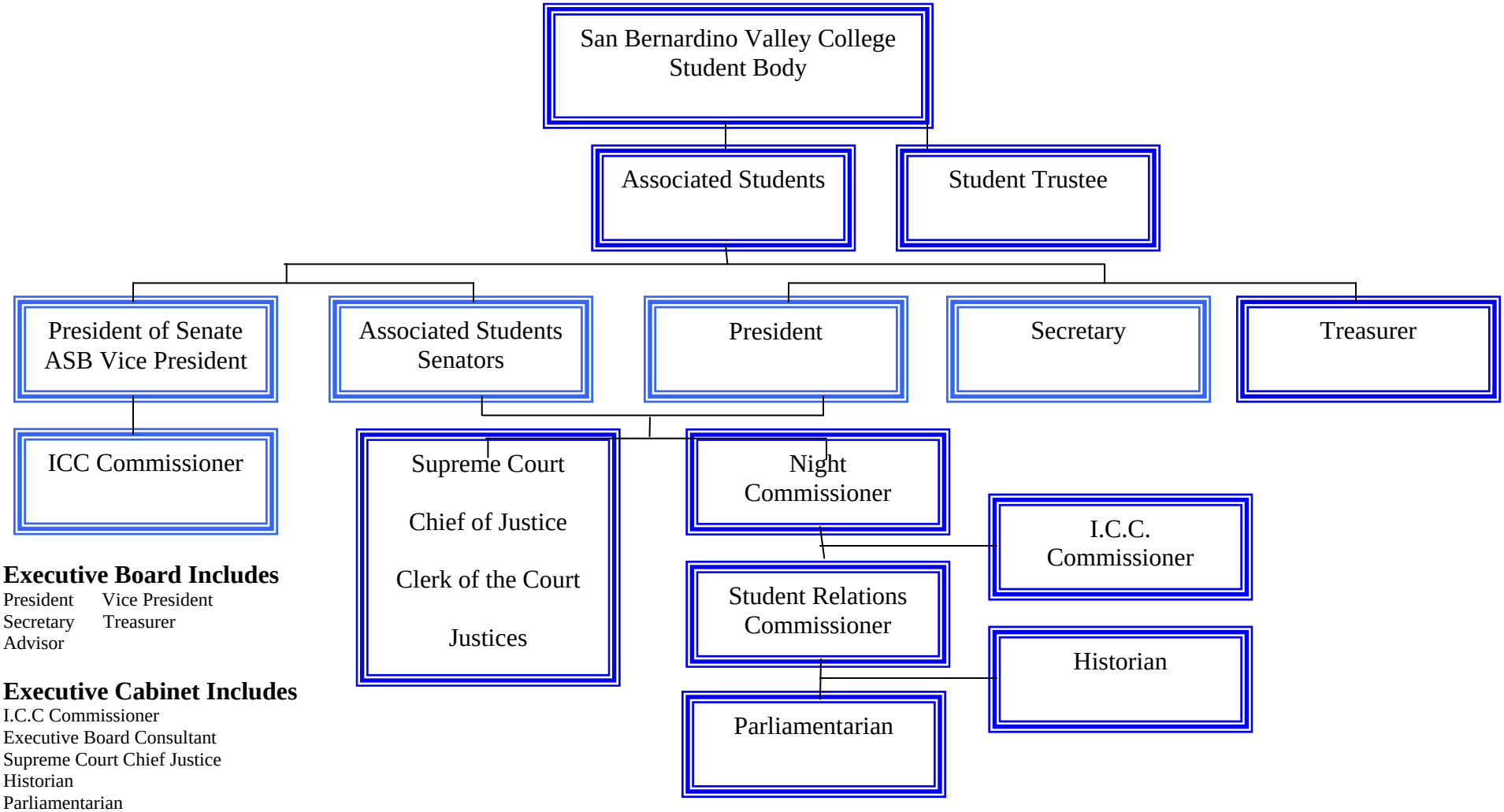
ADMINISTRATIVE SERVICES



ADMINISTRATIVE SERVICES
(Continued)

SBVC ASSOCIATED STUDENTS

Flow Chart



Executive Board Includes

President Vice President
Secretary Treasurer
Advisor

Executive Cabinet Includes

I.C.C Commissioner
Executive Board Consultant
Supreme Court Chief Justice
Historian
Parliamentarian
* Any appointees as deemed necessary by the President

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

ORGANIZATIONAL MAP OF FUNCTIONAL SERVICES

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ACCJC Visit October 2008

District-College Organizational Responsibilities

FUNCTIONS:

The model for assigning responsibility for functions in the San Bernardino Community College District is developed in Board Policy and Administrative Regulations. Most District functions are required by law; others provide for efficiency and effective coordination of effort. The colleges remain generally autonomous in providing educational programs, student support services, staff development, and most ancillary functions. The District/College functions are described below:

- Board Policy & Administrative Regulations (Board of Trustees) –The Board of Trustees is responsible for adopting policies and administrative regulations that govern all activities related to conducting the business of the District and its colleges. The Board invites thorough review of policies and regulations and considers the advice of whatever constituencies or individuals offer. For policies and regulations that affect academic and professional matters, the Board relies primarily on the advice of the Academic Senates; on matters defined as within the scope of bargaining interests, the Board follows the requirements and conventions of negotiations. The general public may comment at public board meetings on any policy consideration before the Board.

- Budget Development (Vice Chancellor Fiscal Services) – The Board of Trustees delegates budget development to the administration, the primary leadership of which is provided by the Vice Chancellor Fiscal Services. While the Board retains its fiduciary responsibility for fiscal oversight, the District Office is responsible for establishing and maintaining the budget. The process for budget development is established in a collaborative manner. The District office, under the authority of the Board of Trustees, determines the formula for the distribution of funds to the colleges and other District entities. Once these funds are distributed, the colleges are given autonomy for the expenditure of funds within the constraints of state and federal statute.

- Fiscal Oversight (Vice Chancellor Fiscal Services) –The District carries out the primary responsibility for administering policy and administrative regulations related to the expenditure of funds and has full audit compliance responsibility for these expenditures to the Board of Trustees. Once a budget is defined and approved by the Board, the colleges have autonomy in determining campus expenditures so that it can fulfill the campus mission. The District retains the right of audit and works with the campuses to ensure that revenue and expenditure management conforms to good accounting practices. The District provides for purchasing, accounting, contract management, payroll, liability coverage, and

coordination with the fiscal operations of the San Bernardino County Schools Office. Legal services to address liability issues are coordinated through this Vice Chancellor.

- Personnel Support (Vice Chancellor Human Resources) – The Board of Trustees has delegated most of the Human Resources responsibilities to the District administration. The functional responsibilities include negotiations, contract management, hiring procedures, workers' compensation, fringe benefits, and employee records. The Vice Chancellor of Human Resources serves as the chief negotiator representing the Board of Trustees. Policy development affecting personnel is coordinated through this office. Each campus and District entity has defined responsibilities for participating in hiring procedures, staff evaluation, and contract administration as it relates to supervisory responsibilities. Legal services related to personnel issues are coordinated through this Vice Chancellor.

- Facilities and Planning (Executive Director of Facilities and Planning) – The District has the responsibility for all District facilities. The Executive Director of Facilities and Planning coordinates contracts, leases, facilities planning, and construction. The District uses the collegial consultation process to provide constituent participation in the planning of any facilities. This District administrator coordinates with the college's Vice President of Administrative Services to address specific campus needs related to the facilities planning, construction or maintenance of facilities.

- Board Planning Input – The District administration works with the Board to set goals at that level. A committee of all constituencies, including community members, developed a list of Planning Imperatives in 2003 that were approved by the Board. These Planning Imperatives address the Institutional Mission. The Board reviews these Planning Imperatives annually and has reaffirmed them every year. In addition, study sessions are held regularly with the Board to garner input on a variety of college issues/projects.

- Centralized Computer Services and Support (Sungard) – The District outsources the management and certain programming, web, and technical functions to Sungard Higher Education Managed Services. This computer consulting and support organization provides the majority of the support for administrative computing, the phone system, the District's and colleges' websites, and network. Sungard provides support for instructional computing, particularly where the Internet is used. Each campus is responsible for the maintenance of computer equipment used by faculty and student labs. The Executive Director of Distributed Education & Technology Services is the District liaison and contract manager of the Sungard contract. The District Director of Computing Services (a Sungard position) reports to the Executive Director of Distributed Education and Technology Services. The staff in administrative computing is approximately 50 percent contract employees and 50 percent District employees.

- Public Radio and Television Station (KVCR President & General Manager) – The District operates KVCR Public Television and KVCR Public Radio serving most of San Bernardino and Riverside counties. This service provides the full spectrum of programs under the Public Broadcast System (PBS), National Public Radio (NPR), and Public Radio International (PRI). In addition, the station does some independent programming and provides the conduit for instructional telecourses that are used by approximately seven

community college districts with access to the transmission signal. The colleges develop courses and schedule classes using KVCR transmission.

- Distributed Education (Executive Director of Distributed Education & Technology Services) The District has a centralized distributed education (distance learning) operation which ensures that faculty at both colleges are provided with the support they need to offer high quality online instruction, telecourses and video-streaming To better ensure effective communication and coordination of distributed education related course offerings and technologies, the Executive Director of Distributed Education and Technology Services chairs a District-wide Distributed Education Coordination Council. This council identifies issues and needs and formalizes recommendations to the appropriate decision-making bodies. Each college curriculum committee assures that credit courses offered via distributed education meet the standards for all courses and are appropriate for distributed education.

- Professional Development Center (Executive Director, Division of Economic Development & Corporate Training) – Economic development is integral to the mission of the San Bernardino Community College District. Within this mission is a responsibility for workforce development that addresses the economic needs of communities within our service area. The District determined that the efforts to serve business, industry, and government in meeting their needs for training of incumbent workers or providing for just-in-time employment would best be facilitated by a central service center. The Professional Development Center (PDC) was opened in September of 2001 to meet this need. Since then, the Applied Technology Training Center has been added. As with Distributed Learning, a coordinating council meets regularly to ensure that all offerings are attributed to one of the two campuses. In addition, both colleges offer credit courses that contribute to the economic well-being of the community.

- Marketing and Public Relations (District Director of Marketing and Public Relations) – The District Director of Marketing and Public Relations communicates Board/Chancellor goals and accomplishments to internal and external audiences. In addition, the Director works with a coordinating council that has representatives from the two colleges, the PDC, and KVCR. This council defines those functions where cooperative marketing efforts will benefit the entities of the District. This activity also ensures that information about all offerings of the District are communicated to the public.

- Governmental Relations (Executive Director for Governmental Relations) – The District has substantial need to work with city, county, state, and federal agencies and representatives that interact with the needs of the District. This office was created to provide for that liaison and works directly with the Chancellor to build partnerships, guide legislative and grant proposals, and maintain relations with these agencies. Direct assistance has been given to the campuses in supporting specific initiatives to improve facilities or enhance instructional programs. Each college maintains liaison with local city and county services within its service area.

MEANS FOR AFFECTING DECISION-MAKING

- District Assembly – The District created the District Assembly to serve as a vehicle for collegial consultation with the constituent groups of the colleges and District. Each constituent group elects representatives to the Assembly. The Assembly elects officers and a faculty member chairs the Assembly. The Chancellor is an ex-officio member of the Assembly. The Executive Committee of the District Assembly determines its own agenda and in most cases this group initiates issues of policy discussion. The Assembly acts on recommendation through committee reports. Once policy discussions are completed, proposals go back to the constituent groups. When policies and administrative regulations relate to academic and professional matters, each academic senate provides recommendations to which the Board, through its Chancellor, responds.

- Chancellor's Cabinet – The presidents, the vice chancellors, the District Director of Marketing, the General Manager of KVCR, and the Chancellor make up the Chancellor's Cabinet. This body reviews the Board agenda, general administrative issues, and policy development from an administrative perspective.

- Collegiate Cabinet – The Collegiate Cabinet is composed of the members of the Chancellor's Cabinet and the vice presidents of the colleges. In addition, the Business Manager, the Assistant to the Chancellor for Governmental Relations, the Executive Director for Facilities and Planning, the Executive Director for Distributed Education & Technology Services, the Sungard Manager, and the college Institutional Researchers are members of this group. The Collegiate Cabinet addresses administrative issues that need to be discussed among the colleges, and generally, this forum is used to share administrative input on policy and administrative regulations.

- Public Board Meetings – The San Bernardino CCD Board of Trustees meets at least once each month. Six study sessions on specific issues are scheduled between September and May. One study session is dedicated to establishing goals for the year and conducting the Board evaluation. Members of the public and constituent groups of the District can speak to agenda items or present other topics. The Board establishes and reviews all Board policies and performs other Board functions as required by statute.

- College Collegial Consultation Process – The self-study defines the collegial consultation process on the campuses. This process establishes planning, budget development, academic and professional standards, and other functions as established under AB 1725. The colleges have slightly different structures to address campus issues or to respond to District policy issues.

The next part of this document provides a map by ACCJC Standard to identify functions that are assigned to the District and functions that are assigned to the colleges. This should clarify for the visiting teams the level of responsibility for the District and the colleges.

STANDARD ONE: INSTITUTIONAL MISSION & EFFECTIVENESS

The Board of Trustees has the responsibility for establishing and reviewing the institutional mission of the district and its colleges. Mission statements have been adopted by the Board of Trustees and are reviewed on a regular basis. San Bernardino Community College District (SBCCD) is a multi-college district and works to establish and maintain autonomy for each college within the scope of statute and practical oversight of institutional responsibilities.

A. Mission

District – A mission statement has been approved for the district that is expanded beyond the college mission statements to include the district-owned public broadcasting station. The review of the district mission is the responsibility of the chancellor through consultation. Discussion about district concerns is initiated through the District Assembly. The board supports policy to adopt a separate mission statement for each college.

Colleges – Each college develops its own mission statement through consultation with the campus constituency, and forwards the final document to the Board of Trustees for adoption. The presidents of the colleges have the responsibility to coordinate periodic reviews of the college mission statement and forward changes to the district for board adoption.

B. Improving Institutional Effectiveness

The board reviews progress toward institutional effectiveness as part of the annual planning process. The district coordinates specific tasks to support the colleges in their individual strategic planning process.

- Environmental Scan – The district completed an environmental scan of the service area in December 2005. This document will be used to establish district goals for the next three years before it is renewed.
- District Facilities Master Plan – The district coordinates the completion of a SBCCD Facilities Master Plan. This is developed in consultation with the campuses, but is maintained by district Facilities. The plan is updated annually.
- District Strategic Technology Plan – A three-year strategic technology plan is currently being developed. SBVC already has its third Strategic Technology Plan.
- Annual Report on Goals – The chancellor and the director of Marketing and Public Relations prepare an annual report that identifies progress on the goals established by the district. This information is shared with the colleges and the community.

Colleges – The colleges will interpret and expand on the goals of the district and their own mission statements to define an Educational Master Plan for the institution. It is intent of the board that the colleges address the annual goals. The colleges will complete this process through the campus committee structure.

- College Educational Master Plan – A short-term planning process is defined for each campus, and it is intended that budget expenditures will emanate from this plan. In addition, the colleges participate with the district in developing key components in what will eventually be a college master plan.

- Planning/Program Review Committee – This structure is different on each campus, but a process is developed to ensure that the constituencies have a voice in the budget expenditures on campus.
- Institutional Research – Each campus has an institutional researcher position on the staff. This position has specific responsibility to assist the campus in accounting for student success.

Institutional Research

District – The district reports on institutional research in several ways:

- Management Data System – The district coordinates management, student information, and other systems used to warehouse student data, financial data, employee data, and other information needed to carry out research.
- Coordinates State Reporting – The district coordinates all state reporting requirements and works with the campuses to ensure the accuracy of the reported data.
- Reporting to the Board of Trustees – The administration uses annual reports and data collected from the campus institutional researchers to inform the board about institutional effectiveness.

Colleges – The colleges are involved in institutional research in a more direct manner:

- Data Entry Responsibility – Each campus has the responsibility of entering student data and financial data and assisting with personnel transactions.
- Coordinate Institutional Research – The Office of Research and Planning at the colleges coordinates institutional research and ensures that statutory institutional activities are carried out. These offices play an integral role in the development of college institutional planning and program review.

Institutional Planning

District – The District supports the colleges in their individual strategic planning process by providing the following resources:

- Environmental Scan – The District completed an environmental scan of the service area in December 2005. This document will be used to establish District goals for the next three years before it is renewed.
- District Strategic Technology Plan – A three year Strategic Technology Plans is currently being developed by both colleges and the District. It is anticipated that all three plans will be forwarded to the Board of Trustees for approval in July of 2007.
- Annual Report on Goals – The Chancellor and the Director of Marketing and Public Relations prepare an annual report that identifies progress on the goals established by the District. This information is shared with the colleges and the community.
- Colleges – The colleges interpret and expand on the goals of the District and their own mission statements to define an Educational Master Plan for the institution. It is intent of the Board that

STANDARD TWO: STUDENT LEARNING PROGRAMS & SERVICES

A. Instructional Programs

The Board of Trustees has the responsibility for course and program approval for the offerings of the two colleges. A decentralized model has been developed for instructional management whereby the campuses have the primary responsibility for instructional programs. There are some district support systems in place to assist the colleges in coordinating specific instructional activities in the service area. These activities include the following areas:

Course and Program Approval

District – The district has no active role in the approval of courses and educational programs of the colleges beyond board review and approval of new courses and programs, revisions, and deletions.

Colleges – The colleges use the campus Curriculum Committee to process course and program approval and to review instructional content. These councils are under the control of the Academic Senates of the campuses. A review process for course and program approval is in place between the Academic Senates.

VTEA Programs

District – The district coordinates the development of the annual plan and grant proposal to qualify for these categorical funds. Support is also given to completing the state and federal report and filing the claim.

Colleges – The colleges have the responsibility for developing, managing, and evaluating the occupational program offerings. They assist the district personnel in the collection of data, and filing of reports. Course and program approval processes are a campus responsibility.

Distributed Education

The district has grouped distance education, telecourse/video streaming, and instructional technology under the umbrella of distributed education. The Strategic Technology Plan identifies some of the activities for the campuses and the district. Based on needs for distributed education, the functions can be identified below.

District – The district centralized the distributed education coordinating activities under the executive director of Distributed Education & Technology Services, who chairs the Distributed Education Coordinating Council. This council has representation from the two campuses, KVCR, the Professional Development Center, and Sungard. It defines the district activities and ensures that course and program content and responsibility remain under the control of the two colleges. Other district functions are listed below.

- KVCR Telecourses – The telecourse offerings of the colleges are broadcast by KVCR. The offerings and the schedule of classes are the responsibility of the executive director of Distributed Education & Technology Services.

- District Computing Services – Sungard Higher Education Managed Services has been contracted for the management of core administrative computing services of the District. This organization maintains the district's infrastructure, including phone systems, the network and provides a variety of additional services including programming, web-services, remote monitoring, student help-desk, etc.
- Staff Training – The executive director of Distributed Education & Technology Services coordinates the staff training opportunities available to staff who want to participate in the distributed education environment.

Colleges – The college functions are listed below:

- Course and Program Development – This responsibility remains with the campus. Some technical assistance can be provided through KVCR, Sungard, or the Executive Director of Distributed Education & Technology Services.
- Instructional Design Support – The campuses have staff to assist in the technical aspects of instructional design as it relates to distributed education.
- Management of Instructional Staff – The coordination of faculty and staff to deliver instruction in any modality remains a responsibility of the colleges.

Economic Development

The district oversees the Professional Development Center (PDC), which provides workforce development programs. There are opportunities for joint participation by the colleges. The district has thus centralized its economic development activities and employed an executive director of Economic and Workforce Development. The PDC recently opened a new adjacent facility, the Applied Technologies Training Center. To maintain the academic integrity of the instructional programs of the two colleges, the center operates under a District Coordinating Council with membership from the center staff and the two colleges.

All offerings of the PDC are offered in the not-for-credit, fee-based, mode so the PDC is self-supporting. One of the functions of the center is to assist the colleges in the development of new occupational programs. The district and college functions are identified below:

District –

- Manage the program offerings of the Professional Development Center.
- Provide for coordination of economic development participation with the various agencies in the district service area.
- Assist in identifying emerging occupational programs.
- Seek funding for economic development activities.

Colleges –

- Participate in the PDC Coordinating Council.
- Operate credit and not-for-credit classes that are linked to economic development activities.
- Provide workforce development offerings within the credit program that support employment needs of the community.

B. Student Support Services

The district has little direct involvement in student support and development. Necessary policy and administrative regulations are developed at the district, and financial support is provided to the colleges in the operation of financial aid and grants programs. The district provides for the central coordination and maintenance of the student data in the management information system (MIS).

Setting Policy on Student Support and Development

District – Policy and administrative regulations are initiated, monitored, and reviewed using the collegial consultation committees of the district and the colleges.

Colleges – The colleges are responsible for implementing the policy and administrative regulations and participate in any review.

Financial Aid

District – The district fiscal services office is responsible for coordinating student payments under the financial aid programs of the two colleges. In addition to providing for fiscal oversight, the District also coordinates the audit functions related to these programs.

Colleges – The colleges manage the financial aid programs on the campus and have direct responsibility for the day-to-day operation and student service.

Student Records and Management Information Systems

District – The district provides for the central coordination of student records and the management information system (MIS). This program is managed under the service contract with Sungard Higher Education Managed Services. The district also coordinates the state-reporting element of this information.

Colleges – The colleges have the responsibility to enter student data into the data system. The staff also works with Sungard Higher Education Managed Services to validate the accuracy of data that are being reported to the state.

C. Library and Learning Support Services

District – The district has the following functions related to information and learning resources:

- Management Information System – The District is responsible for maintaining MIS, providing in-service for using MIS, and maintaining licenses to operate the system.

Maintaining the Network – Sungard maintains the network system of the district

Colleges – The colleges carry out the day-to-day management of learning resources and systems, which interface with the instructional programs. The college functions include the following:

- Operating and managing of learning resources on the campus.
- Maintaining laboratory equipment related to instructional programs.
- Monitoring the learning setting of the colleges.
- Maintaining intra-network systems.

STANDARD THREE: RESOURCES

A. Human Resources

The district's Board of Trustees has the responsibility for establishing policy and administrative regulations and delegates to the administration responsibility to manage policy. Specific district and college functions related to faculty and staff are listed below:

District –

- Collective Bargaining – The district and the Board of Trustees have the primary responsibility for collective bargaining activities with the two units that represent employees. The Office of Human Resources manages these functions. The vice chancellor of Human Resources serves as the chief negotiator for the Board of Trustees. The district is responsible for providing leadership to the management of the collective bargaining agreements.
- Hiring Procedures – The policy and management of the policy is the responsibility of the district. All personnel records are maintained at the district, and the district is responsible for records management and board actions related to personnel. This office is also responsible for the development of the District Diversity Plan.
- Evaluation – The district is responsible for the contract language for evaluating unit members, and works with the colleges to resolve grievances and provide for employee discipline and terminations when necessary. The district maintains all official records and handles litigation.
- Staff Development – The district has responsibility for coordinating the diversity staff development funds. Leadership will be given to management staff development particularly as it relates to management of the collective bargaining agreements.

Colleges –

- Collective Bargaining – The colleges have responsibility for providing on-campus management of the contract and assisting the Office of Human Resources in meeting contract requirements. Generally, the first level of a grievance will be handled at the colleges.
- Hiring procedures – The colleges are responsible for determining staffing needs, initiating searches through the district, and managing the interview process with the assistance of the district. The hiring policy provides for appropriate staff participation in the selection process.

- Evaluation – Evaluation schedules are determined by contract language, but the day-to-day management of staff evaluation falls to the academic and classified management of the district.
- Staff Development – The colleges provide for staff development functions for college personnel. The structure and funding of staff development is operated within the guidelines and resources provided by the state and the district for this purpose.

B. Physical Resources

The district is responsible for developing, maintaining, and operating all district facilities. These functions fall under the executive director of Facilities and Planning. The specific functions coordinated by the district and the colleges include the following:

District –

- Maintaining Physical Facilities – The maintenance of contracts on facilities falls to the district. This office provides for the maintenance of all facilities that are not part of the two campuses. Assistance is given to the campuses where contract services are required.
- Scheduled Maintenance and Construction – The district coordinates scheduled maintenance with the campuses and the state chancellor's office. New construction is identified in the District Facilities Master Plan, and the district coordinates approved construction with the chancellor's office and the colleges.
- Planning for New Facilities – Planning for new facilities is coordinated by the district and is completed with the assistance of a facilities consultant. The Five-Year Facilities Master Plan is updated annually. Due to the passage of Proposition 39, the District is also coordinating bond activities to address facilities needs within the community.

Colleges –

- Maintaining Physical Facilities – Each campus is responsible for determining the maintenance needs of the campus and supervising maintenance. Contract services needed to meet maintenance needs are coordinated by the district.
- Scheduled Maintenance and Construction – Once the Board of Trustees or the state has approved new construction or scheduled maintenance, the campus administration will oversee the campus coordination of these activities.
- Planning for new Facilities – The colleges uses the collegial consultation process on the campuses to provide for input into the planning for new facilities. This planning process continues until such time as the project begins construction.

C. Technology Resources

The District is responsible for developing, maintaining, and operating all district technology. These functions fall under the executive director of Distributed Education and Technology Services. The specific functions coordinated by the district and the colleges include the following:

District –

- Management Information System – The administrative management information system is a district responsibility. The base system is managed under a contract service with Sungard.

Colleges –

- Management Information System – While the district has responsibility for maintaining the MIS database, the colleges have responsibility for data input related to college operation.

D. Financial Resources

The Board of Trustees delegates budget development to the district administration, with primary leadership provided by the vice chancellor, Fiscal Services. The board retains its fiduciary responsibility for fiscal oversight. The district retains the management right to establish and maintain the budget. However, in the spirit of collegial consultation, the process for budget development is established in a collaborative manner. The district, under the authority of the Board of Trustees, determines the formula for the distribution of funds to the colleges and other district entities. Once these funds are distributed, the colleges are given autonomy for the expenditure of funds within the constraints of state and federal statute. The specific functions carried out by the district and the colleges are listed below:

District –

- Financial Planning – The district manages the process of fiscal planning and provides for the policy, administrative regulations, and the formula for funding distribution. A District Budget Committee provides for collegial consultation regarding the process for budget development and management.
- Internal and External Audit Procedures –The district manages all audit functions of the district programs and services. There is an annual audit completed by an external auditing firm. The district also has an internal audit function for the district staff and the colleges to ensure that appropriate accounting practices are followed.
- Financial Stability – Fiscal stability is the responsibility of the Board of Trustees. The board delegates this function to the chancellor and the vice chancellor of Fiscal Services. All required reports to carry out this function are included in the monthly board meeting agenda.

Colleges –

- Financial Planning – The colleges are provided with the autonomy to develop the college budget once the formula for funding distribution has been determined for a specific year. The campuses complete their budget planning process based on their mission, goals and program-review procedures. The process for completing this function may vary between the two colleges.

- Internal and External Audit Procedures – Each college is responsible for maintaining campus records and supporting the audit process both in the internal and external process.
- Financial Stability – The college presidents carry out the responsibility of oversight of the campus budget and assist the district to ensure financial stability.

STANDARD FOUR: LEADERSHIP & GOVERNANCE

A. Decision-Making Roles and Processes

The Board of Trustees is responsible for adopting policies and administrative regulations that govern all activities related to conducting the business of the District and its colleges. The board invites thorough review of policies and regulations and considers the advice of whatever constituencies or individuals offer such. For policies and regulations that affect academic and professional matters, the board relies primarily on the advice of the academic senates; on matters defined as within the scope of bargaining interests, the Board follows the requirements and conventions of negotiations. The general public may comment at public board meetings on any policy consideration before the board. Specific functions related to governance and administration for the district and the colleges are listed below:

District –

- Governing Board – All functions and responsibilities related to policy setting, quality of the educational program, and fiscal responsibilities belong to the Board of Trustees. The board has delegated the management of these functions to the chancellor and the administration. The Board of Trustees provides for collegial consultation in carrying out these functions.
- Institutional Planning – The Board of Trustees has the responsibility for setting the direction of college programs and offerings. Support is given to institutional planning, and the Board of Trustees approves the missions and goals of the individual colleges. The board has set broad educational goals as determined in an environmental scan of the district service area.
- Resource Allocation – The district administration has delegated the authority to establish resource allocation to the campuses by the Board of Trustees. A District Budget Committee is in place to provide for collegial consultation in reviewing the process for establishing resource allocation to the campuses.
- Operational Responsibilities – The Board of Trustees has delegated the determination for operational responsibilities to the chancellor. The delegation of operational responsibilities has been enumerated above.

Colleges –

- Campus Governance Process –Each college has a responsibility to establish a collegial consultation process and committee structure to coordinate district policy with college procedures. The structure for collegial consultation on the campus is identified in the college self-study.

- Institutional Planning – The colleges have a specific role in institutional planning as it relates to the missions and goals of the college. This responsibility is carried out through program review, budget planning, and other activities that measure student accomplishment and assist the campus in setting its direction for the future.
- Resource Allocation – The colleges have local autonomy to manage the campus budget once the allocation formula has been determined. A campus planning committee or a program review process is used that links the budget expenditures to the missions and goals of the college.
- Operational Responsibilities – The Board of Trustees has delegated the determination for operational responsibilities to the chancellor. The delegation of operational responsibilities has been enumerated above.

Academic Freedom

District – The district has adopted board policy 4030 on academic freedom that is consistent with the ACCJC Standards and faculty standards. The district maintains the policy and is responsible for processing complaints about the policy.

Colleges – Colleges attempt to resolve problems regarding academic freedom when possible.

Publications

District – The district provides support to publications in the following areas:

- District Print Shop – Printing is a centralized service operated by the district.
- District Marketing Committee – The committee, chaired by the district director of Marketing and Public Relations, plans district-wide publications and marketing campaigns.
- Catalogs and Class Schedules –The Collegiate Cabinet addresses concerns about consistency and compliance with statute as it relates to college documents.

Colleges – The colleges perform the responsibilities listed below:

- Developing College Publications – Publications providing information about college programs are developed on the campuses. The content of the catalog and class schedule is a campus responsibility.
- Campus Public Relations – The marketing and public relations activities for the campus are a function of the President's Office and are carried out by the college's director of Marketing.

Review of Institutional Policy

District – The Board of Trustees is primarily responsible for the review of policies and administrative regulations. The administration carries out regular review of policies and regulations through input from all constituents and the general community. The district processes these changes through one or more of the groups listed below:

- Academic Senates & District Assembly
- Chancellor's Cabinet
- Collegiate Cabinet
- Board of Trustees
- Bargaining units

Colleges – The colleges may recommend policy or administrative regulation change or use one of the following committees or groups to participate in the development or review of policy:

- President's Cabinet
- Management Team
- Academic Senate
- Classified Senate

ELIGIBILITY REQUIREMENTS

Eligibility Requirements for Accreditation

1. Authority

San Bernardino Valley College is a public two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges and the Board of Trustees of the San Bernardino Community College District.

San Bernardino Valley College 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.

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

2. Mission

The Board of Trustees publicly affirms the college's educational mission statement and reviews and updates it regularly. The mission statement appears in all significant documents of the college—strategic plan, schedule or classes, and is published in the official college catalog. It is also on the college's website.

3. Governing Board

The seven member Board of Trustees for the San Bernardino Community College District is an independent policy making body, which is responsible for seeing that the two colleges (San Bernardino Valley College and Crafton Hills College) implement their stated missions.

4. Chief Executive Officer

Dr. Debra Daniels has been SBVC's college president since her appointment by the Board of Trustees in 2007. Her full-time responsibility is to serve as the chief executive officer of the college. She is given the authority to administer board policies. She does not serve on the district governing board.

5. Administrative Capacity

SBVC has 37 administrators, including the president, vice presidents, deans, an associate dean, and classified supervisors. They were hired through a competitive, open process which included hiring committees and a representative from the District's Human Resources office. Administrators meet frequently with the president at the monthly Management Roundtable or in other committees and venues.

6. Operational Status

San Bernardino Valley College is a comprehensive college that meets the educational needs of the 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. The college has been in continuous operation since 1926.

7. Degrees

The college offers programs leading to 53 AA and AS degrees, 87 certificates. Courses satisfy the requirements for either majors or general education.

8. Educational Programs

The college considers student demand and need in determining the degree and certificate programs as well as course objectives, University of California (UC) and California State University (CSU) requirement, and/or recommendations from advisory committees related to the needs of businesses and industry. Curriculum review, program review, student learning outcomes, and faculty evaluation contribute to courses that are of high quality and rigor.

9. Academic Credit

Academic credit is given in semester units based on the Carnegie unit value (CUV) system and Title 5 minimum standards. One credit hour of work is equivalent to one hour of lecture, two hours of laboratory with homework, or three hours of laboratory without homework per week based on a term of 18 weeks.

10. Student Learning and Achievement

The college developed collegewide SLOs, referred to as core competencies, in fall 2004. The core competencies are available on the college's website. The Student Services division has identified SLOs for all its departments and has processes in place for assessing outcomes. Almost all (98%) of the academic departments have SLOs developed for programs and courses. In addition, all departments have assessed at least one or more SLOs and are engaged in a cycle of assessment for remaining SLOs. Executive summaries for progress on assessment of SLOs were submitted to the vice president of Instruction at the end of the spring 2008 term.

Faculty are currently working to establish appropriate assessment methodologies and rubrics. First SLOs were assessed in fall, 2007. Faculty are regularly meeting within their divisions to discuss results and recommendations. Faculty are developing assessment strategies and rubrics and have begun the processes of evaluation cycles which include assessment, identification of issues, trends, and gaps, dialog on student learning, and assessment improvement strategies. All departments were asked to have

one SLO assessed by December 2007, and to have incorporated dialog about the results and outcomes of the assessment by the end of the spring semester, 2008. Deans provided the vice president of Instruction with executive summaries of progress on student learning outcomes and assessment in May 2008.

As a part of its process new course and program SLOs must be included before the Curriculum Committee will evaluate and make recommendations. eLumen software was purchased to track, communicate, and demonstrate progress on the achievement of SLOs and assessment.

11. General Education

All academic and vocational degree programs include a general education breadth requirement. There are three pathways to the AA/AS degree. The California State University (CSU) General Education (GE) breadth and Intersegmental General Education and Transfer Curriculum (IGETC) are the most common; however, a third option for SBVC graduation includes more locally identified needs for GE. Currently, course objectives are considered in recommendations for inclusion in college GE requirements as these are reviewed by transfer institutions. Student learning outcomes are considered only as they relate to the course objectives.

The core competencies which were developed more than four years ago reflect the general education goals of San Bernardino Valley College and the expectations held of all students graduating from SBVC with a degree or certificate. Determination of whether courses meet requirements of GE, and in which areas, are determined by faculty serving on the Curriculum Committee upon the recommendation of the departmental faculty. Departments have indicated which core competencies are emphasized in their courses. Students receiving degrees and certificates have had exposure, through their courses to each of the core competencies. Successful course completion in those courses leading to a degree or certificate provides one level of evidence of attainment of those core competencies.

The college is compliant with Title 5 Sections 55061: Philosophy and Criteria for Associate Degree and General Education, 55062: Types of Courses Appropriate to the Associate Degree and 55063: Minimum Requirements for the Associate Degree set standards and criteria for courses, degrees, and general education.

12. Academic Freedom

The California Teacher's Association (CTA) contract with the San Bernardino Community College District has a policy on academic freedom (see Article 6). A policy on academic freedom is also found in BP 4030.

13. Faculty

SBVC employs 172 full-time faculty and 376 part time faculty. The CTA agreement sets forth the process of evaluation for faculty along with their responsibility which includes contributions to campus service on committees as well as evaluating student performance.

14. Student Services

The college offers many programs that serve the general student body and assist students in completing their educational goals (Academic Counseling, Articulation, Career/Transfer Center, Child Development Center (CDC), Financial Aid, Matriculation/ Assessment, Orientation, Outreach/Recruitment, Student Health Center, and Student Life). Specialized services designed for certain populations include California High School Exit Exam (CAHSEE), CalWORKS, Disabled Students Programs and Services (DSP&S), Extended Opportunities Programs and Services (EOP&S), Puente, Success through Achievement and Retention (STAR), and Tumaini.

15. Admissions

True to the spirit of the statewide mission for California Community Colleges, SBVC maintains an "open door" admission policy consistent with the *Education Code* and Title 5 of the California *Code of Regulations*.

16. Information and Learning Resources

The college's library maintains a collection of books, microforms, reference materials, and online databases all selected and coordinated to meet the varied needs of the current diverse student population as well as to provide the opportunity for life-long learning for the campus community. In addition 85 computer workstations are housed in the library computer laboratory (LCL), including some equipped with adaptive software. There are 31 computer work stations in the instructional laboratory classroom. Online student services have greatly expanded with "Email the Librarian" service. The recently-acquired 24/7 reference service allows students to receive help from reference librarians via computer 24 hours a day, 7 days a week.

The Library and Learning Resource division provides the campus learning community with a separate facility in the Liberal Arts building. This is the academic advancement laboratory and tutorial center (AALTC). In the AALTC, the Academic Advancement program's computer-based adult basic skills curriculum and the tutorial center's individual and group peer tutoring programs provide instructional support to students on campus and online.

17. Financial Resources

The district's funding structure assures the college's financial stability. The college governance structure such as program review and the strategic initiatives uses the mission statement to support decision-making in the allocation of resources.

18. Financial Accountability

Annual financial audits are conducted by externally contracted certified public accounts. These audits are review by the Board of Trustees. The district's business manager provides the financial audit for interested stakeholders.

19. Institutional Planning and Evaluation

The college has several mechanisms by which institutional planning and evaluation occur. Program review is a two-step process with needs assessment and program efficacy phases that occur each year. Rubrics are established to ensure fair reviews for each program. The Office of Institutional Research (OIR) provides data and reports from surveys that are used for decision-making. Information is available on the Division of Research, Planning and Development's website regarding the Fact Book, SBVC Strategic Plan, and the Professional Development Plan. The SBVC Strategic Plan and the accompanying initiatives took a number of years to develop. The plan now guides the college in goal setting and accountability. Benchmarks are provided to ensure the college is reaching its target. Despite the fact the strategic plan is in its first year of implementation, the initiatives are becoming integrated into most planning documents, such as the year-end report, self evaluations of managers, and the dialog at division and committee meetings.

20. Public Information

San Bernardino Valley College publishes a number of materials with extensive information about the college. The annual catalog, schedule of classes, pamphlets about various divisions, library resources and the college's website are the major ways information is distributed. The college has a director of Marketing (formerly public information) who spearheaded a uniform branding (logo and tag line) focus for the college. The director works with his counterparts at the district and Crafton Hills College to provide accurate information about college programs and services. The Physical Education, Health and Athletic Division has an information officer mostly for athletic events and division activities.

21. Relations with the Accrediting Commission

The college and the district Board of Trustees hereby affirm by signatures of official representatives that San Bernardino Valley College has consistently adhered to the eligibility requirements, standards, and policies of the Accrediting Commission for

Community and Junior Colleges. The college has submitted the required annual reports in a timely manner. All disclosures by the college are complete, accurate, and honest.

STANDARD I

Mission and Institutional Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and reevaluation to verify and improve the effectiveness by which the mission is accomplished.

Standard I.A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Summary

The college's mission is clearly and succinctly stated: *San Bernardino Valley College provides quality education and services that support a diverse community of learners*. The college's previous mission statement, developed in 2002, was in effect until the newer version was adopted and board approved in 2007.

The college drafted a vision statement, representing the collective sense of direction for the next decade on June 13, 2002. It was revisited and reaffirmed in December, 2004. The statement is as follows:

> *San Bernardino Valley College will become the college of choice for students in the Inland Empire and will be regarded as the "alma mater" of successful, lifelong learners. We will build our reputation on the quality of our programs and services and on the safety, comfort, and beauty of our campus. We will hold both our students and ourselves to high standards of achievement, and will expect all members of the college community to function as informed, responsible, and active members of the community.*

The college, cognizant of its various roles and functions, has also formulated a statement of values that further elaborates upon, and informs the fulfillment of its mission. These were first called tenets, renamed educational philosophy, and now values. This was a result of yearly discussions of San Bernardino Valley College's (SBVC's) mission, vision, and values. College Council and other shared governance committees review the mission every fall.

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Description

Relationship of Mission to Programs.

The mission, vision, and values statements (1.1) provide the basis and context for integrated strategic planning and the implementation of programs and services. For example, the mission and strategic initiatives serve as the starting point of many documents such as SBVC's Strategic Plan (1.2), Facilities Master Plan (1.3), and the Basic Skills Plan (1.4), to name a few. The comprehensive academic and vocational

programs, along with a variety of opportunities for cocurricular student learning opportunities, begin with the mission of this college.

Communication of the Mission

The mission is communicated in most if not all publications of the college (see discussion in Standard II.B.2. on publications), on email signatures, on flyers posted on bulletin boards, and in classrooms. The mission statement also appears on various policy documents, including those related to shared governance and program review, and is integrated into many departmental mission statements.

Program review is a model of ensuring that the college mission has primacy in programs. For example, program review has two phases—needs assessment and program efficacy. In each phase it is necessary to comment on how a program meets the mission of the college. In addition, the program efficacy rubric requires that the program under review relate the mission along with program and college demographics and comment on how they plan to address the variances (e.g., more men than women in the welding program).

Diverse Student Population

The "diverse community of learners" alluded to in the mission can be seen in a review of the demographics of the college based on ethnicity, gender, and economic background (see expanded demographics in the data section of this document). The population of Valley College is a reflection of the community with many ethnicities and economic backgrounds, and a broad range of age groups.

College Diversity	2007-2008
Ethnicity	
Hispanic	42 %
White	24%
Asian	5%
American Indian	1%
African American	21%
Other	7%
Gender	
Male	43%
Female	57%
Economic Background	
Low Income	80%
Remedial Math, English, Reading	98% (fall below on one of the three)
Average Age	29 years

In many ways, San Bernardino Valley College mirrors the changing demographics of some areas of the state and of community colleges in general. The college is becoming more diverse, female, and older, with a population which averages 29 years in age.

Meeting the Needs of a Diverse Population

In order to evaluate the needs of the student population and community, the college's Office of Research and Planning has provided a substantial body of data and made it available online, in formal and informal presentations, by publication of the Fact Book, which is distributed online along with a hard copy distributed to each division (1.5). The office collects and analyzes data on placement tests, retention, transfers, and program review, to name a few. There is a conscious effort to use survey data for improvement of current programs.

In order to meet instructional needs in the community, funds from Title V were used to purchase CC Benefits software for data analysis. Some managers have been trained on how to use this program. This information is invaluable for program review and planning. With the advent of the grant, coupled by an environmental scanning hub within the district's Professional Development Center, greater numbers of data are available to facilitate planning at the college. Additional services to support institutional effectiveness related to research, learning, evaluation, or meeting program needs, have been made possible through software purchases such as eLumen, Nvivo, and SNAP.

Curriculum, Matriculation and the Mission

Instructional components of the college have used the targeted college mission and goals as a springboard toward improving teaching and learning through curriculum advances. Through academic departments' involvement in program review and the Curriculum Committee, the college will continue its review of the general education components of nontransfer vocational programs. At the same time it is working to develop new Associate Arts (AA) general education degree options for students taking high-unit vocational courses that would otherwise exclude them from earning AA degrees. Also, the college has developed several self-contained programs in Automotive Technology and computer-controlled machining that fully integrate general education.

San Bernardino Valley College is working with the state chancellor's office to define a set of data elements and refine the methods of measurement to determine the extent to which matriculation services contribute to student success. The data elements used in 2007 are available in the management information system (MIS) submissions.

Student Population: Assessment of Learning

The college demonstrates its effectiveness by making use of evidence of student learning to evaluate systems and programs, make changes to improve student learning, and evaluate the results.

During the late 1990s the English Department implemented an assessment procedure to ensure proper placement of students in classes to maximize their chances of success. This was a written assessment which instructors then evaluated and upon which they made recommendations for placement. This essay-based procedure served adequately, but various computer-based assessments were also explored. The department continues to refine its essay-based model, pursuing norming and validation for these tests, including an independent audit originating from Indiana University. The latest such effort was completed in spring 2006.

Currently, a steering committee is reviewing the recommendation to introduce a series of computer-based assessment placement tests. A pilot study is underway to address the use of cohorts of homegrown, validated tests versus other assessment tools.

Support Services for the Student Population

San Bernardino Valley College provides many support programs that focus on the success of all students. Among the programs available for underserved, disadvantaged and under-prepared students are the following:

- The Tumaini Program began in fall 2007 with 32 students. It is a student success program focusing on African American culture and literature. The program seeks to enhance retention of students and to facilitate the transition from high school to two-year colleges, then to four-year institutions. The program was supported by the Academic Senate (1.6).
- Puente has been at SBVC since the 1980s. Its objective is to increase the number of Latino students transferring to four-year colleges and to universities and serves more than thirty students per year.
- The Extended Opportunity Programs and Services (EOP&S) program began in 1969 and serves 900 to 1,000 students per year.
- Success through Achievement and Retention (STAR) program serves approximately 200 students yearly through counseling, workshops, field trips, and financial assistance. It meets the needs of first-generation college attendees, students with low income, learning disabilities or physical disabilities.

In addition to special programs there are also the following services:

- Career/Transfer Center
- Disabled Students Programs and Services (DSP&S)
- Financial Aid

- Tutoring support beyond that provided by the special programs, provided at ten locations

Committees such as the following highlight the focus and discussions on diverse populations:

- Diversity and Equity Committee supports the student equity plan (1.7). It addresses student access and success in closing the achievement gap between student groups. It attempts to maximize the effectiveness of existing programs by working in concert with them. The plan outlines strategies to serve students (see Standard I.B.). The committee helped to cosponsor the wheelchair basketball event.
- Arts and Lectures aims to include a variety of presentations on diverse cultures (1.8).
- In addition, Student Services has traditionally been involved in campuswide and districtwide planning, demonstrating increased leadership and influence. The college's external scans are of particular merit. The input from the college community on a number of surveys (1.9) highlighted issues and directed the college's agenda for change. The results of trend data for the past seven years provide the college with valuable information about satisfaction with student and campus services as well as opportunities for improvement.

Distance Education

In line with the *Information Technology Strategic Plan, 2007-2010* (1.10), the Online Program Committee formulates yearly goals for distance education in alignment with and to supplement the technology plan. At present, online instructors refer to the *Faculty Handbook* for guidance in conducting online instruction. Thought has been given to producing an online instruction handbook which would include, among other things, a summation of best practices for distance education. The college also sponsored the first Great Online Teachers Seminar at Lake San Marcos in order to exchange information and ensure quality programs. San Bernardino Valley College online faculty, along with faculty from other community colleges attended this three-day workshop (1.11).

One need that has been recognized but not fully addressed is an online orientation to the college experience for distance education students. The college has undertaken a concerted effort to expand distance education opportunities while recognizing that student services must also be available to students, including those with disabilities. At present, 80% of online students live within ten miles of the campus, with 98% living within thirty miles of the campus. Counseling and library services are made available to online students.

Professional Development

The college provides training to both faculty and staff for meeting the needs of a diverse community of learners. For example:

- Teaching strategies and diverse learning styles of the population.
- Great Teachers Seminar
- Newly developed Online Teachers Seminar
- Spring Teaching Symposium
- Flex Week
- Generations in the Workplace sponsored by the Leadership Institute
- Various workshops on student learning outcomes on campus and at other sites
- Ruby Payne workshop to address poverty and students
  The Professional Development Committee has facilitated:
- Funding for conferences
- Spring Teaching Symposiums
- Workshop by Norene Badaway on SLOs and the Student Success Café with Vincent Tinto
- Leadership Institute—lunchtime leadership once a month

All professional development activities are open to classified as well as certificated personnel with the former especially targeted for activities such as:

- Classified staff day featuring “Humor in the Workplace”
- Spanish conversation for faculty and staff
- FISH Camp—customer service training
- Classified Employees Leadership Institute
- Technology training in Word, Excel, PowerPoint, Publisher, Financial 2000, and Datatel
- Special workshops and conferences (Tech Ed)

Employment

In order to ensure that SBVC offers programs that correspond to needs in the job market, the college has formed partnerships with various community organizations. For example, the campus Career and Technical Education (CTE) advisory committees meet one or two times a year. Each committee must invite industry representatives. By aligning advisory committees with career and technical education, the college ensures its programs support the purpose, character, and student population.

Cooperative work experience is the embodiment of a school and business partnership. When a student is enrolled in the Work Experience program, he or she enters into a contract with the school and the employer in which all parties agree on the learning objectives the student will accomplish during the semester. At the end of the semester, the SBVC instructor pays a visit to the worksite and meets with the supervisor to discuss the student’s progress. At this meeting, and throughout the semester, the employer is exposed to SBVC both through the student and through the instructor. As a result, awareness of SBVC in the business community is heightened. In addition, because of this awareness, employers may ask for interns or other information about college programs and services. The Work Experience program thus provides a vital link

with business and industry and gives local employers a firsthand look at the quality of students and programs at SBVC.

The following are examples of college-industry collaboration:

- The Career College works closely with businesses to determine their needs, and offers customized curriculum to train new hires.
- CalWORKS was designed to assist welfare-recipient students obtain the educational level they need to transition off welfare and ultimately achieve long-term self-sufficiency. Colleges are required to provide direct student support services such as work-study, subsidized child care, counseling, textbooks and curriculum development and redesign.
- The college has a number of strong vocational programs leading to degrees and certificates. One of the most successful programs is nursing. The SBVC nursing program received accreditation by the California State Board of Registered Nursing and the National League for Nursing Accrediting Commission. Another successful program, in fact, one of the largest program degree and certificate granting areas is within the Department of Child Development.

Evaluation

A self-study survey conducted in March 2007 gave a strong indication that the respondents believed that college programs, services, and planning were consistent with the mission (1.12). The first statement read, "I am familiar with the mission statement of the college." There were 83% who agreed or strongly agreed, and 7% disagreed (with only 1% strongly disagreeing). Only 5% chose "neither agree nor disagree" and "no opinion." In the 2008 self study survey (1.13) statement (1) specifically asked "Are you familiar with the mission statement of the college?" More than 94% of the respondents answered yes. When the survey was disaggregated by employee groups it found 100% of faculty and managers responded "yes," along with 93% of the classified and 85% of the part-time faculty.

The college meets this standard and will maintain efforts to heighten awareness of its mission.

I.A.2. The mission statement is approved by the governing board and published.

Description

The college adopted its former mission and vision statements in 2002, prior to the last self-study visit. This was followed by defining the tenets for the college. Over the next few years, tenets changed to educational philosophy, and finally to values. At the same time, it was decided that the 2002 mission statement needed to be revamped so that it could be remembered more easily.

At the September 27, 2006 meeting of College Council it was recommended that the mission statement be one to two sentences only. The statement was reviewed with extensive input and revised on October 31, 2006. It was approved by the Board of Trustees on February 28, 2007.The college mission and goal statements have been approved by all representative entities of the college, including the Academic Senate, Classified Senate, Associated Students, and Board of Trustees.

The mission statement is contained in the college catalog, schedule of classes, career and technical education catalog, and all major publications of the college. In addition, it is found throughout the campus—on signatures of emails, coffee cups, in offices and within classrooms.

Evaluation

The college meets this standard.

I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Description

San Bernardino Valley College's College Council has focused attention on accreditation, annual review of the mission statement, and the development of a strategic plan since its reinvigoration by the 12th president of the college, Denise Whittaker. Representatives include managers, faculty, and staff, who may serve by virtue of their position as noted in the collegial consultation document. College Council sits as the "committee of committees." College Council reviews the mission statement every year in the fall. In addition, it encourages other shared governance committees to do so as well.

The formulation of the mission statement was the result of extensive collaboration and the collective effort of the entire college community. This process provided a method for the mission and goals to develop organically and to include the entire college. The mission and goals were reviewed, critiqued, and approved through the full spectrum of the shared governance process, and received wide distribution and exposure, appearing in all online and printed college materials, and introduced at all staff orientations and committee functions.

In May 2004, College Council held a retreat to begin formulation of the college's strategic plan in keeping with the mission of the college. In August, a consultant from the Future Search organization was hired to facilitate planning (1.14). From these two meetings emerged a set of goals for the strategic plan. Through dialog and meetings, the goals were refined over the next year until six goals emerged to guide the formulation of the strategic plan. Later, the goals were renamed the strategic initiatives. A minimum of two goals was assigned to each initiative. The following is a list of the six initiatives:

Access
Campus culture and climate
Institutional effectiveness
Partnerships
Student success
Technology

The Office of the President distributed copies to the constituent groups of the Academic and Classified Senates, and Management Roundtable for review. Discussions and recommendations were brought back to College Council and are reflected in the final document.

Evaluation

As part of systematic planning, the mission statement is revisited each year to ensure its continuing relevance.

The college meets the standard.

I.A.4. The institution's mission is central to institutional planning and decision-making.

The SBVC Strategic Plan and the SBVC Facilities Master Plan were formulated using the mission statement as the foundation of these planning documents. The planning process flow chart demonstrates the importance of the mission as its base (1.15). The strategic plan has six initiatives that link the mission to planning. These initiatives drive and inform program review. They also link to other reports of the college (1.16).

Institutional planning often uses the documents from program review to guide decisions. Program review requires divisions/departments to state how they meet the mission of the college. Program review has two phases, needs assessment in the fall and program efficacy in the spring. Each requires evidence of addressing the college mission within its documents. In program efficacy documents are rated for the incorporation of the mission with a meets or does not meet (1.17).

Decision-making occurs within the framework of the college's shared governance system. The college president and College Council maintain an ongoing discussion about the mission. College Council—the committee of (shared governance) committees reviews the mission statement in the fall. Minutes of meetings are widely distributed and are available on the president's website.

The Technology and Professional Development committees are two examples of committees that use the mission statement in their planning documents. The latter also incorporates the strategic initiatives in their three-year plan. Since the inception of the strategic initiatives in 2007, more references to the initiatives, as well as to the mission, continue to appear in planning documents across campus.

Evaluation

The mission is reviewed annually by College council and the newly hired president is committed to continuing this process and integrating the mission into all planning.

The college meets this standard.

Evidence—Mission

1.1 Mission, Vision and Values statements
1.2 SBVC Strategic Plan
1.3 Facilities Master Plan
1.4 Basic Skills Plan
1.5 Fact Book
1.6 Academic Senate minutes, Tumaini program
1.7 Student Equity Plan
1.8 Arts and Lectures Program, 2007-2008
1.9 Institutional Research website of surveys
1.10 Information Technology Strategic Plan, 2007-2010, Valley College
1.11 Great Online Teachers Seminar
1.12 Self Study Survey 2007
1.13 Self Study Survey 2008
1.14 Future Search workshop and May Retreat
1.15 SBVC Planning Process flow chart
1.16 Year End Reports (using strategic initiatives), 2006-2007; 2007-2008 and the Basic Skills Initiative Report, Professional Development Plan
1.17 Program efficacy rubric, 2008

STANDARD I.B. INSTITUTIONAL EFFECTIVENESS

I.B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Summary

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialog about the continuous improvement of student learning and institutional processes.

Description

Ever since the inception of California Assembly Bill (AB) 1725, shared governance and dialog have been an important part of the San Bernardino Valley College (SBVC) culture. Additional emphasis in 2002 on the new accreditation standards furthered the need for dialog within California community colleges. However, this college has always been actively engaged in discourse and the interchange of ideas. At one of the first workshops on student learning outcomes within Student Services, the dean presented a paper entitled *Dialog, Collective, Wisdom, and Reflective Learning: Reflections and Implications for Valley College* (2.1). Rather than launching a new idea on dialog, it reaffirmed the importance of a flow of information across campus. The college continues to stress the importance of dialog in meetings, in the development of student learning outcomes, and at college wide gatherings.

The importance of inter district dialog begins each fall term with a kickoff opening day event conducted by the district chancellor, who provides an overview of what impacts community colleges throughout California. After the joint meeting with Crafton, the two colleges return to their respective campuses for an all-campus meeting prior to lunch. An overview of the college is presented by the president and her leadership team along with additional presentations by the Academic and Classified Senate presidents. Lunch follows the full morning of speakers with the remainder of the afternoon spent in divisional meetings. These meetings offer a time for planning, handling urgent matters, and discussing the opening of the term.

The college recognizes the importance of good communication, ongoing, collegial emphasis on student learning and dialog. Dialog is promoted in the following ways at SBVC:

Shared Governance

Shared governance allows all interested members of the college to become involved in planning and decision-making activities. San Bernardino Valley College encourages managers, faculty, classified staff, and students to serve on committees although for faculty it is a function of their contractual duties (2.2). Most meetings are open to the various campus constituencies. For example, managers frequently attend Academic Senate.

Committee Membership—Faculty: The Academic Senate reviewed the resolution modifying the committee selection process for faculty at their November 1, 2006, meeting. All faculty members, beginning in fall 2007, receive an introduction letter, copy of the resolution and senate guidelines, a list of the committees (their charge, chair and so forth) and a deadline for each division to complete committee membership recommendations (2.3). Certain "gold" committees indicate that the assignment fulfills the entire committee requirement (Program Review, Curriculum, and Accreditation standard co chairs). In spring 2008 all first-year faculty attended an end-of-the-year lunch where the Academic Senate president reviewed information on selection of committee assignments.

Committee Membership—Managers: Typically, managers are selected either through specified service to a committee in the shared governance document (e.g., a classified supervisor from Maintenance and Operations is a member of the Facilities and Safety Committee) or by interest of the manager to serve on a committee. (see also website, http://depts.valleycollege.edu/RPDG/files/Committees/Committees_2006-07_090606.xls).

Committee Membership—Classified Staff: Classified staff notify their deliberative body and supervisor of their interest to serve on a particular committee. The Classified Senate president then selects the interested party to serve on a committee.

Committee Membership—Students: The director of Student Life and the president of Associated Students work together to find students willing to serve on various committees on campus. For a variety of reasons students find it difficult to serve on committees, as noted in the study, *An Assessment of Student Participation in Collegial Consultation at San Bernardino Valley College* (2.4) Although participation by students may be low, the desire to have them serve and provide input is valued at the college. The Associated Students were active in March/April 2008, as evidenced by their minutes in discussing and providing feedback on accreditation questions (2.5).

Accreditation

The 2005 Midterm Report (2.6) benefited from the collaboration of all groups on campus in dialog and dissecting the document. The members of the Academic Senate were active in reviewing the Midterm Report draft so that it accurately reflected progress made at the college. Responses were provided to the accreditation liaison officer as

well as to the entire body of the Academic Senate. During 2007-2008, in preparation for the self-study, numerous presentations on the standards were made to the Academic Senate in order to obtain input from the faculty (2.7).

Since 2003, the agendas of committees such as Management Roundtable and College Council reflect the importance the college places on the accreditation process and dialog (2.8). By working together, the college is more collaborative than prior to the 2002 self-study.

Accreditation April 2008 witnessed a number of events to solicit information on the drafts of the self-study. Four Friday meetings, publicized as "Accreditation, Dialog and Pizza" were held to review the drafts for each standard (2.9). Academic senate, College Council, and Management Roundtable devoted one meeting to a review of the drafts.

Blackboard has served a number of uses in addition to being a platform for distance learning. It was also used as a method to communicate information related to the accreditation standards. Members of the accreditation committee and interested participants had access to SBVC's accreditation blackboard site. This was intended to make the accreditation process transparent and open to the campus (2.10)

Accountability—Student Learning Outcomes, ARCC, and Basic Skills

The spring of 2004 was busy with a number of activities related to student learning outcomes (SLO). On February 19, 2004, fourteen faculty members and managers traveled to Mt. San Antonio College for an SLO workshop. On March 18, 2004 the SBVC Spring Teaching Symposium was held. Presentations were given linking student learning to assessment and accountability. During March 2004 the president submitted a report to the board of trustees which included challenges for the future. Heading that list was "New Accreditation Standards—Learning Outcomes." In addition, in 2004 a spiral-bound report was distributed to every employee on campus on the accreditation standards and themes (2.11).

At the beginning of fall term 2004, under the leadership of the Academic Senate and the Core Competencies Steering Committee, a campus wide forum was held. The dialog was lively throughout the presentation, breakout, and summary sessions. This resulted in the creation of a set of general education core competencies that were approved by the Academic Senate (2.12).

The Office of Instruction prepared grids that could be used to: (a) identify which core competencies are covered in each course, and (b) map the primary competencies over an entire department. The Office of Instruction posted the completed department-wide grids to the website for easy access by all stakeholders (see website for core competencies, http://depts.valleycollege.edu/CoreCompetencies/index.php).

In 2005 the vice president of Instruction collaborated with the Academic Senate president, the coordinator of Professional Development, the Curriculum Committee co-

chair and the accreditation liaison officer (ALO), on a plan for the college to meet the requirement for student learning outcomes. It was determined that the faculty chair, with less than 20 courses in a department, was tasked with developing one to three SLOs with members of his/her area. Departments with more than 20 courses had an additional semester to create a total of three SLOs for their courses (2.13). In other words, all departments had one year to finalize three SLOs.

In 2007-2008 the instructional deans and faculty chairs worked on an expanded plan for SLOs and assessment. In fall 2007 all departments were to assess one SLO and begin the process of dialog for instructional improvement on that one SLO. In 2006-2007 all program level SLOs were to be complete (1 to 3 per program). During spring 2008, all departments were to assess two additional SLOs (or reassess the first and add one additional SLO if their dialog warranted that). Departments then submitted to the division dean the results of their first assessment and dialog and their plan for assessment of the next two SLOs. Based on the SLO information, deans submitted an executive summary in May 2008 for each area (2.14). The dialog on SLOs continues with other committees such as curriculum. All courses are required to go through content review every six years. The course outline of record must include SLOs. In addition, the program efficacy phase of the 2007-2008 program review used a rubric to assess and dialog whether or not programs had submitted learning outcomes for all courses, certificates, and degrees and had at least one SLO assessed in 2007 (2.15).

Widespread dissemination of data, either in meetings and/or on the website has increased dialog related to student learning. The Accountability Reporting for Community Colleges (ARCC) information was presented to the January 24, 2007 Academic Senate (2.16). Past ARCC reports and data from its predecessor, Partnership for Excellence (PFE), have been distributed across campus for a number of years. In addition, drafts are posted to the research website to invite comments and transparency.

The senate's focus for 2007-2008 on basic skills is rich in collaboration, dialog, and data. In addition, the Academic Senate has led a number of workshops on the subject in order to improve basic skills and student learning. The final basic skills document was distributed to College Council, Academic Senate, and Management Roundtable at the end of the 2008 spring term.

Advisory Committees

Dialog with advisory committees is especially helpful to the vocational areas. Advisory committees emphasize student learning and workforce needs. They provide information from business and industry in order to keep programs current. Evidence of advisory meetings was also part of the program review process in 2008 (2.17).

College Wide Gatherings

College wide gatherings also offer an opportunity to discuss student learning. Dr. Vincent Tinto and the SBVC Student Success Café brought faculty and managers together in the Campus Center to discuss learning and retention in December 2006 (2.18). In addition, activities such as the yearly Career Fair or Transfer Day foster student learning. Recently, the college hosted a new event, Super Saturday, held in October 2007, which involved administrators, faculty and staff in an opportunity to attract new students. At least 91 students filled out applications for admission. As a result of its success another Super Saturday was held on May 3, 2008.

Faculty Chair and Other Meetings

Dialog on student learning has occurred at monthly faculty chair meetings, which are held with the vice president of Instruction (2.19). Faculty have the opportunity to discuss their departmental perspectives with each other and management. Managers have the opportunity to participate in a joint Instruction/Student Services meeting held each month to share challenges and discuss decisions impacting both areas (2.20).

New Faculty Orientation

Dialog is an important part of the culture at SBVC therefore, new full-time faculty are initiated early into its importance. New faculty attend a series of orientation meetings throughout their first year at the college (2.21). The information is extensive and includes development of student learning outcomes and assessment. New faculty have the opportunity to dialog with each other and seasoned faculty, classified staff, and administrators on campus in order to gain insight from a variety of perspectives. In addition, the same faculty are also encouraged to attend the Great Teachers Seminar and their participation is supported through professional development funds (2.22).

Professional Development

Many professional development programs offer training and workshops related to student learning (2.23). For example, individuals can attend Classroom Assessment Techniques, Blackboard, Instructional Skills, and Learning Styles, to name a few. Individualized training, for customer service, such as Fish, Fishsticks, and Six Thinking Hats can be requested. Online information such as Starlink and 4faculty.org. can be accessed from a faculty member's computer. In addition, interest in professional development programs is obtained through a yearly survey of needs distributed via email on campus. The Professional Development Committee holds a retreat in May each year in order to use the results of the survey for planning and evaluation (2.24). A variety of interests in workshops, training, and sponsored programs is included within professional development (2.25). Administrators, faculty, and staff are funded equally for approved professional development activities. See Professional Development website, http://depts.valleycollege.edu/professional/PD%20Catalog%20Fall%2006%20legal.doc

Program Review

One of the most labor intensive committees, Program Review, combines dialog and an emphasis on student learning in both a fall needs assessment and a spring program efficacy role. Each division has two representatives on the committee. Members are assigned departments/divisions to review reports. Members come prepared to discuss their ratings based on an in-depth review of the documents. Reviewers, using a rubric, present their findings to the larger committee. Data and the thoroughness of the report. may be questioned. If consensus cannot be found among the three reviewers, the larger group votes to make a determination of a rating (2.26). Appeals of the ratings, by a department may be addressed at the end of the process. The larger committee hears the appeal and makes its decision (2.27).

Student Viewpoints

Students are urged to sit on committees at the college to provide their viewpoints and to gain educationally from the experience. Despite the best efforts of the Associated Students, the number of students working on all the committees across campus remains limited. In the past, a pamphlet on shared governance has been distributed to the students. More recently, a report has been developed in concert with the director of Student Life, *An Assessment of Student Participation in Collegial Consultation at San Bernardino Valley College* (December 2007) which discusses how the college can encourage more participation. Students did involve themselves in the self-study and during Accreditation April, by holding discussions on each of the standards.

Evaluation

Ongoing dialog through shared governance is embraced at SBVC. In fact, dialog is a pervasive part of the SBVC culture. Since the emphasis in accreditation has become centered on dialog the college has become more productive in using effective communication to focus on the improvement of programs and services rather than devolving into discussions of problems rather than solutions. The attempt to use Blackboard to fully engage the campus was not as successful as hoped. Few people were accessing this forum of electronic dialog. However, a case may be made that there are so many avenues to dialog that the addition of the electronic format may not have been necessary.

When asked in the 2007 self study survey to respond to the statement that “the college facilitates an ongoing dialog about improving student learning and institutional processes” (N=210) 71% of the respondents agreed or strongly agreed with the statement, as opposed to 9% (21) who disagreed. The response, *agree,* was actually one of the highest ranked responses in the survey. The same question was asked in the 2008 survey and the response indicated 79% (164) agreed or strongly agreed; however, 6% disagreed (30).

Although the spring 2007 self study survey had mostly positive results; it was decided to remove the category "neither agree nor disagree" as an option. Although it would be helpful to keep the survey as is through the accreditation process for a variety of reasons (serve as baseline data for accreditation and longitudinal data as well); it was believed that removing it from the first survey had more of a benefit for capturing opinions in future surveys. This would force respondents to make a choice which might be more revealing. There were also some other questions added to the 2008 survey as well. The Research Committee, however, recommended that the opportunity to select "no opinion" should continue to be offered as a choice in the 2008 survey.

The college meets this standard.

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Description

Mission and Goals

The mission statement forms the foundation for goal setting—"*San Bernardino Valley College provides quality education and services that support a diverse community of learners*." The mission statement is found throughout the college on documents, publications, coffee cups, banners, and as a signature on emails.

By analogy, if the mission is the foundation for the college, the SBVC Strategic Plan (2.28) and the SBVC Facilities Master Plan (2.29) serve as the support walls within the institution. Goals are found within the structure of the college in a variety of areas on the campus, namely, strategic planning, department and division plans, year-end reports, self-evaluation of employees, and program review.

Strategic Plan and Goals

San Bernardino Valley College is proud of its accomplishments since the 2002 accreditation team visit. For the past six years, staff and students have witnessed the closure of parking lots, demolition of buildings and rerouting of pathways around construction barriers. They have not used these challenges to avoid challenging themselves to develop a strategic plan with six initiatives, goals, and benchmarks, cultivating a cycle of improvement, as well as implementing student learning outcomes and assessment campuswide.

Previous planning occurred in discrete ways through workshops and retreats, but linkages to the mission and goals of the college were missing. With a new president and a renewed emphasis on building a strategic plan, a culture of strategic planning has

been developed. Today the natural progression of planning is to use its strategic plan, program review, facilities master plan, technology master plan, professional development plan as well as the district's imperatives (2.30) and California's Strategic Plan for Community Colleges to improve institutional effectiveness (2.31).

Creation of the Strategic Plan

The college began the strategic planning process in May 2004 with a retreat attended by members of college council. This initial meeting led to the hiring of a consultant from Future Search to work with the expanded college council to continue the development and refinement of goals. The planning process reflected the participation of a broad representation of the college. Over the next few years, college council reviewed college goals, and discussed how they would be measured until these discussions became the underpinning of the SBVC Strategic Plan.

In the spring 2006, College Council approved the SBVC Strategic Planning Guiding Principles and Themes. This document was used by various committees (e.g., Professional Development) to organize their own three-year plans**.** The final strategic plan was adopted in May 2007.

The plan has six major initiatives (*access, campus culture and climate, institutional effectiveness, partnerships, student success and technology*) along with goals and accountability measures (see also notebook on History of Strategic Planning at SBVC, 1997-2007). The president designed a pamphlet in spring 2007 to be used for distribution throughout the campus, announcing the basics of the strategic plan and its initiatives (2.32**)**.

Planning is woven throughout the fabric of the college. The college understands that the state will continue cycles of funding that respond to the ebb and flow of the state's and the nation's economy. The district has been very conservative in financial matters, which has helped to weather the vicissitudes of funding in the state. As a result, the San Bernardino Community College District (SBCCD) has not experienced the layoffs of other institutions. This financial stability supports modest planning efforts and measureable goals. Most employees of the college recognize that goals are evolving and that the strategic plan could and will change over time to reflect the changes impacting community colleges. In fact, in the 2008 survey the respondents were asked for suggestions for new initiatives and there were none cited in the survey. It can be inferred that respondents found that most goals could be captured under one or more of the initiatives.

Most institutional members understand the goals of the college and work together toward their achievement. For example, the strategic plan is currently used in (a) the self evaluation for managers, (b) writing year end reports, (c) developing other college plans (e.g., Technology Plan, Professional Development Plan etc.), (d) program review and (e) formulating division goals and activities. The plan contains, at a minimum, two goals for each initiative, along with outcomes, benchmarks, and responsibility centers. It

has always been the intent for the strategic plan and the initiatives to become a "living document" which can be expanded or modified as work progresses to meet college goals. That was the case when a goal related to the work currently undertaken on basic skills was added to the strategic plan. This permeation of the plan and initiatives is becoming part of the SBVC culture. In the future, a number of areas (program review, technology, facilities, professional development, and enrollment management) will submit planning documents to College Council integrating the strategic initiatives.

Year-End Reports and Goals

The dean of Research, Planning and Development works with the president each year on the templates for the year-end reports. These reports have evolved not only to highlight the accomplishments of the college and its employees, but also to chronicle the goals for divisions and departments. Faculty chairs are important in the planning process. Each department sets its goals and submits them to their respective dean for the year-end report. It has been assumed, but not mandated, that the deans review goals with their department heads, not only upon submission, but at various times throughout the year (2.33).

Program Review

The college has a well-documented program review process for evaluating itself in the areas of administrative services, instruction, and students services. The goals of the college are articulated in the strategic plan and initiatives and these are used for evaluation purposes in program review. The results are distributed via email and used for improvement (2.34).

Two of the six purposes for institutional program review are related to planning. It states that program review is to:

- aid in short-range planning and decision-making
- contribute to long-range planning

Programs are expected to demonstrate how they are meeting institutional needs with regard to each of the six major initiatives. The process is twofold with (a) an annual campus wide needs assessment in the fall and (b) a program efficacy phase in the spring—an in-depth review of each program every three years. The Program Review Committee is authorized by the Academic Senate to develop and monitor the college's program review process, receive unit plans, utilize assessment as needed to evaluate programs, recommend program status to the college president, and, identify the need for faculty, classified staff, budget augmentation and instructional equipment (see Program Review Notebooks 2007-2008, 2006-2007, 2005-2006).

Planning

A number of planning documents are used at the college—SBVC's Strategic Plan, Facilities Master Plan (developed in concert with the college and one of the consulting architectural firms—Steinberg and Associates), Year-End Reports, Professional Development Plan, Technology Plan, and the SBCCD District Imperatives. To date, the college has not developed an educational master plan. There has, however, been discussion on the formulation of this overall plan. In the meantime, College Council encouraged the campus to focus on two initiatives in the strategic plan, namely, student success and access. The 2006-2007 Year End Report detailed information on how each division dealt with the aforementioned initiatives (2.35). The 2007-2008 Year-End Report features the accomplishments of the college, along with all the current planning documents. The 2007-2008 Year End Report will be distributed campuswide and used to launch a year of integrated and strategic planning at the college.

Academic Senate

The Academic Senate president is a member of the planning body, College Council. In addition, SBVC Academic Senate presidents have been active in selecting goals to accomplish during their tenure. The most recent example is the suggested resolutions proposed by the California Board of Governors' meeting in March 2007 related to the Basic Skills Initiative. Basic skills discussions have been occurring campus wide and at various forums such as opening day for the fall term (August 2007) and again at workshops in September 2007 and January 2008. More than 60 individuals attended workshops on basic skills on January 11, 2008 (2.36). The final report is an outgrowth of dialog and documents assessment results. The report is available to the campus on the Academic Senate website, and hard copies have been distributed at various meetings on campus.

Data Links to Goals

The college acknowledges the importance of data in decision-making. The Office of Institutional Research provides not only its Fact Book (electronic and hard copy), but also a comprehensive website with all surveys conducted on campus for the past seven years. In addition, the institutional researcher meets with committees to discuss data. One of the ways data and discussion have evolved into action can be seen in the implementation of a Tumaini program at SBVC. Data nationwide as well as locally suggested that African American males were less likely to be successful in college. As a result, dialog in College Council and Student Services on how SBVC could help with this challenge led to campuswide support for a program. Today this program has a dedicated counselor, with reassigned time, to assist in the access and success for this special population (2.37).

Improving institutional effectiveness and closing the loop between data collection, setting priorities, planning, and evaluation of results continue to evolve at SBVC. Although the strategic plan took years to develop, the college can at last point to specific goals and benchmarks by which to measure its progress. It is not uncommon to evaluate activities or processes at the college based on the initiatives. For example, the

program efficacy phase was evaluated by committee members at their May 2, 2008, meeting to improve the process (2.38). Activities at the college such as Super Saturday may be followed by an informal debriefing of its success in order to improve the event the following year (2.39). More formal evaluations may occur, such as the Professional Development Survey, which is distributed and then reviewed by committee members. The results of the survey are discussed at the committee's annual year-end retreat in order to improve training, workshops, and activities that are offered at the college.

Evaluation

The 2007 self study survey reflected the importance of institutional effectiveness in statement 4 which asked whether "improving institutional effectiveness is valued throughout the college." The data suggest that 66% (138) agreed or strongly agreed that institutional effectiveness is "valued" compared with 14% (30) who did not agree. In the 2008 survey, statement 5 found that more than 76% (158) agreed or strongly agreed, whereas 19.2% (14) disagreed or strongly disagreed. Overall, this suggests an increase in institutional effectiveness being valued throughout the college.

Since the adoption of the strategic initiatives in May 2007, a question was added to the 2008 self-study survey to determine whether or not the strategic Initiatives have percolated throughout the campus. More than 70% of the respondents in the 2008 self study survey indicated they knew about the strategic initiatives. In fact, 85% of managers and full-time staff (95) were aware of the initiatives; however, less than half (48%) of the part-time faculty (68) knew about the six strategic initiatives.

Whereas goal setting on a department level has improved and goals are now connected to the strategic initiatives, they are reviewed in-depth by the Program Review Committee. The review cycle established in the creation of documents for program efficacy are to be saved for the next cycle where the committee will question the progress of the reported goals and plans. Program efficacy does connect the strategic initiatives and student learning outcomes in its review, but this within a three-year cycle. Although departments provide deans with a variety of plans and activities for the year-end report, there has been no systematic attempt to address whether or not departments and divisions meet their yearly goals.

Missing from the SBVC Strategic Plan were the accompanying action plans. Since the strategic plan was completed in 2007 and the college was up for accreditation in 2008, it was determined that the actual development of action plans will begin in the fall 2008. During the summer of 2008 deans and their assistants attended training in the application of Microsoft Project in the preparation of action plans. This training will allow for the sharing of all action plans to integrate all planning at SBVC.

The plan for September 2008 is to kickoff the year of strategic planning. Assessment will occur with greater specificity and/or consistency for the benchmarks (e.g., in some cases the plan states that "there will be an increase in . . . ," whereas some goals are quite specific, such as a 5% increase). The development of action plans will occur in various constituent groups. Whereas the strategic plan is woven through many

processes at the college, the chairs of College Council need to ensure that all shared governance committees annually review goals and reference the strategic initiatives.

Planning Agenda

Initiate discussion and planning for an educational master plan in *2009 [president, College Council and appropriate committees]*

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of its institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analysis of both quantitative and qualitative data.

Description

The college uses the strategic plan and initiatives to inform program review, year-end reports, and committee plans (technology, facilities, and professional development). These efforts are intended to involve the entire college community to make planning transparent, collegial, and integrated with all planning on campus.

In the minds of many at SBVC, any discussion of planning normally begins with program review. The college has been proud and somewhat conflicted with its program review process. For years, program review was the vehicle that determined the allocation of resources. However, after the 2004 evaluation of the Focused Progress Report, it became necessary to change program review to "report on the development, implementation, and evaluation of its program review process" (2.40). The college reflected that it had a resource allocation model rather than a review of programs. The Program Review Committee worked for an entire year to devise an appropriate process in response to the accreditation directives. In addition, the process was approved by the Academic Senate.

In the fall of 2006 the Program Review Committee asked a number of departments to pilot its new model. Once the committee had an opportunity to assess the initial pilot it decided to launch a revised process which adopted a two-phase model. The updated version of program review involves both a needs assessment and a program efficacy component. Within the first two years there have already been some modifications to the process. A new form with drop down menus was used at first; however, the committee decided that a Word document was preferable. As a result, the new form was implemented in the spring of 2008 during the program efficacy phase. There is some discussion that the needs assessment process be relocated to the Budget Committee. By the end of the spring 2008 cycle the Program Review Committee assessed its process using the accreditation rubric from ACCJC as well as its own debriefing discussion.

Program review has evolved into a two-step approach. That is, needs assessment occurs each year in the fall. Any department may participate requesting faculty, staff, budget augmentation, equipment, and technology. Meetings are held to develop appropriate rubrics for each of the areas—Administrative Services, Instruction and Student Services (2.41). Two representatives from each division serve on the committee. Three reviewers are assigned to each program. All approved requests are then ranked by the entire committee. Program efficacy is somewhat different in that there is a schedule or cycle for all programs on campus. Program efficacy evaluation is based on analysis of both quantitative and qualitative data. Each program/department is reviewed once in each three-year cycle if they receive continuation. Appeals of a ranking occur at one of the final Program Review committee meetings. Ratings of *probation* and *warning* must be reviewed again the following year. Discontinuation of a program is a potential outcome. After having successfully navigated the first two years of the initial pilot and study, the final program review process demonstrates the spirit and reality of a continual cycle of improvement.

San Bernardino Valley College's program review exemplifies a cycle of improvement. That is, it had to implement a new process based on the recommendation from the 2004 accreditation Focused Progress Report and visit. Program review continually assesses its committee goals and makes modifications to ensure progress is being made. It has improved its decision-making and institutional effectiveness, used a comprehensive cycle of evaluation, and integrated planning, resource allocation, implementation, and reevaluation of its product.

At the same time, that the college appears to recognize the fact that Program Review is part of a planning process, but not *the* only planning process (2.42). Dialog continues on how the Program Review Committee and its process and the Budget Committee contribute to planning. Program Review provides a prioritized list of needs to the Budget Committee, Academic Senate, College Council and the president. In 2004 it was thought that the Budget Committee would receive the list from Program Review, along with prioritized lists from the Technology and Facilities and Safety committees and devise a set of recommendations to the president about the allocation of resources. This has not happened. As a result, a flow chart of the planning process was adopted at College Council in 2008 to reflect current practice. The Program Review Committee continues to forward its prioritizations to the president and shares it with the Budget Committee and College Council. Fall 2008 will begin the discussion on how to refine or change the planning process further with regard to program review, the Budget Committee, and the strategic plan.

One of the goals of the SBVC Strategic Plan, Goal 3.1, is "[T]o integrate budget, planning, and decision-making) in 2008. By spring 2008 the Budget Committee, Program Review, and College Council can state that they understand budget, planning, and decision-making processes. This dialog began at a November 2007 College Council meeting when a draft of a diagram was devised by the new president to better reflect the entire planning process with the Budget Committee. This diagram has been circulated among constituent groups. In March 2008, a planning cycle, beginning with

the Strategic Initiatives and Mission was distributed to Management Roundtable and College Council. There was considerable dialog between the reality of what is currently in place vs. what needs to be done in the future. In April 2008 College Council revisited the final flow chart.

Integrated Planning

The formulation of the college's strategic initiatives has become the impetus for integrating the previously disconnected pieces of planning into one document. Integration of planning, evaluation, implementation, and resource allocation occurs at various levels throughout the organization.

- The SBVC Strategic Plan, initiatives, goals, and benchmarks are intended to knit planning, implementation, evaluation, and reevaluation into a seamless process.
- One example of the elastic nature of the plan was the addition in fall 2007 of a basic skills component to one of the desired outcomes.
- Planning is not static and often must respond to data and trends that are dynamic. The Office of Institutional Research and Planning presents its findings by using a systematic schedule of surveys and analysis. These are linked to the strategic initiatives (2.43).
- Year-End Reports, which include activities and goals related to the Strategic Initiatives are distributed in both electronic and hard-copy formats. Divisions may review annual goals each year and assess achievement. Year-end reports help new managers and employees review their areas for information.
- Separate planning documents (technology, professional development, matriculation (2.44), and the SBVC Student Equity Plan (2.45) are expected to integrate and support the overall SBVC Strategic Plan. The 2007-2008 Year-End Report incorporates all these plans. The purpose is to use the year end report to launch the 2008 strategic planning process in integrating all planning activities.
- The forms for program efficacy (spring 2008) also address planning and require responses on how a department meets the six strategic initiatives.
- Examples of integrated planning can be observed in the implementation of the strategic plan. The initial focus on access as a strategic initiative resulted in a Tumaini program to increase the college-going rate and success of African American males. Resources were provided with a counselor receiving 50% reassigned time to develop the program.

Systematic Evaluation

- For the first time, in the fall of 2007, instructional deans and directors were asked to incorporate the strategic initiatives in their self-evaluations (2.46).
- Program review uses both qualitative and quantitative information. For example, data support consideration of faculty staffing proposals (fill rate, WSCH/FTF). Environmental scans, such as CC Benefits, can be used to further assess instructional needs and ways in which they translate into jobs in the area.

Student zip code information reveals information necessary for enrollment management. Data are also available on the Institutional Research website and in the Fact Book.

- Training for faculty chairs and managers in capturing data (for purposes of program efficacy) was conducted through Professional Development by the institutional researcher in March, 2008.
- Qualitative data often take considerable time in writing the analysis of trends. The college recognized the importance of information obtained through focus groups and purchased software (Nvivo) to analyze contextual data.
- The campus continues to raise the bar higher each year not only for the progress in SLOs and assessment, but also with the rubrics in program review.
- Other major systems within the college such as curriculum, strategic plan, program review, articulation, and the student equity plan incorporate evaluative components.
- Categorically funded programs (e.g., CalWORKS) had their data peer reviewed and then evaluated by the state using performance measures. Title V and grants in Child Development complete annual performance reports to their funding agencies.

Resource Allocation

- In the spring each year managers receive copies of their budget. Adjustments may be made within prescribed time limits. Most managers obtain feedback from their departments. The developmental area budgets are submitted to the respective vice presidents for review and recommendations and then forwarded to the president (2.47).
- Program review needs assessments in 2007 included responses to the strategic initiatives while at the same time analyzing department/division needs. Lists are prioritized for faculty, classified staff, budget augmentation, and equipment. Technology needs are referred to the Technology Committee and renovation to the Facilities and Safety Committee.
- The Budget Committee has been asked since 2004 to review campus needs, identified in the program review process and to use the information in developing the budget. The Budget Committee developed a process to determine the cost-effectiveness of requests submitted by Program Review.
- The president receives the prioritization lists from Program Review and makes a determination as to what can be funded. Based on the results of program review, the president recommended the hiring of two new faculty for fall 2008 and announced this decision at Academic Senate and College Council (2.48). Previous presidents have also used program review information for hiring faculty as well as the distribution of block grant money.
- The Program Review prioritization lists for 2007 were distributed to the campus via email and copies went to the Academic Senate (2.49). In late April 2008, managers and faculty chairs received information on their respective programs' ratings in program efficacy (2.50).

Quantitative and Qualitative Data for Evaluation

Data and analyses are widely distributed and used throughout the institution. The institutional researcher communicates regularly on campus through a variety of committees and meetings. In addition, all surveys and Fact Books are available on his website.

Some new tools are now available to support campus needs, such as SNAP software for surveys and evaluation as well as Nvivo to improve text analysis of trends in qualitative information. These will expedite the ability to obtain results quickly for dissemination to appropriate constituencies. Program review, faculty chairs and deans frequently require the researcher's assistance in preparing reports. The researcher attends district meetings with the chancellor's Collegiate Cabinet as well as with District Computing Services (DCS). He regularly meets with other researchers from other institutions connected to the California Partnership for Achieving Student Success (Cal-Pass). As co chair of the Research Committee he provides information on institutional improvement and accountability.

Evaluation

The current SBVC Strategic Plan is a year old. The intent of the plan is to ensure that all planning processes are integrated, involve a cycle of improvement, and are transparent to all stakeholders. Benchmarks have been established and will be measured as needed for each goal. Baseline and other data on the plan will be available in the fall of 2008. Action plans will be formalized for those areas needing improvement.

Prior to the creation of the SBVC Strategic Plan, the year-end report was used as a vehicle to inform the college of goals, activities, and accomplishments. In 2007, for the first time, goals were linked to the new strategic plan. The report is not as comprehensive as it could be and does not include an evaluative component. It is available both electronically and in hard copy so that all full-time and part-time employees have access to it. Year end reports for the past few years are also available on the Research, Planning, and Development website. The college needs to determine whether or not to continue with the year end reports or collapse reports into a more comprehensive document such as an educational master plan.

Since the inception of the Office of Research and Planning in 2000 the college has become increasingly aware of the importance of gathering accurate and useful data, conducting surveys, and relying upon the office for program review support. In addition, the institutional researcher has offered training to faculty on the Executive Information System (EIS) for program review purposes. SunGuard, which furnishes technological support for some data-collection operations, has finally provided the researcher with specialized, easily accessible information to support the SBVC program review requests.

The Office of Research and Planning has a number of new software programs to enhance data collection. However, these new evaluative instruments were adopted in the fall of 2007 and the institutional researcher has been working diligently to be fully trained on the software before it is widely used on campus.

Whereas there are many avenues to become informed about decisions on campus (distribution of the year end reports, Strategic Plan, Program Review, Matriculation Plan, Technology Plan, Professional Development Plan, and widespread dissemination of minutes of many committees), it is important to recognize that the perspectives of some classified staff, part-time faculty, and students may be that they are not well informed about decisions.

In the 2007 self-study survey, responses to statement 8 (concerning whether or not programs and services were integrated into the resource allocation process) demonstrated that more than half the participants agreed or strongly agreed (57%) that a review of programs and services was integrated into the resource allocation process. However, it should be noted that 34% of the respondents could not agree or disagree or had no opinion. Only 9% of the respondents disagreed or strongly disagreed that a review of programs and services was integrated into the resource allocation process. The 2008 survey revealed that 64.7% agreed that review of programs and services was integrated into resource allocation, and 16.4% disagreed.

In the 2008 survey it was noted that 100% of the managers and full-time faculty were aware of the mission statement; whereas 93% of the classified staff and 58% of the part-time faculty were familiar with the statement. The same can be said for the Strategic Plan where 85% managers and full-time faculty, 75% of classified staff, and 48.5% of part-time faculty were familiar with the initiatives. Although the college makes a good-faith attempt to disseminate information widely across campus (via email, flyers, and/or hard copies), it appears from the surveys that part-time employees may not be fully versed on key issues (e.g., strategic initiatives). Communication with part-time employees will need to be tailored to specific interests and needs.

Planning Agenda

Encourage broad-based participation in information about the college.

- Host community event in late *fall 2008* to discuss data, strategic plan and year end report of the college *[SBVC managers, faculty, staff, community members].*
- Provide report to community based on discussions in *spring 2009 [SBVC president, dean of research, planning and development, and institutional researcher]*

Develop a handbook for part-time employees to ensure key information is available on how the college works in *2008-2009* (budgeting, planning, and so forth)

- Consider basic information employees need about the institution concerning collegewide plans, budgeting, emergency information, contact information and so

forth *[coordinator of professional development in consultation with committees and employee groups].*

Conduct meta-evaluation of College Council, Budget and Program Review Committees and processes during the *2008-2009* academic year *[institutional researcher and appropriate committees]*

I.B.4. The institution provides evidence that the planning process is broad based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to institutional improvement.

Description

Regularly recurring cycles of planning allow for input from appropriate constituencies. College Council and other shared governance units review the mission statement each fall. The purpose of the review is to support the current mission or to make changes if needed. The mission becomes the hub from which planning efforts emanate.

Shared governance committees support college wide planning such as Program Review, Budget, Professional Development, Technology, and Facilities and Safety. Other types of planning efforts occur throughout the year, such as year-end reports and debriefing activities and events (e.g., Super Saturday). Individual efforts such as the Golden and Associates report, or dialog obtained from Appreciative Inquiry and the Student Success Café experience, are used for planning purposes.

Broad Based Planning

Standard I.B.2. provides a detailed description of broad-based dialog at the college that leads to planning and improvement of student learning. Other types of planning lead to institutional improvement as well. The current planning process took more than four years to complete. Earlier planning processes were often scrapped before the production of an actual strategic plan. The effort to construct a plan began in May 2004 with a College Council retreat and subsequent efforts continued to build on this initial meeting.

Formulation of college goals continually changed until the final six initiatives were adopted. The term *initiatives* was approved in 2006 because *goals* appeared to be confusing as an overarching term. Each phase in the construction of a strategic plan was circulated to campus stakeholders.

Once the six initiatives were adopted the plan was still viewed as incomplete without at least two goals for each of the initiatives. It was determined that goals alone, without outcomes and benchmarks, would not constitute a plan. As a result, the College Council formally adopted its Strategic Plan in 2007.

Given the limited college and state budget for growth, resource allocation becomes problematic. Despite the challenges, resources have been allocated consistently each year based on recommendations from Program Review. Another example of addressing resource allocation and needs occurred when enrollment dipped in 2006. The emphasis on retention, persistence, and course completion, captured by the initiative *student success*, became the primary focus of the strategic plan. Each division was asked to develop activities related to retention as well as select one other initiative to work on for the year.

The drop in enrollment led to suggestions from the Enrollment Management Committee, to hire a consultant to assist in the development of an overall plan. The firm, Golden and Associates, conducted a community perception study during the spring of 2007 to analyze factors in student enrollment (2.51). This study was followed by a workshop in the district boardroom, attended by over 80 SBVC employees to review data and suggestions. The all-day session produced a series of action items to be implemented in order to increase enrollment. One of the recommendations, namely the creation of a new position (associate dean of Enrollment Management), was implemented. The committee continues to meet to discuss and implement other suggestions from the Golden work such as "branding the college" and adoption of a uniform design to the logo and tag line. The adoption of the logo design and tag line were finalized in spring 2008.

Dialog on retention, one of the goals in the initiative *student success*, led to an invitation for Dr. Vincent Tinto to make a presentation on campus. Tinto's appearance and lecture were followed by an activity known as the "Student Success Café." This well-attended December 2006 flex event involved faculty, managers, and staff. Participants engaged in roundtable discussions addressing retention and course completion. A report was distributed throughout campus on the information from the discussions.

The college continues to use input to inform resource allocation. In 2007 the college embraced a Basic Skills Initiative launched by the Academic senate. Shared governance committees have participated in discussions to improve measures of student performance in basic skills courses. Opening day, January 11, 2008, had more than a two-hour workshop devoted to basic skills. There were over four campuswide meetings held in 2007-2008 to address basic skills at SBVC. A final report, including all the activities to address this need, is now complete and has been distributed campuswide.

The Facilities Master Plan is a quintessential example of broad-based planning with opportunities for input leading to institutional improvement. Through a selection process conducted by the Facilities and Safety Committee and the district, more than four architectural firms were invited to the campus to make presentations to develop the Facilities Master Plan. After a campuswide presentation, with the opportunity for the attendees to provide written input, the Committee recommended Steinberg and Associates to the district in 2004 as the firm to shepherd the plan.

Steinberg and Associates conducted a series of meetings with various constituencies over one and one-half years. They began with the college's mission statement, vision, and educational philosophy (now referred to as values) to create a plan. A core committee was designated to represent key individuals on campus to meet twice a month with the architects (2.52). An extended core committee represented an even broader base and met with the architects every three months. Campuswide meetings were held to update all faculty and staff at least twice a year. Space audits and subsequent dialog with all user groups were conducted across campus. Over the course of two years the campus was kept informed via minutes and meetings of work on the Facilities Master Plan.

The plan was finalized in 2006 and made available to the campus. This plan formed the basis for all new buildings to be constructed at SBVC. A short time later another master architect (HGA) was selected to begin work on the Science building. Because of some circumstances beyond the control of the campus, another firm, NTD (Neptune, Thomas Davis) replaced HGA a year later. Despite the changes in architects, the facilities master plan from Steinberg and Associates, with a few revisions, continues to guide facilities planning.

Evaluation

In the campus climate survey of faculty (2006), 34% indicated that "representatives from all employee groups are involved in the SBVC planning process." In the same survey 18% disagreed and 31% were neutral. When asked in the 2007 self-study survey, statement 6, if "the college's planning process is broad-based, offering opportunities for input by appropriate constituencies," more than half the respondents, 61% (127), agreed or strongly agreed with the statement that the planning process is broad-based compared with 13% (17) who disagreed or strongly disagreed with the statement. The 2008 survey, statement 7, revealed that 71% (147) agreed or strongly agreed and 16.5 disagreed or strongly disagreed. Although the questions and surveys were different (campus climate 2006 vs. self-study 2007), these responses suggest that the planning process is viewed as increasingly broad-based.

Steinberg and Associates, while working on the Facilities Master Plan, kept the campus informed about progress on the plan. They set the model for transparent campus wide planning and working with user groups. The Strategic Plan, while going through a series of permutations at the time, benefited by Steinberg's ability to connect campus mission and goals to the planning process. As a result, the momentum in planning received an added boost.

All constituents have been encouraged to actively engage in the development of planning on campus. Shared governance committees and architectural user groups have offered two of the most noteworthy opportunities to participate in the process. San Bernardino Valley College is a learner-centered campus that appreciates input from its students. The office of Student Life has encouraged students to become involved at the college. This is a college that embraces the intent of shared governance. Questions

arise regarding the number of people who respond to surveys or whether or not a process or policy was vetted through various shared governance committees. These questions serve as a reminder of the healthy respect the constituents hold for shared governance. For a few years the Classified Senate was rebounding from some years of inactivity. During 2007-2008 it has not been as prominent as in the past. All employee levels share a concern when an important employee group becomes less active.

Despite the current state budget, the college recognizes the difference between what it needs and wants. In the future, for example, the total cost of ownership of new hires, such as desks, air conditioning, computers, and an office budget, needs to be a larger consideration than it has been in the past. The fact that no staff have been laid off with the current budget crisis is a testament to the financial stability of the college and district. With limited resources, the college addresses those issues important to its survival. Without a degree of predictability in stable funding at the state level, a sense of planning year to year exists. The college is committed to use planning for consistent and continuous improvement of student learning in spite of the upward or downward trends of the state's financial condition.

The college meets the standard.

Planning Agenda

Inform campus on results of baseline data on meeting the goals of the SBVC Strategic Plan in *fall 2008*

- Publish results of data on website *[institutional researcher]*
- Discuss how college will meet its goals *[appropriate committees]*
- Collect data on results of first year implementation of strategic plan *fall 2008*

I.B.5. The institution uses documented assessment results to communicate matters of qualify assurance to appropriate constituencies.

Description

Internal and External Communication of Data

At SBVC a strong link exists between assessment and improvement. The college makes public its data and analyses both internally and externally. The Office of Institutional Research has an extensive website, http://depts.valleycollege.edu/research/ that contains reports, the Fact Book, and data links to assist in the dissemination of information.

The college conducts assessments of a variety of needs throughout the year. Each year since 2001 there has been a campus climate survey for students as well as frequent satisfaction surveys of faculty and staff. The results are discussed in College Council as well as in other venues. The Fact Book of relevant data has been produced

at SBVC since 2003. This information is used by divisions in writing their program review documents.

Data reports are continually added to its public website. Within the college, the institutional researcher chairs the Research Committee and serves on a number of important committees, where he addresses assessment information frequently (e.g., Matriculation, Enrollment Management, and College Council). In fact, he maintains a systematic schedule of presentations before College Council which includes assessment information, so that the results of the most recent survey may be discussed (2.53).

The SBVC researcher has made numerous presentations to the SBCCD Board of Trustees, most recently concerning ARCC data. Just as Partnership for Excellence (PFE) data were presented to the college and district earlier, its replacement, ARCC, is given the same amount of attention. Information from ARCC is used for planning at both the district and college. The ARCC data response set was presented to the Academic Senate meeting on February 21, 2007 and to College Council in the fall of 2007. In addition, presentations have been made at least once a year on how the college meets the district's imperatives.

In November 2006, the institutional researcher presented at the California Community College League Conference (CCLC) in Costa Mesa, concerning the success of the Middle College High School program (2.54). The researcher also works closely with feeder districts and the Cal-Pass program (tracking graduates after they leave K-12 and the community college).

Program Review and Improvement

Over the years, the institutional researcher has provided data for program review. In 2007 department heads were offered training in accessing data through the Educational Information System (EIS). After repeated requests over the years by the institutional researcher, in May 2008 District Computing Services assembled the necessary program review information together so that departments can retrieve data more easily in the future (2.55). Program review is a key function of the college in the improvement of all programs. Programs are rated for continuation, probation, contraction or discontinuation. The programs that receive any rating other than continuation are to receive assistance from the committee and the vice president of Instruction.

Assessment and Student Learning

Instruction and Student Services are currently engaged in assessing student learning outcomes. In December 2007, all departments in instruction were to have completed one assessment per discipline and all program learning outcomes. An assessment cycle and plan for the completion of student learning outcomes and core competencies were adopted in 2008 after consultation with instructional deans and faculty chairs.

Currently, all academic student learning outcomes and core competencies are maintained on the instructional office website. In April 2007 it was reported to ACCJC that Student Services' departments had a 92% completion (with the errant department finalizing its SLOs at the end of April 2007), and ended the year with a 100% completion rate in the development of student learning outcomes. In the 2007-2008 annual report to the ACCJC (2.56), this college had 98% completion of all courses in instruction with student learning outcomes (with 69% the year before). In May 2008 instructional deans provided executive summaries of assessment of student learning outcomes to the vice president of instruction.

Student services completed one SLO assessment in 2007-2008. Academic areas completed one SLO by December 2007 and up to three additional assessments in spring 2008.

Entrance Assessment Instruments

Test validation studies of math and English are reported to the state chancellor's office and were used to reinstate the locally developed assessment test of math in 2002. The following year a similar validation of English occurred. English and a second language (ESL) test validation was used to develop multimeasure surveys to accompany its tests results. Once validated, the tests may be used for six years.

Matriculation sponsored a workshop in spring 2007 to pilot the use of Accuplacer campuswide. Currently, Accuplacer is being used at off-site locations (e.g., high schools and Crafton). A number of meetings have taken place with faculty on changing assessment instruments. In addition, the state chancellor's office may propose specially selected instruments. At present most faculty in English, reading and math continue to support the current instruments. At a discussion in College Council on March 12, 2008, it was decided that the college would pilot Accuplacer and other instruments in the fall (2.58). The details are being addressed through a steering committee with recommendations by the researcher on the methodology of the study.

Despite the work of a steering committee to develop a pilot for a variety of entrance assessments, the Academic senate voted 10-12 on a resolution to maintain the current tests at its April 30, 2008, meeting. The college continues to maintain plans to pilot new and current instruments so that decisions related to one of the strategic initiatives, *access*, can be based on data.

Grants

Evaluation of the Math and Science Learning Center demonstrates how information from assessment improves programs and/or services. The survey of this Title III grant led to increased offerings of courses that were in high demand at the college.

Upon receipt of the Title V grant workshops were held to support grant-writing efforts across campus in spring 2006. A survey was conducted of all training sessions in order

to refine and tailor the workshops (2.59). Grants such as Title V usually require a performance evaluation in meeting its goals. These are developed in collaboration with the institutional researcher and the project activity director (2.60). In the initial year of the grant, a formal review was conducted by an outside evaluator. The summary of the visit helps to support the grant in meeting its benchmarks and goals. Reports on the grant's progress are made by the director of Grant Development in College Council.

Other Evaluation Studies

The Success through Achievement and Retention (STAR) program and CalWORKS have been provided both formative and summative data. This helped to refine procedures for establishing group study sessions. In the case of STAR, the data also support the evaluation reports required for the granting agency (U.S. Government, Title III). An evaluation of the SBVC Weekend College program by students and faculty were used to define faculty expectations and structure programs to better meet student needs.

Surveys and Focus Groups

Survey results contribute to the improvement in programs and services. The Professional Development's annual survey is used to assess current training. The results are reviewed by the committee during its annual retreat to support planning efforts for future workshops and training needs (2.61). Administrative Services' satisfaction survey is used to identify areas that need attention on the campus. This survey led to the elimination of faculty/staff-only parking lots in some areas. Surveys in CalWORKS led to refinement in the delivery of services. An external survey to determine whether or not to offer satellite courses at Chavez Middle School site was conducted. The Chavez survey is another example of using data to help in decision-making (2.62).

Student surveys, together with student and staff focus groups, have been used to identify and solve service delivery problems in financial aid. Big Bear, Lake Arrowhead, and other mountain communities have been assessed to determine the need for services and for program planning. Another example of using surveys to improve the delivery of programs and/or services was one for distributed education. This survey helped to develop a profile of the typical student enrolled in distance education and hybrid courses. Focus groups have been used to help refine recruitment procedures and expand job placement in the Applied Technology Division in Aeronautics, Machine Technology and Automotive Body.

Evaluation

The Office of Research and Planning has been prolific in the number of surveys conducted and presented to a variety of employee groups and the public despite the fact that the college has such a small research staff (only one full-time researcher and one part-time assistant who has been assigned to another area for a year). The college

uses the information obtained from surveys, focus groups, and evaluation to improve programs and services.

The self study surveys in 2007 (statement 14) and 2008 (statement 21) contained the statement that "the College uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes." In 2007, 55% (115) strongly agreed or agreed, and 7% (15) disagreed or strongly disagreed. In 2008, 65.2% (131) held a favorable opinion of the statement and 8% (16) did not. In the former survey, 38% took either a neutral position (neither agree nor disagree, 25% or N=52) or had no opinion (13% or N=27) and in the latter survey 26.9% (54) had no opinion. Although nearly two-thirds of the respondents agree or strongly agree the "no opinion" percentages need to disaggregated by employee group.

The college meets the standard by distributing assessment information widely.

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing the modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Description

Systematic modifications of planning and resource development

San Bernardino Valley College adopted a strategic pan in 2007. It is regarded as a living document that can be modified as appropriate. The 2007-2008 year is the first opportunity to assess how the strategic plan is working. As data are made available on the college's progress at meeting the goals, dialog will occur, most likely with various deliberative bodies.

With emphasis on accreditation in 2007-2008 and no baseline data on the strategic plan until summer 2008, it has been decided to launch a campuswide effort in 2008-2009 on the SBVC Strategic Plan—outcomes, integration of all plans, development of action plans, and reporting progress to date to the campus and the public.

To ensure that the strategic plan is implemented across campus, faculty were asked in the fall 2007 program review to address needs in accordance with the initiatives. Some concern was voiced by faculty in the Academic Senate in October 2007 that the strategic initiatives had become a requirement of the program review needs assessment too late in the process. Some objected to the fact that not all goals can be melded into the plan. It has always been the intent, in the development of the strategic initiatives, that if any goals could not be addressed by the current initiatives that changes could be made. Although goals and/or initiatives could be changed at that time, the opportunity to address new goals was added to the 2008 self-study survey. Respondents did not suggest new goals or initiatives which appeared to indicate satisfaction with the current foci of the plan.

Modification of Program Review

Traditionally, at SBVC resource allocation was the function of the Program Review Committee. However, as noted in I.B.3., the evaluation of the 2004 Focused Progress Report recognized a need to change program review away from a "resource allocation model" to one that evaluated its processes. As a result, program review has continued to modify its process to better reflect a review of programs. In so doing, the committee adopted a three-year pilot which begins with a needs assessment phase for the fall semester, followed by a program efficacy portion in the spring. Program review does have a specific cycle for program efficacy, but any program can submit a request for one or more needs during the needs assessment phase.

Program Review has been diligent in assessing its evaluative tools. A new Word document, instead of a spreadsheet with drop-down menus, for program efficacy was approved in September 2007. The new format led to reformulating the applicable rubrics. Instruction, Student Services, and Administrative Services each have forms and rubrics unique to their areas. The committee evaluates the rubrics each year to reflect any changes in the forms. The committee makes the determination as to whether or not a designation of *exceeds, meets* or *does not meet* is assigned to the rubric.

College Council

College Council serves essentially as the "committee of (shared governance) committees." It has numerous roles such as reviewing assessment information and using its representatives to communicate matters of quality assurance to other committees on campus. The institutional researcher schedules presentations before College Council on the results of all major surveys. These presentations occur at half of the College Council meetings. Discussions, based on the results of surveys often have a ripple effect on other shared governance committees. In addition, the strategic plan, policies, and processes are vetted in the College Council. In the spring 2007 College Council and Management Roundtable discussed and finalized a planning flow chart to enhance the visualization of the process (2.23).

Grants and Resource Allocation

Results of various grants are communicated to internal and external agencies. The process usually involves an evaluation of the grant according to its goals. For example, the Perkins Grant obtains and disseminates information in the vocational area. CalWORKS is heavily involved with local agencies and reviews its results with appropriate constituencies at the state level. The Child Development Department has a number of grants and is well known for its work in the community. Information on the Title V cooperative was reported by the director of Grant Development at the Academic Senate meeting February 21, 2007.

Evaluation

The college has a number of evaluation cycles for programs and employees. For example, all managers, classified staff, and faculty are aware of their evaluation cycles. Adhering to cycles of evaluation reinforces a sense of predictability and fairness. The Office of Institutional Research maintains a cycle of surveys and reports. Program review is on a three-year cycle which occurs after the content review cycle of a department.

In 2008-2009, as part of the review of the SBVC Strategic Plan, the planning flow chart may be modified as College Council redefines its role.

The college meets the standard.

I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other support services.

Description

The college embraces the importance of using a variety of evaluation tools to support decision-making and student success. In addition, formal and informal evaluations to assess the effectiveness of surveys, software, and processes. The following provides examples of a robust attitude toward the importance of accountability and assessment.

The college uses the following evaluative mechanisms to gather evidence about the effectiveness of programs:

Program review—needs assessment and program efficacy
Pilot projects
Peer program evaluations
Development of rubrics for evaluation
Point-of-contact surveys within programs
Focus groups
Review of surveys by various shared governance committees
Requests for research form
Purchase of new software to support evidence gathering

Program Review

One of the planning and evaluation mechanisms at the college is its program review process. The review or debriefing of the process occurs at the last meeting of the cycle, which may also be during the appeals process. It is through these twice a year reviews that changes have been made to continually improve the process. In 2003 there was some concern that student services and instruction have their own review cycles. Currently, these two areas are still a part of one process. To accommodate differences,

separate rubrics have been developed for Student Services, Instruction and Administrative Services.

- Requests for technology and renovation were once addressed in program review, but are now referred to their respective committees, Technology and Facilities and Safety.
- Special forms were developed to make it easier to respond to questions in program review. The intent was to reduce the narrative to fewer than two paragraphs. The Excel format was changed in 2007 to a Word document for 2008 based on input from the committee.
- The current cycle of review was changed in 2005 so that each instructional department is up for review the year after its content review is due. Student Services, Administrative Services and the President's Office are also included in the three-year cycle. However, any program can submit a program review needs assessment document in the fall.

Pilot Study

A controversial pilot will begin in the fall concerning placement of students in English, math, and reading. Currently, the college has validated, homegrown assessments for these areas. One of the reasons behind the recommended pilot is that for some students there is a considerable delay in getting into classes while they await assessment scores. As a result of the dip in enrollment suggestions were made to address the problem. It was noted that high schools could use a more portable assessment tool such as Accuplacer. Crafton Hills College (CHC), SBVC's sister college and nearby Chaffey currently use Accuplacer. Some students become frustrated with the process at SBVC and choose to go elsewhere.

In addition, other than the fact that the homegrown tests are validated, there are few data, on the effectiveness of the tests for placement purposes. The new pilot will designate cohorts of students taking computerized tests and the home grown tests to assess the accuracy of where students are placed. Although the pilot will need more than one year to compare its data there will be one or more reports a year on the progress of the pilot.

Peer Program Reviews

In anticipation of a state visit to the CalWORKS program, the dean asked several managers to provide a mini peer review of the program, employees, and the consistency of forms and documentation. The reviewers suggested that the program was already excellent in all areas and made a few recommendations to enhance it even more. As a result of the work already being done in CalWORKS, and the adoption of the peer review recommendations, the outside agency recognized the program as a model for the state.

Development of Rubrics

Rubrics are developed for program review by its committee. These are readdressed when a new form is being implemented. This was the case for program efficacy 2008.

Prior to the dissemination of the planning rubric furnished by the Accrediting Commission on planning, the dean of Research, Planning, and Development devised a similar form, "SBVC Planning Rubric" to circulate in College Council during spring 2007. Members noted whether the college was or was not addressing each item in the rubric. In addition, the ACCJC rubric for program review was distributed to the committee to evaluate the process (2.63).

Point of Contact Surveys

Whether they concern surveys in the cafeteria or financial aid, surveys acts as barometers for service at a given moment. The surveys are reviewed by managers and staff in an effort to improve an area of interest.

Focus Groups

The college uses focus groups in several areas, but most recently they have been helpful in working with the mountain communities in attempting to deliver educational programs and services to outlying areas. Questions are developed with the institutional researcher. Community members meet to provide information, which is then transcribed. Nvivo is used to mine trends that are found in the discussions.

Research Request Form

San Bernardino Valley College uses a variety of mechanisms to gather evidence of the effectiveness of programs and services. The Office of Institutional Research attempts to accommodate numerous requests from various departments. A form to request a survey is filled out and the dean and researcher in Research, Planning and Development give it a priority ranking (2.63). The researcher then may work with a committee or individual to develop the survey. This has resulted in assessments of Distributive Education, Middle College, and Big Bear programs. The Research Committee meets monthly to address surveys, survey requests, assessments, placement information, validation of instruments, student equity, and enrollment information (2.64).

Software

New software, entitled SNAP, has been purchased to support assessment. SNAP will improve the distribution of management evaluations as well as student evaluations of faculty. The change to SNAP is a result of some security issues with "Survey Monkey" where data are kept on their server. SNAP allows the college to store data on its server. The college is conscious of limitations to using email for distribution of surveys,

since some employees and/or students do not have easy access to computers. SNAP affords scanning capabilities so paper surveys can be more easily tallied (2.65).

Focus group or qualitative information is very helpful as a specific assessment vehicle. However, its use can be limited by the amount of time it takes to transcribe and analyze the information. As a result, Nvivo, a text analysis program, was purchased because it allows a more objective analysis of qualitative and textual data.

New software is available not only for employees, but for students as well. A performance based response system for the classroom, eInstruction, was selected after reviewing offerings by many vendors. The Technology Committee sought information from the possible users. As a result, the eInstruction devices (commonly referred to as "clickers") were selected for the campus. The reason one provider was selected was to eliminate students from having to purchase multiple clickers for a variety of courses. These can be used in classrooms for quick responses to questions from the instructor.

Role of the Research Committee Regarding Evaluative Instruments

The Research Committee acts as a repository for information and decisions on a variety of surveys. For example, when the Accreditation Committee approved the self study survey for 2007 the Research Committee reviewed the survey and provided comments. The following year the Research Committee recommended that the 2008 survey eliminate the choice of "neither agree nor disagree."

Various committees funnel requests for surveys through the Office of Institutional Research. The Research Committee meets each month to review survey questions, discuss matriculation issues, question the validity of measuring instruments, and review human subjects requests. The Office of Research has a cycle for all surveys with suggested months for presentations before shared governance committees.

Evaluation

The college recognizes the importance of data in decision-making. Data are constantly sought from the institutional researcher for a variety of reasons. Data are used throughout the program review process, in the Facilities Master Plan, ARCC and the SBVC Strategic Plan. Managers, faculty, and committees request data to gather evidence on the effectiveness of programs.

In order to continually improve evaluative mechanisms, the college has supported the purchase of new software; SNAP for surveys and employee evaluations; eLumen to support SLO assessment information; Nvivo to streamline the capture of qualitative trends; and eInstruction to help users obtain immediate responses within their classes. The college recognizes the importance of evaluating all tools and instruments in a systematic manner and communicating results campus wide.

Program review is nearing the end of a three-year cycle. The effort needs to be evaluated campus wide, not just within the committee.

The college meets the standard.

Evidence—Institutional Effectiveness

2.1 Dialog, Collective, Wisdom, and Reflective Learning: Reflections and Implications for Valley College
2.2 Collegial Consultation document; Committee Assignments
2.3 Academic Senate introductory letter on committees
2.4 An Assessment of Student Participation in Collegial Consultation at San Bernardino Valley College
2.5 Associated Students—Activities in March/April 2008 related to accreditation
2.6 Midterm Report, 2005, to ACCJC
2.7 Academic Senate minutes in October 2007, November 2007, January 2008, April 2008
2.8 Examples of agendas for Management Roundtable and College Council
2.9 Activities related to Accreditation April events
2.10 Accreditation emails referencing use of Blackboard for discussion of accreditation
2.11 SBVC Accreditation Handbook on the Standards
2.12 List of Core Competencies
2.13 SLO and Assessment Timeline
2.14 Executive Summaries of Assessment, 2008
2.15 Program Review Rubrics
2.16 ARCC data presented to Academic Senate, 2008
2.17 Advisory Committee minutes
2.18 Results of Student Success Café discussions with Vincent Tinto, 2006
2.19 Examples of Department Head meetings
2.20 Examples of agendas and minutes of joint Student Services/Instruction meetings
2.21 New faculty orientation
2.22 Great Teachers Seminar
2.23 Calendar of Professional Development activities
2.24 Professional Development Survey results, 2008
2.25 Professional Development funded requests 2007-2008
2.26 Examples of Program Review efficacy, 2008 (see other Program Review notebooks for details
2.27 Results of appeals to 2008 Program Review
2.28 SBVC Strategic Plan
2.29 SBVC Facilities Master Plan
2.30 SBCCD Planning Imperatives
2.31 State of California, Chancellor's Strategic Plan for California Community Colleges
2.32 Pamphlet of Guide to Strategic Planning by President Denise Whittaker
2.33 Templates for 2007-2008 Year-End Report
2.34 Example of emails sent to campus regarding Program Review
2.35 Year End Report, 2006-2007
2.36 Activities for in-service, January 11, 2008, including workshops on basic skills
2.37 Tumaini program
2.38 Evaluation of 2008 process by Program Review Committee
2.39 Super Saturday evaluation

2.40 Evaluation letter from ACCJC on Focused Progress Report, 2004
2.41 Rubrics for Administrative Services, Instruction, and Student Services
2.42 SBVC Planning Process
2.43 Goal of Strategic Initiative
2.44 Schedule of surveys, reports, and presentations to College Council by institutional researcher
2.45 Matriculation Plan 2007-2008
2.46 Examples of self-evaluation in 2007 by deans using strategic initiatives
2.47 Example of memo on Developmental Budgets
2.48 President discusses funding two positions based on program review
2.49 Minutes of Academic Senate meeting January 30, 2008
2.50 Email on prioritizations by Program Review Committee April 2008
2.51 Golden and Associates study
2.52 Examples of minutes and agendas from Steinberg and Associate's meetings
2.53 Schedule of presentations before College Council
2.54 PowerPoint presentation before CCLC on Middle College High School
2.55 Example of Program Review new MIS data
2.56 Annual reports to ACCJC on student learning outcomes (2008, 2007).
2.57 Educational Policy Committee of Academic Senate report on placement assessments
2.58 College Council minutes March 12, 2008
2.59 Survey on grant workshops
2.60 Title V, Annual Performance Review, 2007-2008
2.61 Agenda, May 2008, Professional Development retreat
2.62 Results of Chavez Middle School survey
2.63 Research Request Form
2.64 Examples of Research Committee minutes
2.65 Example of survey questions using SNAP

STANDARD II

Student Learning Programs and Services

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

II.A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Summary

Instructional programming at San Bernardino Valley College leads to a variety of outcomes, in compliance with the mission of the California Community College System. Program outcomes include associate degrees, career/technical program certificates, basic skills development, personal growth and transfer to four year institutions, The college provides a wide range of courses and programs to meet the needs of its diverse community of learners. In recognition of the changing trends in community needs, courses are scheduled day and evening, on and off-campus, online and via telecourse. In recognition of the needs of working adults within the community, courses are also available in a weekend college format.

Faculty take the initiative and the responsibility for course and program development. In consultation with four-year institutions, advisory committees, campus and community research sources, and local business and industry, faculty explore the potential of new programs and modifications of existing courses and programs. A shared governance committee is in place to conduct program review of every program on a three year cycle.

During the past three years, faculty have seriously discussed learning outcomes and assessment. In the self study survey conducted in 2008 (statement 6), 79.3% of the respondents either agreed or strongly agreed that the college facilitates an ongoing dialog about improving student learning. This is up from statement 5 of 71% in the 2007 survey. Collegewide core competencies have been developed and are being implemented in a variety of ways. Student learning outcomes have been developed for nearly every course and program. New assessment processes are now being discussed, developed, and piloted. Program review processes now include questions that seek to identify success in working towards the college mission and the student learning outcomes.

II.A. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Description

San Bernardino Valley College offers a wide array of programs and courses in accordance with the community college mission to provide transfer, degree, career/technical training, and basic skills instruction. Curriculum development processes require that offerings are in line with the college mission and support a "diverse community of learners" (3.1).

All courses and programs at San Bernardino Valley College are developed through a curriculum process that consists of thorough multilevel reviews. The review includes an assessment of the course or program and reflection of the college mission. For vocational programs, advisory committees are consulted so that the needs of the industry are addressed in curriculum development. Currently, SBVC has advisory committees include: Aeronautics, Architecture, Automotive, Biotechnology, Computer Information Technology, Culinary Arts, Diesel and Transportation, Electricity/Refrigeration, Food, Nutrition, Dietetic, Graphic Arts, Machine Trades, Nursing, Psychiatric Technician, Radio, Television, Film, Social Work, Water Supply Technology and the Welding/Inspection (3.2).

All curriculum development includes a review by the initiating faculty member, the department faculty chair, the division dean and the Curriculum Committee. A technical review committee reviews all new curriculum and modification proposals for applicability to college mission as well as for appropriate content and rigor to meet current standards prior to placement on the full Curriculum Committee agenda. The full Curriculum Committee is also tasked with assuring that the appropriate content and standards are being met. Curriculum documentation is currently housed within the *CurricUNET* system and can be reviewed by any interested party. Courses with a distributed education component (any portion of instructional hours delivered via distributed education) are further reviewed by the chair of the Online Program Committee and the director of Distributed Education to assure that the course meets the goals of the mission of San Bernardino Valley College (3.3).

Once curriculum is approved, faculty are required to create their syllabi with the course outline of record in mind, and to teach to the course outline of record. This information is shared with faculty through the faculty handbook and orientation sessions for both full-time and adjunct faculty (3.4). Faculty are evaluated, in part, on the syllabus of each course taught to ensure that all course outlines are adhered to, and that all courses, regardless of delivery means or methodology are of the same quality and content and address the same learning outcomes and objectives (3.5).

Quality and integrity of programs and services are assured through the work of many campus and external advisory committees. The Academic Senate maintains primacy over curriculum, and the faculty co-chair of the Curriculum Committee reports to the Academic Senate, and serves on the executive committee to share and discuss issues and concerns. Advisory committees regularly review career/technical programs to ensure quality and adherence to industry standards.

Program efficacy review requires that all programs identify the ways in which programs reflect and support the college mission and strategic goals. All programs complete an efficacy review every three years. During this phase of program review, departments are asked to evaluate programs based on internal and external data, to review employment trends and other factors in order to make curricular decisions for continued currency and relevance, and to evaluate effectiveness of student success and productivity. Additionally, programs are asked to provide data reflecting the population of students enrolled within the program as they compare to the college and community demographics, and to identify strategies to better serve any underrepresented populations. Student learning outcomes are now one of the major considerations within the context of the program review process. Programs are reviewed by the committee which makes recommendations of continuation, probation, contraction, or discontinuation based on the efficacy of the programs and their ability to critically examine their own strengths and weaknesses.

The college appears to have awarded degrees and certificates in consistent patterns over the past five years. As enrollment increases, additional certificates and degrees are awarded, and as enrollment decreases, there is a proportional decrease in the awarding of degrees and certificates. San Bernardino Valley College currently has a transfer rate of approximately 11% of those students who indicate intent to transfer upon application to the college. (see Institutional Research website under “Reports” and “Transfer” http://depts.valleycollege.edu/research/).

The program review process asks programs to evaluate degree and certificate completion rates, job placement rates, and transfer rates as appropriate to the program. Programs use these data within their planning processes. Advisory groups also provide important recommendations about numbers of courses offered and the content to be delivered based on the numbers of available job opportunities.

The institution has worked diligently to provide scheduling of course offerings which meet the needs of the community and the local business and industry requirements. This includes online, weekend, day, and evening classes. Weekend College course offerings continue to expand and the number of courses offered at Big Bear is growing. Online courses continue to fill quickly. As a result, faculty are being trained in alternative delivery methodologies, including online teaching and utilization of interactive TV through the professional development program (3.6).

San Bernardino Valley College strives to meet the needs of its students seeking basic skills development, and is currently working on implementation of the state Basic Skills Initiative. Many campus dialog meetings have occurred and continue to be scheduled in order to develop a plan that supports students from basic skills through vocational and transfer programming. The Academic Senate adopted a report on the basic skills assessment process on April 2, 2008. This report further indicated specific action items which should be addressed in support of basic skills education at SBVC (3.7).

Evaluation

San Bernardino Valley College has many systems in place to ensure that all instructional programs meet the needs of students, fulfill its mission, and uphold its integrity. Course outlines are followed, and represented on course syllabi. Faculty, staff, and administrators regularly review programs to ensure continued efficacy and relevance through both curriculum and program review processes. The articulation officer, as the official campus liaison to the University of California (UC) and California State University (CSU), regularly shares information on changes in regulations and curriculum that may affect transferability of SBVC curriculum. This information is routinely shared with appropriate discipline faculty, administrators, counseling faculty and the Curriculum Committee. The articulation officer is also consulted as part of the curriculum process for new course development.

Campus and division meetings are used to continue discussions on collegewide core competencies and student learning outcomes. Special emphasis is currently being placed on assessment of SLOs and strategies to improve student learning based on what is learned from that assessment. The plan includes the assessment of three outcomes or two outcomes and one reassessment.

On the self study survey (statement 3), conducted in spring 2008, 84.7% of the respondents indicated that the college programs, services, and planning are consistent with the college mission.

Planning Agenda

Continue review of SLOs and their assessment

- Dialog concerning SLOs and assessment for relevance and appropriateness to their content and trends of student learning and inclusion of the college mission *[faculty, appropriate committees, managers]*
- Communicate established timelines and/or conduct (a) the review and assessment of program-level SLOs, (b) SLO cycles, (c) development of assessment rubrics [faculty] (d) review of assessment strategies and (e) develop assessment strategies for core competencies in *2008-2009* [Academic Senate, division and department, instruction office, instructional cabinet, professional development coordinator, appropriate faculty]
- Continue to include student learning outcomes in course syllabi *[faculty]*

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

Description

Student educational needs are identified through a comprehensive matriculation process, which includes assessment and advisement. San Bernardino Valley College is an open-entry campus. In an effort to ensure that all students are placed in courses that match their skill levels assessment testing is used for course placement. The college uses a full range of assessment tools for placing students. These assessment tools include multiple measures and tests for math, English, reading, and English as a Second Language (ESL). Each of these tests is validated by the SBVC Office of Research and Planning as defined by the California State Chancellor's Office. Upon completion of testing, orientation and advisement sessions conducted by counselors are offered to all assessed students.

Data published in the Fact Book provide detailed information on student demographics, including assessment data. The matriculation coordinator provides regular data to the faculty chairs and deans in English, reading and math which are used in schedule planning and student advisement (3.8). Additionally, research has been completed on correlations between assessment scores and success in courses with and without prerequisites in math, English, and reading. These data have been used in the preparation of documentation for the Basic Skills Initiative, and in the planning processes in support of this initiative.

When certificate programs and non-baccalaureate degrees are submitted for curriculum approval, a market/labor (job analysis survey) is included. These data help to identify programmatic/curricular needs of the local community and support the inclusion of the program within the college offerings (3.9).

Advisory committees are used in career and technical education programming to ensure that student educational needs are met through the curriculum and course delivery processes as required by the chancellor's office and Title 5.

Programs such as Tumaini and Puente seek to meet the educational and personal needs of students from African American and Hispanic backgrounds respectively (3.10).

Faculty in all instructional divisions are currently conducting their own research through the process of assessing their student learning outcomes, and have begun departmental dialog to determine to what extent student learning outcomes are being achieved, and what instructional methodologies may enhance student learning and achievement of stated learning outcomes. Program review processes now specifically include student learning outcomes (3.11).

Evaluation

The matriculation area serves to assist students in a successful transition to San Bernardino Valley College by assessing the educational background and skill level of entering students. The counseling staff works diligently to appropriately advise students

to enroll into those courses that would provide the greatest success. Faculty chairs and deans use data for decision-making in terms of scheduling and curriculum development. Review of alternative assessment instruments has been conducted by faculty and recommendations have been made to continue to use current tools (3.12). Pilot tests will be implemented during fall, 2008 to assess alternative assessment tools so that future decisions can be made with appropriate data (3.13)

Advisory committees are effectively used in the vocational and technical programs to ensure that appropriate course content is delivered.

San Bernardino Valley College is making progress toward complete implementation of its core competencies. Timelines have been developed for student learning outcomes and assessment cycles.

Planning Agenda

Conduct pilot study of assessment instruments (home-grown, Compass and Accuplacer) in *2008-2009 [institutional researcher, faculty and managers in applicable departments]*

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

Description

San Bernardino Valley College offers its courses in a variety of formats and with a variety of instructional methodologies (as reflected by the teaching styles of 172 full-time and approximately 376 part-time faculty). In alignment with the mission to "provide quality education and services to a diverse community of learners," the college promotes a diversity of programming options to better serve the needs of SBVC students and the community. Most courses are offered in traditional, face-to-face classes, but courses are also offered via telecourse, online, and hybrid methodologies, and via computer-assisted instruction. Courses are offered in full-semester (18 weeks) and short-term sections (vary by department and content).

Curriculum processes include information about delivery methodology and courses are reviewed for appropriateness of the methodologies to the content and populations served. Online and hybrid courses have a layer of review added to ensure that online delivery is appropriate for the content of the course as required by the chancellor's office.

Given the growth of demand for online and hybrid courses, additional faculty are electing to be trained on the current course management system (Blackboard). Training for online faculty, in addition to software training, also includes topics such as instructional methodologies for online instruction, Americans with Disabilities Act (ADA

requirements) and TEACH Act (copyright compliance). Faculty are encouraged to participate in training through @ONE seminars, SBVC's own Great Online Teachers Seminar, and 4faculty.org, (see Professional Development website for calendars and programming). Faculty do have a choice of course management system (CMS.) The campus supports Blackboard, with technical support and training, but faculty may choose to use First Class or other available systems such as Moodle, with limited support and/or training available.

The Disabled Students Programs and Services Department (DSP&S) has served on average 873 students per year, providing learning and technological assistance. Further, faculty are provided support by the DSP&S office when identified students enroll.

Issues of access for students taking courses via distributed means are addressed through the availability of equipment and materials in the library and its associated computer lab (3.14).

Faculty are evaluated, in part, based on the appropriateness of methodologies used for the content and materials of the course (3.15 and discussion in Standard III.A.). Peer and administrative evaluations include instructional methodology.

In department and division meetings faculty discuss the methodologies and teaching strategies employed. Additionally, faculty are encouraged to participate in the annual Great Teachers Seminar (and Great Online Teachers Seminar for online faculty) and to participate in professional development activities focused on teaching/learning strategies (3.16).

Evaluation

At times, course offerings are limited. Students may have to make choices of delivery method that do not match their preferences only because of availability. Departments and divisions must watch patterns of enrollment in order to effectively plan appropriate sections and delivery methodology as well as time patterns to better meet the needs of the current student population. In the self-study survey conducted in spring 2008 (statement 18), 82% of respondents indicated that they either agreed or strongly agreed that the college identifies and seeks to meet the varied educational needs of its students through diverse programs; 72% agreed or strongly agreed with statement 19 that instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students; and 75% agreed or strongly agreed with statement 20 that the college provides alternate class scheduling to meet students' needs.

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

Description

A large training effort was mounted in 2004, at first to begin the process of developing, and now assessing student learning outcomes. A core team was sent for training at Mt. San Antonio College in 2004 and plans were instituted for training on a campuswide basis. Professional Development offered training sessions open to all, and participated in sessions for divisions and departments. Additionally, sessions were offered as part of Academic Senate meetings. At these sessions, faculty were provided with information about expectations, models, and templates to complete within their departments. Dr. Norene Badaway was brought in from the chancellor's office to provide further information on SLOs and assessment. With this information, a template for assessment cycles was modified and presented to faculty in training sessions on assessment during the 2006-07 academic year (3.18).

Student learning outcomes have been developed for most courses, programs, certificates, and degrees. Faculty are currently working to establish appropriate assessment methodologies and rubrics. First SLOs were assessed in fall 2007. Faculty are regularly meeting within their divisions to discuss results and recommendations. As a part of its process, new course and program SLOs must be included before the Curriculum Committee will evaluate and make recommendations. Prior to review and approval of new courses and programs and content review, SLOs must be attached to curriculum documents per the Curriculum Committee process.

Evaluation

San Bernardino Valley College began work on student learning outcomes by identifying the collegewide core competencies. This was achieved through a series of campus meetings over a semester (fall 2004). Discipline faculty have evaluated the core competencies to determine levels of emphasis in each course (see Instructional Office website for collegewide core competencies by division).

The 2008 self study survey indicates that faculty respondents chose the option "integrate, very much" for various core competencies as follows: 80% "written and oral communication" into their course; 81% integrate "critical thinking"; 38.5% integrate "computer information competency" (49.6% indicate "somewhat integrated"); 72.1% integrate "ethics"; 62.3% integrate "creative expression and self awareness"; 65.4% integrate "social interaction and cultural diversity"; and 51.1% integrate "quantitative reasoning skills."

Following the development of the core competencies, each department has been working on the development of the student learning outcomes for each course and for each program. All courses were to be complete by spring 2007, and program SLOs were to be complete by fall 2008. The college reported to the Accreditation Commission that 67% of 2007 courses had SLOs and 98% of 2008 courses were complete (3.19).

Faculty continue to develop assessment strategies and rubrics and have begun the processes of evaluation cycles which include assessment, identification of issues, trends and gaps, dialog on student learning, and assessment-improvement strategies. All departments were asked to have one SLO assessed, and to have incorporated dialog about the results and outcomes of the assessment by the end of the 2008 spring semester. Some departments have learned that their SLOs and/or their assessments needed to be reworked which is now in progress. Results from the 2007-2008 assessments are available in executive summaries and on the web (3.20).

Departments are making decisions about common assessments. English 015 has had a common final assessment for many years, and uses the results of that assessment to discuss trends and instructional improvements (3.21). The Mathematic Department identified elements of a common assessment and is currently evaluating the methodology of randomized sample assessment (3.22). Course and program SLOs can be found on the Instruction office website. (http://depts.valleycollege.edu/SLO/, College Catalog).

Planning Agenda

Refer to two planning agenda items on p. 130.

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

Description

San Bernardino Valley College uses the program review process as the primary means of evaluation of all current courses and programs. The process is divided into two components, needs assessment and program efficacy. The program review process evaluates programs based on a variety of factors, including progress towards goals tied to the college strategic initiatives and goals and mission, student learning outcomes productivity, and other relevant data. (see Program Review notebooks 2007-2008, 2006-2007).

Courses are offered at the collegiate, developmental, and precollegiate levels. All noncertificate-related courses are reevaluated through the content review process every six years. All courses associated with certificates are reevaluated every two years. This evaluation is of the same rigor as original course approval (3.24).

San Bernardino Valley College does not currently offer continuing and community education courses, and noncredit programming is limited.

Evaluation

The Curriculum Committee processes are rigorous and yield outstanding course outlines.

CurricuNET allows any interested person to review content review cycles. All parties are now aware of cycles and expectations for content review completion. Currently, several programs are behind in the content review process, departments are making significant efforts to address this issue. Currency of content review has also become a factor in program efficacy for program review.

Planning Agenda

Continue to explore noncredit offerings and study abroad programming as a goal in *2008-2009 [Academic Senate]*

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

Description

Curriculum processes at SBVC are faculty-owned processes. Courses are designed by faculty, and based on data-driven decision-making processes which identify need and applicability to the mission of the institution. Curriculum is evaluated and approved by a committee primarily made up of faculty, and approved by the Academic Senate. Courses are delivered according to the course outline of record, no matter the modality or location.

A core team was identified to guide the institution in SLO processes for development of core competencies and course-and program-level SLOs. Program evaluation, through the program review process is guided by a shared governance committee.

Although enrollment is one measure of evaluation of courses and programs, the college also relies heavily on the efficacy phase of program review. Additionally, there is a very high standard of evaluation of course outlines at the development and content review stages. Faculty are evaluated, at least in part, by their ability and skill in teaching to the course outline of record. Syllabi are evaluated to ensure that course objectives, student learning outcomes, and core competencies are addressed.

Evaluation

Although the SLO processes are “faculty driven,” faculty are told to complete some of these tasks, rather than taking the initiative to do them. Therefore, though faculty are doing the work, it may not necessarily be driven by faculty. As dialog continues and the campus moves more fully into implementation cycles, the benefits of discussion of the

attainment of student learning outcomes have become evident. As a consequence, the processes become more faculty driven.

Curriculum approval processes are quite lengthy. Timelines for course approval can create a disincentive to design and develop the courses and programs. Although the campus controls some elements of this process, the timelines are dictated in part by a strong collegial consultation process as well as by articulation processes. Strategies are being developed to streamline all processes. Training is being given each week on curriculum development and database (CurricUNET) usage to help simplify that process. Additionally, working with members of the Technical Review Committee, the faculty cochair is meeting with faculty on their outlines in a "pre-technical review" meeting so that the approval process is smoother. The Curriculum Committee works in "review groups" at the meetings to speed up approval of the large radio, television and film (RTVF) program package (four degrees and four certificates) and corresponding new courses. To achieve this level of excellence, division Curriculum Committee representatives assist faculty and facilitate curriculum workshops during division meetings (3.27). Additionally, the faculty co-chair of the Curriculum Committee has established weekly trainings to assist faculty in the curriculum-development and input processes (3.28). Academic Senate has increased the reassigned time available for the Curriculum Committee chair from .4 to .65 (3.29).

Course outlines are consistently strong and comply with Title 5. Additionally, the syllabus template provided to faculty requires that faculty review course outlines to ensure outline and syllabus consistency (3.30).

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

Description

Faculty are involved in dialog to determine appropriate rubrics for the evaluation of achievement of student learning outcomes at the course and program levels. Advisory committees are involved in the dialog where appropriate.

Timelines have been established for systematic evaluation of achievement of student learning outcomes and planning for instructional improvement. Faculty have taken responsibility for the development of the outcomes, the development of assessment tools and techniques, and for the creation of rubrics for evaluation. During the 2008 spring semester, all departments have been asked to assess a total of three SLOs. While some of the assessment may be "reassessment" based on information obtained during earlier cycles, new SLOs will also be assessed during each semester. The pattern of assessing and/or re-assessing a total of three SLOs per department will continue through each semester of the next several years.

As eLumen is fully implemented, the campus will have more access to data to assist in making educational and curricular decisions based on attainment of student learning outcomes.

Evaluation

San Bernardino Valley College is in the early stages of development and implementation of assessment strategies for student learning outcomes. The campus is actively engaged in dialog about outcomes and assessments and, more importantly, in discussions about student learning and the improvement of the educational experiences of students. Executive summaries of assessment were sent to the Instruction office in May 2008.

Faculty will have regular dialog concerning student achievement of those outcomes and any evident trends. Faculty will use these data and these conversations to devise plans for enhancing student learning.

Planning Agenda

Refer to first planning agenda item on student learning outcomes p. 131.

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

Description

The Curriculum Committee addresses issues of breadth, depth, rigor, sequencing, and programmatic completion strands.

San Bernardino Valley College supports a professional development program which includes a major emphasis on "high quality instruction." Programming efforts include opportunity for dialog around effective teaching strategies at events such as the Great Teachers Seminar and the Student Success Café. Workshops are regularly offered on teaching/learning styles, classroom assessment techniques, and appropriate uses of technology within the classroom environment. New faculty orientation includes strategies for student success and andragogy in addition to nuts-and-bolts information. Additional programming through SBVC Professional Development includes the Spring Teaching Symposium and the Great Online Teachers Seminar.

Although it is a goal that high-quality instruction and synthesis of learning characterize all programs, and efforts are made to reach this goal, there are times when particular situations require corrective action. This is addressed through the faculty evaluation processes, which include student feedback on quality of the learning experiences as well as peer and administrative observations and review.

Evaluation

Curriculum processes ensure that submitted courses and programs are up to date, meet the needs of the current population, and are of appropriate length, breadth, and rigor. Sequencing and time to completion are considered in course and program approvals. Courses and programs that do not meet standards are returned to the initiating faculty member for revision.

All nontenured faculty are evaluated every year, and all tenured faculty are evaluated every three years. Adjunct faculty are evaluated during their first semester and every six semesters thereafter. Evaluation processes seek to provide instructors with qualitative and quantitative information to improve learning. Faculty receive data from student surveys, feedback from peers and a summary evaluation from the dean. This cycle enables the institution to generally promote high-quality instruction (see Standard III.A.1.a.).

Curriculum approvals under Title 5 have been updated, and are being implemented according to state-mandated timelines.

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

Description

San Bernardino Valley College encourages expansion of delivery modes and teaching methodologies in order to better meet the mission of the institution. The learners are diverse in their preferred learning strategies and delivery modes. Faculty are also diverse in their delivery modes and teaching methodologies.

Students can now obtain an Associate Arts (AA) degree either on campus, or through a combination of online and hybrid courses. They can attend during the day or evening, or on weekends. During the fall of 2008, SBVC offered 1,448 sections—32% (468) of these sections were offered during evening or weekend hours.

Various programs seek to enhance the experiences of unique populations of students. The Puente and Tumaini programs seek to develop success strategies and transfer for Latino and African American populations, respectively. Courses have been developed to support the student athlete. Student Development courses have been developed to enhance the first-year success rates of students. The strong Disabled Student Programs and Services (DSP&S) program supports the needs of students with identified disabilities. Extended Opportunity Programs and Services (EOP&S) and Success through Achievement and Retention (STAR) seek to support first-generation students with academic and financial assistance and opportunities to expand life experiences in support of a college education.

Several professional development activities support development in these areas. The Great Teachers Seminar and the Great Online Teachers Seminar provide faculty opportunity to dialog and network to improve and develop new teaching strategies. Workshops on such topics as classroom assessment techniques and learning styles/teaching strategies provide faculty with opportunities to learn more about the strategies that are working, and those that can be improved. Faculty are provided information about a variety of learning styles, theories, and strategies, and are encouraged to incorporate them into their classroom environments. Guest speakers have included Dr. Vincent Tinto (learning communities,) Dr. Carlos Cortes (English as a foreign language,) and Cindy Miles (learning-centered college).

Regular training is offered in the available course management system (Blackboard) so that all faculty may become proficient in using this tool. This provides faculty who teach online or hybrid classes, or those who would like to utilize the available tools as support for their traditional classes, an opportunity to enhance their teaching resources.

Another nontraditional delivery mode for students and staff is the conference model. That is, area students and SBVC staff were invited to the first Mathematics Appreciation Day held on November 16, 2007. The event was entitled, “When Am I Ever Going to Use Math?” Although sponsored by the Mathematics Division, other campus divisions participated in this event. Students from local area high schools and SBVC students were in attendance; 96% of the participants indicated on the exit survey that the event increased their interest in and appreciation for mathematics. This event garnered a recognition and commendation from the Common Council of the City of San Bernardino for its contribution to the city.

On February 29, 2008, the third annual Celebrating Women in Mathematics and Science Day was held. This exemplifies the mission of the college to provide quality education to a diverse community of learners. The event was organized by the Mathematics and Science Divisions, working in partnership with the University of California, Riverside (UCR) and the Alliance for Education for San Bernardino County Schools.

The Mathematics Department continues to bring programs to the college to support underrepresented populations. The Mathematics and Science Student Success Center was provided with facilitators from the Louis Stokes Alliance for Minority Participation (LSAMP) program sponsored by California State University, San Bernardino (CSUSB). In addition, plans are underway for a “Fall Mathematics Institute” to begin the week of August 26, 2008. This week-long event is organized by the Mathematics Division working in partnership with San Bernardino City Unified School District (SBCUSD). The purpose of this experience is to raise mathematics proficiency of underrepresented students in the SBCUSD. Participants will be from grades 8 to 12.

Evaluation

In accordance with the mission of San Bernardino Valley College, the curriculum-approval process requires a statement showing how courses and programs address the needs of a diverse population.

Each year, 20 to 30 faculty members attend the Great Teachers Seminar (most first-year faculty attend). The college hosted its first Great Online Teachers Seminar and 10 to 15 faculty attended. Other sessions are available on campus, specifically addressing diverse learning styles and classroom assessment techniques. Approximately 30 to 50 faculty attend these sessions annually. Additionally, Professional Development has a library of resources (print and multimedia) which can be checked out for individual or group review, which support the provision of instruction to a diverse population of learners.

Several programs are available which uniquely address the needs of specific student populations. These include Puente (focus on literature and issues relevant to the Latino/Latina population which formally served 92 students during the 2007-2008 academic year) and Tumaini (a new program that focuses on literature, history, and issues relevant to the African American population formally served 36 students during the 2007-2008 academic year.) The STAR (Success through Achievement and Retention) provides unique programming and support to approximately 200 first-generation college students per semester. CalWORKS and EOP&S also provide services to at-risk students. The Mathematics and Science Divisions offer special programming to reach underrepresented students (both current and prospective.)

Planning Agenda

Continue to explore first-year-experience programs in the form of learning communities (3.31) *[Academic Senate and appropriate administrators]*

Implement key recommendations for the basic skills initiative in accordance with the strategic plan and budgeting realities

- Develop action plans in *2008-2009* [*Academic Senate and appropriate faculty and staff*]

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

Description

Program Review evaluates all programs on a three-year cycle. The Curriculum Committee reviews all courses and programs on a six-year cycle through the content-review process. Program Review processes also allow for program contraction and

elimination if warranted. This is a three-year process and allows for improvement with close monitoring.

Evaluation

Program review processes are complete and time consuming. Faculty are asked to look hard at programs in terms of how well they match the mission of the college, their productivity, their contribution to the strategic initiatives of the college, and the trends evident in the local and global communities. Student learning outcomes are reviewed and progress is required for all programs in meeting the expectations of the institution

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

Description

The institution has established collegewide core competencies, course-level and program-level student learning outcomes. In the 2008 Annual Report to ACCJC had SLOs in 98% of all academic courses. Student Services has student learning outcomes for 100% of its programs. The SLO cycle includes review of the outcome, assessment, dialog, and identification of trends, gaps, and other issues. In addition, continued discussion including possible revisions in SLOs, assessments, and methodologies, then reassessment may also occur. It is expected that all SLOs are evaluated on a cycle that includes reassessment and potential improvement of student learning (3.33). Assessment results are available within the program and division offices. Executive summaries of those results are available in the Instruction office and on its website.

Evaluation

The college is early in the processes of SLO evaluation. The institution has a license for the eLumen software for maintaining easily accessible data reflecting attainment of student learning outcomes. There is a great deal of work to be done on this initiative, but regular, effective progress is being made at the course, program, and collegewide levels. Initial training on the use of eLumen software has been conducted in spring 2008.

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

Description

Several departments use departmental course and/or program examinations or components of examinations or projects in determining achievement of student learning

outcomes. Included are English 015 which requires a departmental final exam; the department holds grading norm trainings each semester. Additionally, the department as a whole evaluates the exam and processes each semester. Math (942A-C and 952A-D) uses departmental final exams developed by discipline faculty. Nursing uses departmental challenge exams in the Licensed Vocational Nursing (LVN) to Registered Nursing (RN) transition course (NURS 109) to measure knowledge in medical-surgical nursing I & II (NURS 104 & 110) and in maternity nursing (NURS 112). These exams were developed, validated, and examined for bias by all faculty who teach in the above courses. The exams are very similar to or the same as the final exams in those courses. Reading (920, 950 and 015) uses a test bank of exams which have been reviewed by department members and are rotated.

Many departments are exploring departmental exams and projects as SLOs are more fully implemented. Some departments are examining common questions with shared rubrics for evaluative purposes (3.34).

Evaluation

The college meets this standard.

II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Description

Faculty are required to teach to the course outline of record, which includes the course objectives. Grades are determined by successful attainment, as determined by the individual instructor, of those course objectives. Faculty are also required to include on each syllabus the student learning outcomes (as determined by the departmental faculty) and the collegewide core competencies addressed by the course. Faculty determine the extent to which those items are included in the overall course grade.

Title 5, Section 55002, specifies the relationship of hours of lecture, laboratory and study. This college is in compliance with Title 5 standards.

Evaluation

San Bernardino Valley College has an integrated course outline. The evaluation of the course is based on the content and objectives. The unit of credit is based on Title 5 and accepted practices in higher education, i.e., for every hour spent in class, two hours of outside preparation time are required.

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Description

Degrees and certificates are awarded per requirements stated in the college catalog, which include completion of all applicable course work. Students are informed of the course SLOs, as well as of the program SLOs and collegewide core competencies addressed in each course through the course syllabus. All departments have indicated which collegewide core competencies have a major emphasis within each course. As a result, students have achieved a level of competency in each of the identified program SLOs and collegewide core competencies as a result of successful completion of all courses required for degrees and certificates.

Evaluation

San Bernardino Valley College is in the developmental stages of implementation and assessment of collegewide and program-level student learning outcomes. Students are being made aware of the requirements and expectations, and the faculty are committed to student achievement of the stated student learning outcomes. Degrees and certificates are awarded based on successful completion of all requirements of the state and the local governing board.

Planning Agenda

Refer to planning agenda item on student learning outcomes p. 131.

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

Description

All academic and vocational degree programs include a general education (GE) breadth requirement. There are three pathways to the AA/AS degree. The CSU GE breadth and Intersegmental General Education Transfer Curriculum (IGETC) are the most common; however, a third option for SBVC Graduation includes more locally identified needs for GE. Currently, course objectives are considered in recommendations for inclusion in college GE requirements as these are reviewed by transfer institutions. Student learning outcomes are considered only as they relate to the course objectives. There is currently no statement of philosophy for the associate's degree, though the SBVC Values (part of Board Policy 2225) serve to remind the community of the core beliefs held by San Bernardino Valley College. The college values describe the philosophy of San Bernardino Valley College's faculty, staff, and administration and are clearly stated on the website (http://www.valleycollege.edu/President/mission_values_tenants.php) and in the catalog. They are stated below:

We believe that

- a well-educated populace is essential to the general welfare of the community;
- a quality education empowers the student to think critically, to communicate clearly, and to grow personally and professionally;
- an enriched learning environment promotes creativity, self-expression, and the development of critical thinking skills;
- our strength as an institution is enhanced by the cultural diversity of our student population and staff;
- we must provide students with access to the resources, services, and technological tools that will enable them to achieve their educational goals;
- we can measure our success by the degree to which our students become self-sufficient learners and contributing members of society;
- plans and decisions must be data driven, and based on an informed consideration of what will best serve students and the community;
- we must model our commitment to lifelong learning by maintaining currency in our professions and subject disciplines;
- as part of the collegial consultation process, all levels of the college organization must openly engage in sharing ideas and suggestions to develop innovative ways to improve our programs and services;
- interactions between all members of the college community must be marked by professionalism, intellectual openness, and mutual respect;
- we must hold ourselves and our students to the highest ethical and intellectual standards;
- we must maintain a current, meaningful, and challenging curriculum;
- students succeed best when following an educational plan and when enrolled in classes that meet their interests and goals, and match their level of academic preparedness;
- all members of our campus community are entitled to learn and work in an environment that is free from physical, verbal, sexual, and/or emotional threat or harassment;
- students learn best on a campus that is student-centered and aesthetically pleasing;
- we must be responsible stewards of campus resources.

The core competencies reflect the general education goals of SBVC and the expectations held of all students graduating from this college with a degree or certificate. Whether courses meet requirements of GE, and in which areas, is determined by faculty serving on the Curriculum Committee upon the recommendation of the departmental faculty. Departments have indicated which core competencies are emphasized in their courses. Students receiving degrees and certificates have had exposure, through their courses, to each of the core competencies. Successful course completion in those courses leading to a degree or certificate provides one level of evidence of attainment of those core competencies.

Title 5, Sections 55061: Philosophy and Criteria for Associate Degree and General Education; 55062: Types of Courses Appropriate to the Associate Degree/ and 55063: Minimum Requirements for the Associate Degree set standards and criteria for courses, degrees, and general education. This college is in compliance with Title 5.

Evaluation

General education requirements are tied to IGETC and CSU GE breadth requirements and include a local option for students not planning to transfer. The requirements are well publicized in the catalog, on the college website, and in handouts available within the counseling offices. The Curriculum Committee critically evaluates all degrees and certificates every two years.

Assessment of core competencies is currently embedded within the courses themselves with recognition that achievement of appropriate skills varies somewhat according to discipline. The strategic plan also indicates that students may create portfolios as one way to demonstrate attainment of the core competencies.

II.A.3.a. General Education has comprehensive learning outcomes for the students who complete it including an understanding of the basic content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences.

Description

General education requirements include courses in natural sciences, social and behavioral sciences, humanities and language and rationality. Ethnic studies are also included in the previously mentioned categories. Title 5 mandates for standards for general education are followed.

Evaluation

The articulation officer reviews general education courses for compliance with IGETC and CSU GE breadth standards. The articulation officer advises faculty, the Curriculum Technical Review Committee, and the Curriculum Committee. The Academic Senate passed a resolution that any GE course approved by the UC and/or CSU for inclusion in IGETC and/or CSU GE breadth would automatically be accepted in the corresponding GE category in the local SBVC general education requirements.

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

Description

Skills in oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means are included in GE requirements and, to a greater extent, are clearly stated in the collegewide core competencies. Information competency and computer literacy are not currently available through a single course within the GE requirements. The Academic Senate has had extensive dialog about these issues and determined that, because San Bernardino Valley College elected to implement new, more stringent, graduation requirements prior to the state mandate, it would be in the best interest for students to wait to implement additional course requirements. It was further determined that all students received exposure to these skills in a variety of forums, including the ACAD 100 (academic advancement) course which is required for graduation under option #2 and included in the educational plan of students upon original counseling advisement (see 2007-2008 Catalog of Associate Degree Graduation Requirements). Additionally, it was determined that by completing the existing breadth requirements, students gained the necessary skills for their major in both information competency and computer literacy. It was determined that it would be difficult for students to complete the degree in two years if these additional courses were to be included in the graduation requirements.

Evaluation

The strength of the dialog that exists at SBVC is evident in the discussions of the addition of new graduation requirements. The campus elected to increase the graduation requirements in English and math two years prior to the state mandate. This decision was made after careful consideration of the impact it would have on the students and the programming made available to the students in the transition. As the discussion turned to the addition of computer literacy and information competency requirements, again, the dialog centered on the impact on students and their ability to successfully complete programs and attain goals.

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

Description

Ethics and effective citizenship, respect for and appreciation of cultural diversity, historical and aesthetic sensitivity are incorporated into both GE requirements and in the collegewide core competencies. Courses in interpersonal communication, ethics and personal social adjustment are examples of existing curriculum that addresses these issues. In addition to course content, theatre productions and art exhibits support these goals. The work of the Diversity and Equity Committee demonstrates a commitment to

these goals, and divisions sponsor events and activities throughout the year that highlight these ideals (Social Science Day, Humanities Day). The Arts and Lectures Committee has organized numerous activities in support of the arts, history, and the ethics of political decision-making. Specific examples include programming for Black History Month (3.35).

There are approved ethics statements for both faculty and managers, and the Associated Student Government has, within their oath of office, a statement of the ethics required for service of the entire student population. The Academic Senate adopted the faculty ethics statement in 2005; the management ethics statement was adopted by Management Roundtable, also in 2005 (3.36). It is believed that faculty and management modeling promote student attainment of these goals.

Evaluation

Many opportunities exist for students to enhance and demonstrate their knowledge, skills, and attitudes as they relate to ethics, civility, interpersonal skills, cultural diversity and historical and aesthetic sensitivity. Students regularly demonstrate a willingness to assume civic, political, and social responsibility through involvement in the Associated Students, campus activity, clubs, special events, and in some cases political campaigns. Faculty and managers model ethical decision-making and support the ethics statements of the college.

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

Description

The graduation requirements include a minimum of 18 units for depth within the discipline and a minimum of 60 units for the degree. The Liberal Arts degree was updated in the spring of 2008 to bring it into compliance with new Title 5 requirements (3.36). As degrees are reviewed by the Curriculum Committee, they are evaluated for compliance with new Title 5 standards. The Curriculum Committee evaluates all certificate and degree programs for appropriate depth and breadth. They are also approved by the Academic Senate. The college continues to update courses as required.

Evaluation

Degrees are evaluated every six years through the content-review process. All certificates and vocational degrees are evaluated every two years to ensure that students receive education and training appropriate to the standards of either transfer institutions or the industry relevant to the degree.

The college meets the standard in this area.

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

Description

Employment standards are considered and are provided by local employers and industry experts who serve on advisory committees. That many of these employers hire SBVC students, clearly shows that competencies are being met. Nursing, Machine Trades, Aeronautics, Automotive Technology, Welding, Electricity/electronics, Water Supply Technology, Diesel Technology, Warehouse, Real Estate, Refrigeration, Inspection Technology, Restaurant Management, Human Services (drug and alcohol counseling) and the Police Academy all have external certifications. Students in these programs are being prepared for this external certification as part of their program-level student learning outcomes.

Evaluation

Program Review is currently asking for data concerning student completions and certifications by external organizations.

The Health Science programs report 2006-2007 pass rates for registered nursing at 86% and the 2006 pass rate for psychiatric technician at 73%. Both nursing and psychiatric technology programs report a 100% employment rate of those passing licensing exams.

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

Description

The San Bernardino Valley College catalog and website provide information about its educational courses and programs. Each course includes a brief description as printed in the course outline of record. Degree and certificate programs are clearly outlined in the catalog. The catalog is currently updated annually, and is available in print and on the web. The current program review process asks chairs to review the catalog for currency (see SBVC Catalog, website, and Program Review Notebooks.)

New student orientation provides an overview of certificate, degree, and transfer requirements (3.37).

Core competencies emphasized in the courses within the division are listed in the catalog. In their classes students receive a syllabus specifying core competencies, course objectives, and student learning outcomes (3.38).

Degree, certificate, and transfer options are described in the SBVC catalog.

Evaluation

The college is reviewing the catalog and website for consistency, with faculty chairs and division deans taking responsibility for their areas. Course syllabus requirements are relatively new, and are being addressed at each orientation and evaluation meeting. Faculty are provided with templates to use as guides to ensure that students receive information as to core competencies, objectives, and student learning outcomes. As part of the evaluation process, course syllabi are reviewed.

Written information is clear and accurate, and students are encouraged to meet with counselors to further aid in the transmittal of clear and complete information.

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

Description

The Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) www.assist.org is the official repository of articulation for the three public segments of higher education in the state of California. ASSIST is referenced in the college catalog, schedule of classes, and other transfer-related publications. Through the curriculum process at SBVC, student learning outcomes are reviewed as course outlines are updated. Articulation agreements with proximate universities are updated annually. Articulation agreements have been developed with universities with low numbers of transfer student from SBVC in order to encourage transfer to those universities. The Office of Admissions and Records evaluates transcripts from other colleges and universities for equivalence to SBVC courses for graduation. The instructional departments are responsible for determining course equivalency for certificate and degree majors and determining course substitutions.

Evaluation

At present, 10 out of 10 campuses of the UC system articulate with SBVC, and 16 out of 23 campuses of the CSU system articulate with SBVC. Also, 16 private universities articulate with SBVC.

Student learning outcomes are required in CurricUNET, which is the online curriculum management system used by SBVC.

The articulation officer continues to update articulation and consult with faculty on new-course development and existing-course review to meet transfer student needs (3.39).

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

Description

When programs change or are eliminated, students are given catalog rights to complete the program under the guidelines of the catalog which was in effect when the student began the program, provided there is no break in attendance. Faculty chairs work with students and counselors to provide appropriate course substitution using the "Modification of Major" form. This ensures that students make progress toward degree and/or certificate attainment. In some instances it is to the students' benefit to use current catalogs for their major course of study (3.40).

Evaluation

The campus regularly reviews curriculum and community needs and supports students in completion of programs in progress.

The college meets this standard.

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

Description

The college catalog is prepared, updated, and reviewed annually by the Office of Instruction. The schedule of classes is prepared each semester, also by the Office of Instruction, based on information provided by the divisions and departments. Addenda and corrections to the schedule are published on the campus website.

The research office publishes an annual Fact Book which includes key statistics about our student population, student success indicators, and other accountability measures. A variety of reports may be accessed on its website.

The College Council approved a new logo at its February 13, 2008, meeting. The Office of Marketing and Public Relations is developing a usage manual to guide all members

of the campus community in ensuring that a consistent look (branding) be presented for all college materials (3.41).

Evaluation

Issues of consistency are being addressed in terms of print vs. website materials, appropriate use of the college logo and verbiage of the mission statement. The Office of Marketing and Public Relations produces class schedules and the course catalog in coordination with the Office of Instruction. Additionally, the Office of Marketing and Public Relations updates the website, press releases, online newsletters, advertisements, and other media to market the school to internal and external audiences. In addition, department/divisional groups regularly produce their own specific brochures and other campus promotional items featuring the San Bernardino Valley College logo.

As part of a review of the marketing policies and procedures on campus, two separate outside consultants provided guidance and direction through on campus workshops in 2007 aimed at better preparing the college to build its brand presence and more clearly market its programs and activities.

Sandra Golden & Associates, Inc. (Scottsdale, Arizona) presented an audit report to San Bernardino Valley College in January 2007, which encompassed 144 individuals in focus groups representing faculty, administration, support staff, marketing/public relations staff, student services, instructional areas, CalWORKS, enrollment management (3.42), and others such as community members, SBVC students, local high school students, and counselors were also involved in the study.

Following the audit report that detailed strengths, weaknesses, and challenges, a community perception research study was conducted that included more than 400 individuals in the service area. Their recommendations addressed a wide variety of topics, including integrating marketing/enrollment management plans, capitalizing on existing research, communication and promotion plans, building customer service, establishing standard brand and messaging templates, and developing ongoing marketing programs and plans.

The second outside consultant session was led by Propeller Communications (Desert Hills, Arizona) on November 30, 2007 (3.42). This brand-positioning workshop goal was to establish visual and verbal positioning for SBVC. This workshop also featured representation from faculty, staff, students, administration, community members, alumni, and representatives from the Marketing Committee.

The results of this workshop included: a competitive analysis, an agreement on visual assets, a brand-positioning statement, and selections of visual cues.

Both of these reports led to the February 2008 development of the updated institutional logo and a new graphic standards manual that contains guidelines for “the look and

feel" of all collateral projects. This will ensure that future marketing collateral will exhibit unified, consistent design principles throughout all departmental and institutional projects that are in line with the mission of the school and promoting the programs and services in the best possible light in order to reach the stated strategic initiatives.

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

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

Description

San Bernardino Valley College faculty adopted an ethics statement which addresses issues of academic integrity. This statement asks faculty to "promote conditions for free inquiry," and to "seek and state truth as we see it" (3.44).

Faculty are regularly called upon to provide complete, accurate information while encouraging students to critically evaluate this information and to form their own conclusions and opinions. Specific examples of this can be found in political science, sociology, English, chemistry, biology, and physics classes.

The San Bernardino Community College District has an adopted policy on academic freedom (BP 4030) which is adhered to by the faculty and administration at SBVC and is published in the college catalog (3.45).

Evaluation

In the 2008 self-study survey (statement 13), 85% of respondents indicated that they either agreed or strongly agreed that the college supports academic freedom. Additionally (statement 14), 72.5% agreed or strongly agreed that faculty are fair and objective in their presentation of course material. These numbers have increased slightly from the 2007 survey (statement 22) in which 80% of respondents indicated that they either agreed or strongly agreed that the college supports academic freedom and 71% agreed or strongly agreed with statement 23 that faculty are fair and objective in their presentation of course material.

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

Description

Both the college catalog and the schedule of classes address academic honesty and the consequences for dishonesty. As stated in the catalog, “Any act of academic dishonesty will be considered a very serious offense that is subject to disciplinary action. The consequences of academic dishonesty “may include receiving a grade of ‘F’ for a class or expulsion from the college” (3.46).

Professional Development has supported a number of workshops on plagiarism and dishonesty, including strategies for recognizing and reducing cybercheating.

Evaluation

In the 2008 self-study survey (statement 15), 88.5% of respondents indicate they either agreed or strongly agreed that they are familiar with college policies on plagiarism and academic honesty.

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

Description

The college has established standards of conduct both in the classroom and on the campus. These are published in the catalog and the schedule, and are supported by Board Policy 5500.

Employee standards of performance are noted within the bargaining agreements.

San Bernardino Valley College, as a public educational institution, is prohibited by law from instilling specific beliefs or worldviews. Rather, it is committed to the "free exchange of ideas.”

Evaluation

The college meets this standard.

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

Description

San Bernardino Valley College does not offer curricula in foreign locations. San Bernardino Valley College has had faculty teach in foreign locations through a

consortium partnership with Citrus College. Additionally, students from SBVC have studied in foreign locations, also through the consortium.

Evaluation

Not applicable at this time.

Evidence—Instructional Programs

3.1 Curriculum Committee minutes, 2007-2008
3.2 Advisory Committee minutes
3.3 Curriculum Handbook
3.4 Faculty Handbook, p. 14 and orientation materials
3.5 Faculty Evaluations forms
3.6 Professional Development calendars
3.7 Basic Skills report
3.8 Assessment Placement Data
3.9 Course Approval Handbook
3.10 Tumaini and Puente brochures
3.11 Program Review Instruction Rubric
3.12 Minutes of Academic Senate April 30, 2008
3.13 President's Report to Academic Senate May 14, 2008
3.14 Online library pamphlets
3.15 California Teachers Association (CTA) contract
3.16 Great Teachers Seminar and Great Online Teachers Seminar materials
3.17 Online Program Committee minutes
3.18 Template used for assessment cycles
3.19 Annual Report to ACCJC on student learning outcomes
3.20 Executive summaries of 2007-2008 assessments
3.21 Placement tests in English
3.22 Dialog in mathematics on student learning outcomes and assessment
3.23 Instructional Cabinet minutes, January 17, 2008
3.24 Description of curriculum process in Curriculum Handbook
3.25 Preliminary sabbatical leave report (2008) by Laura Gomez
3.26 Baseline data on strategic initiative, access
3.27 Minutes of Social Science division minutes
3.28 Curriculum training calendar
3.29 Academic Senate minutes, January 16, 2008
3.30 Syllabus template
3.31 Academic Senate minutes December 2007
3.32 Umoja site visit, February 5, 2008
3.33 Instructional cabinet minutes January 2008
3.34 Executive summaries of assessment May 2008
3.35 Black history month activities
3.36 Ethics statements—students, faculty, and managers
3.37 New Student Orientation information
3.38 Examples of syllabi containing core competencies, course objectives, and student learning outcomes
3.39 Examples of articulation updates
3.40 Modification of Major form
3.41 Materials from branding workshops

3.42 Audit report from Sandra Golden and Associates
3.43 Propeller Communications workshop
3.44 SBVC Faculty Ethics statement
3.45 Statement of Academic Freedom in college catalog
3.46 Academic honesty, 2008-2009 catalog, p. 26

II.B. Student Support Services

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

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

Description

Overview of Student Services

The student services area is led by the vice president of Student Services. Student Services is composed of three divisions: Career College/CalWORKS and Workforce Education, Counseling and Matriculation, and Student Development. The division of Career College/CalWORKS and Workforce Education includes CalWORKS, EOP&S/CARE, First Year Experience, the CAHSEE (California High School Exit Exam) grant program, and Workforce Readiness Training. The division of Counseling and Matriculation includes Counseling, Matriculation, Assessment, Student Life/Student Activities, Articulation, International Students, Student Athlete Counseling, Eisenhower Academy, Student Development courses, and the Puente and Tumaini programs. The division of Student Development includes Admissions and Records, Outreach and Recruitment, Financial Aid, Student Health Services, DSP&S, and STAR. Departments within student services work cooperatively with each other, with instructional and administrative services, and with the community to ensure that access to educational opportunities and support for learning is provided in a seamless fashion.

Recruitment

The college has a small Outreach and Recruitment Department reporting to the associate dean of Enrollment Management. The program provides on-site outreach and recruitment to all high schools in the college's service area, interfaces with faith-based organizations, and in concert with other divisions and departments, coordinates many on campus events and tours. The department has worked with Student Services and instructional programs to provide targeted recruitment of students with disabilities, female math/science students, students enrolled in alternative high school programs, African American males, veterans and children of veterans, and other groups that are underrepresented in the general student population or in that of a specific program.

Admission and Ability to Benefit

General Population: Admission to San Bernardino Valley College is governed by the laws of the State of California and by the San Bernardino Community College District Board of Trustees. Every course is open to any person, resident or nonresident, who is eligible for admission, who meets course prerequisites. Those who are eligible for admission include individuals 18 and older who can demonstrate that they can profit from instruction, and individuals under 18 who have: (a) graduated from high school; or (b) have been awarded a California Certificate of Proficiency; or (c): who have successfully completed the GED; or (d) who have been awarded a certificate of completion from a high school. Newly admitted students are urged to participate in the college assessment process.

The college assessment process includes tests of students' achievement in the areas of mathematics, reading, and English composition and ESL. The assessment, which includes multiple measures, is offered in the college Assessment Center and in Disabled Student Programs and Services for students who need special accommodations. Students who test at the low half of the range of scores for the most fundamental math, English, and reading courses are flagged in Datatel. They receive a card urging them to see a counselor, who refers them to San Bernardino Adult School. College staff and Adult School staff have worked collaboratively to develop a referral process that serves students whose test scores indicate they would have difficulty benefiting from instruction at the college (4.1).

Special Populations: In addition, some populations are admitted under specially defined circumstances. Concurrently enrolled high school students may be admitted to take specified courses based on evaluation of their high school grade point average, prior performance in a similar course, scores on standardized tests such as the CAHSEE, SAT, PSAT, or ACT, recommendation of the high school principal or designee, and letters of recommendation. Enrollment in college-level courses is limited to students in their junior or senior year, with overall academic performance at or near a 3.0 GPA and strong performance in similar coursework. As the college catalog states, "the overarching concern of the admission review process is that the high school student is adequately prepared to engage in the rigors of college-level work, and have a high probability of success." Both regular and concurrent enrollment policies are clearly articulated in the catalog of classes under 'Admissions Regulations' and are available on the district website under Policy and Administrative Regulation 5010. (http://www.boarddocs.com/ca/sbccd

In addition to the practice of concurrent enrollment, the college has several special cohort-style programs in place for the nontraditional student. The Middle College High School (MCHS), a joint agreement with the San Bernardino City Unified School District, enrolls high school students who demonstrate high ability but low performance in the high school setting. These students, who complete both high school and college curriculum, must interview with representatives of MCHS and the college, provide a copy of the high school transcript, and take the college assessment test to determine

their readiness for the program. The Eisenhower Academy is a similar program, jointly sponsored by the college and the Rialto Unified School District, in which qualified students co-enroll in high school and college courses. The determination of the participants' ability to benefit from college instruction is codified in the Memoranda of Understanding (MOU) between the college district and the local school districts (4.2).

Additional admissions standards are imposed on students who enroll in the nursing and psychiatric technology programs. The requirements for nursing program and psychiatric technology admission are listed in the college catalog and on the district website (http://www.boarddocs.com/ca/sbccd) in Policy 5010 (4.3).

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

Evaluation

Recruitment

Prior to the 2007-2008 academic year when FTES increased, the college experienced a serious decrease in FTES. As a result, collegewide efforts have been made to redevelop the enrollment management plan and to heighten marketing efforts. A barrier to consistent outreach is the lack of an operating budget for outreach and recruitment efforts. The program continues to rely on one-time funds from salary savings and internal and external partnerships to fulfill its mission.

Admission and Ability to Benefit

Special Populations: The 2002 Accreditation report cited issues with the concurrent high school enrollment process. Plans for improvement included publishing the procedures for concurrent high school enrollment in the spring 2003 schedule of classes and the 2002-2003 catalog, and adding them to the college website, all of which were accomplished.

Since 2002, the college has closely examined the high school concurrent enrollment policy and procedures. In 2006, after careful examination of the campus procedures, it became apparent that there were discrepancies between the Code of Regulations and the campus policy and procedures for high school concurrent enrollment. The official

policy indicates for college-level courses students must have a high school grade point average (GPA) of 3.0. However, education code indicates a multiple-measures approach must be made. To accommodate both legal and policy requirements, the associate dean of Enrollment Management now bases the admission decision on the entire application packet, examining transcripts, admission and concurrent enrollment applications, and supporting documents for GPA, evidence of successful completion of previous similar courses, CAHSEE or other standardized scores, and recommendations from instructors.

To comply with the college and Title 5 requirement allowing only the high school principal or designee to sign the concurrent enrollment application, responding schools were asked to designate the high school employee authorized to sign the application form and to provide a sample signature. To date, all local high schools have done so. Applications are checked against the authorized signature.

Last, Student Health Services developed a parental consent form to enable concurrently enrolled minors to obtain medical attention. The form is part of a new concurrent enrollment packet of information that contains a brochure, the Student Health Services form, an application to the college, and a checklist (4.4).

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

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

b. Requirements
- *Admissions*
- *Student Fees and Other Financial Obligations*
- *Degree, Certificates, Graduation and Transfer*

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

d. Locations or Publications Where Other Policies May be Found

Description

Format and Structure

The San Bernardino Valley College catalog is printed annually. It is available in the bookstore at a cost of $6.00, and is available online at the Valley College website in PDF format. The official college name, address, phone number, and email address are listed on the front cover, as is the college's educational mission (*San Bernardino Valley College provides quality education and services that support a diverse community of learners*). The structure of the catalog is listed on the first page: Part I describes the College; Part II describes degree, certificate, and transfer information; Part III lists the college's Core Skill sets; Part IV includes course and program descriptions, and Part V lists administration and faculty, their titles and degrees. A detailed table of contents on page 3 follows this structure, with further detail and accompanying pages. The academic calendar for the current year is listed on page 4. The catalog also has an alphabetically arranged topic index on the last two pages. Overall, the SBVC catalog is accurate, well-organized, and readable (4.5).

A. General Information

Part I of the college catalog includes the mission, educational philosophy, and vision of the college (page 5), the college admission regulations (page 7), enrollment processes and procedures (page 9), the academic calendar (page 4), length of programs (page 6), academic freedom statement (page 15), information about student learning resources and service programs (pages 19-21), and financial aid (page 23) (4.6).

B. Requirements

Admissions regulations and enrollment processes and procedures are described in Section I of the catalog (pages 7-10). The enrollment section contains information about payment of fees, refunds, the refund schedule, and refund-processing fees (page 10) (4.7).

Degree, certificate, and transfer information are provided in Part II of the catalog. This section outlines the college's Associate-degree options, and includes IGETC and CSU transfer information. A comprehensive list of programs and accompanying degree and certificate offerings are also provided in this section (page 39) (4.8). Course descriptions, with prerequisite/corequisite information, departmental advisories, transfer information, and certificate and degree requirements are offered in Part IV of the catalog in alphabetical order by program. Graduation requirements, as well as graduation exceptions and catalog rights are also found in Part II of the catalog (page 33) (4.9).

C. Major Policies Affecting Students

In addition to district policies governing admissions, enrollment, and academic standards and policies, the print and online college catalog contains a section on student rights and responsibilities that includes policies on academic records, academic honesty, animals on campus and student grievances (pages 27-30) (4.10). As indicated above, the refund of fees policy is provided in Section I of the catalog, as is the district

sexual harassment policy. The nondiscrimination policy is located on the title page (page 1) of the catalog (4.11). It reads, “SBVC is an affirmative action institution. All courses and programs are provided for all residents regardless of race, color, sex, or handicap.”

All district board-approved policies are available on the district website by clicking on Board/Policies/Boarddocs:http://www.boarddocs.com/ca/sbccd/Board.nsf/Public?OpenFrameSet. Though navigation to the board documents is somewhat circuitous, particularly for the student unfamiliar with the structure of the district, once there the reader can click on board policies or administrative regulations for printable, downloadable documents in a variety of policy categories, such as Board of Trustees, General institution, Academic Affairs, Student Services, Business and Fiscal Services, and Human Resources. Student Services policies and Administrative Regulations include the following:

Student Services	**Policies and Administrative Regulations**
5010	Admissions
5015	Residence Determination
5020	Non-Resident Tuition
5030	Fees
5033	Refunds
5035	Withholding of Student Records
5040	Student Records and Directory Information
5050	Matriculation
5055	Enrollment Priorities
5080	Course Adds and Drops
5140	Disabled Student Services and Programs
5150	Extended Opportunity Programs and Services (EOP&S)
5200	Student Health Services
5210	Communicable Disease, Students
5300	Student Equity
5500	Standards of Conduct
5530	Student Grievances
5540	Student Grade Appeals
5550	Speech: Time, Place and Manner

Policies and Administrative Regulations are reviewed and revised as governing laws change.

Development and Review Process

The college has a production timeline for the college catalog that includes systematic updating of board documents and curriculum updates and review by instructional deans and department chairs, and the vice presidents of Administrative Services and Student Services. The vice president of Student Services in turn elicits division, program and service area updates from Student Service deans, faculty chairs, and directors for their specific areas. The departments of English, Reading, and Math annually update their course sequencing flow charts during this process. In addition, the divisions of Math and Science coordinate the sequencing of their course offerings.

The articulation officer is one of the key editors of the catalog. The articulation officer updates policy for acceptance of the College-Level Examination Program (CLEP), Advanced Placement (AP), Defense Activity for NonTraditional Education Support (DANTE/DSST), International Baccalaureate (IB), associate degree general education, IGETC, CSU GE-Breadth, California Articulation Number System (CAN), CSU Lower Division Transfer Pattern Project, and UC and/or CSU transfer designation to each course.

Once all divisions and departments have reviewed areas of responsibility, including personnel changes, introductory paragraphs of each division and/or department, certificate/degree information, and course listings, the recommended changes are forwarded to the Office of Instruction and are incorporated into the final document. The vice president of Instruction, deans, and faculty chairs review the printed proof of the catalog, and final changes are made.

The vice president of Instruction and the schedule/catalog data specialist review the final proof and send it to the printer. All catalog information is then placed on the college website, http://www.valleycollege.edu. A PDF version of the catalog can be downloaded by clicking on the picture of the catalog cover. The outside printer delivers the blue-line proof to the Instruction office; corrections are made, if appropriate, by replacing corrected pages. The final corrections are incorporated into the publication. Within ten days, the final print copy is delivered and distributed (4.12).

Additional Publications

In addition to the college catalog, the SBVC Career and Technical Catalog supplement includes the district's affirmative action policy, language from the American's with Disabilities Act (ADA), the mission statement, detailed program information, a list of administrators at the campus and district level, and the names of the district board of trustees (4.13). This document is also available online at www.valleycollege.edu.

The schedule of classes includes an alphabetical listing of policies for students, including address changes, attendance, cheating and plagiarism, bulletin boards, and so forth. The appropriate administrator for several student policies is listed (4.14).

Evaluation

In the 2002 accreditation report, the college planned to identify languages (other than English and Spanish) that are predominant in the communities served by the college and beginning with the fall 2003 schedule of classes and the 2003-2004 catalog, to publish admissions policies in these additional languages. To date, the catalog does not provide key material in Spanish or in other languages.

An additional point of discussion is the format of the current schedule of classes, which includes student policy information. Plans are underway to reduce the volume of the schedule by cutting all but the most necessary policy information, and by not printing them in their entirety. In addition, the college has plans to redesign the schedule for use, in part, as a marketing tool. The catalog and district website will be the primary repositories of policy information.

As dialog took place on campus during the self-study year, it became clear that some, but not all stakeholders are clear about the process and timeline for the college catalog. It appears that this information must be more clearly articulated to promote maximum involvement in the development of the college catalog.

Another issue that emerged during the self-study is that the *Student Handbook*, which is potentially a useful publication for students, has not been updated or printed since 2005-2006 (4.15). The *Student Handbook* contains the mission statement, department contact information, a calendar of important dates, and information about matriculation, including admissions, assessment, orientation, and advisement. Policies covered include: parking and traffic regulations, standards of conduct, nondiscrimination, sexual harassment, academic freedom, refund of fees, and the student grievance policy. A list of programs is provided, and a list of Student Services offices with a brief description of the services offered. The handbook includes information on how to register via website, phone, or walk-in, and how to add and drop a class. The college crime statistics are listed on the final page (4.16).

Planning Agenda

Publish admissions policies in Spanish by fall *2009* in college catalog *[dean of student development]*

Update *Student Handbook* place it on the college website in *fall 2008 [director of student life, students, and appropriate administrators and staff]*

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

Description

Student access, progress, learning, and success have been the focus of many collegewide discussions the last six years. In the early 2000s until the Partnership for Excellence (PFE) initiative was folded into the base budget, the college closely followed its Partnership for Excellence plan to increase: (1) the number of students who transfer; (2) certificates and AA degrees awarded; (3) course completion rates and persistence rates from fall to spring; (4) number of students who successfully complete vocational educational courses; and (5) transition of students from basic skills to college-level courses. The campus convened a committee that represented each of the student services, instruction, and administrative services areas. Project proposals were elicited from the campus and were evaluated and funded based on the extent to which they met PFE goals (4.17).

Another discussion of student support and student outcomes took place in the Student Equity Committee. As a subcommittee of the Staff and Student Diversity Committee, the Student Equity Committee was responsible for writing the Student Equity Plan. (Currently, these committees have been merged and renamed the Diversity and Equity Committee). Membership in the committee included personnel from Student Services, Instruction, and Institutional Research. As an outcome of the student equity plan, the need to focus on retention of African American males resulted in the development of a pilot program to attract and retain African American males. In the 2006-2007 academic year, the Tumaini program was instituted to help the college meet the needs of this population.

Student access, progress, learning, and success, and ways to support them, are also discussed in College Council. The College Council is composed of the president, vice presidents, student body president, representatives of the Academic Senate, Classified Senate, and California Teachers Association (CTA) and California State Employees Association (CSEA), and the chairs of each of the shared governance committees: Accreditation, Budget, Curriculum, Enrollment Management, Facilities and Safety, Matriculation, Professional Development, Program Review, Diversity and Equity, Research, and Technology. This body is responsible for creating the strategic plan. As a result of many discussions, including a two-day workshop on master planning, the group developed six strategic initiatives around which the master plan is organized. The six strategic initiatives are *access, campus culture and climate, institutional effectiveness, partnerships, student success* and *technology*.

The SBVC Strategic Plan is linked with the program efficacy phase of program review. Programs are expected to demonstrate how they are meeting institutional needs with regard to each of the six major initiatives. In addition, this year the needs assessment phase of Institutional Program Review required that the division deans link strategic initiatives and benchmarks with each request for resources. Both the allocation of resources and the determination of program quality and viability focus on issues of access, student success, and campus climate (4.18).

Yet another collegewide dialog has focused on student learning outcomes. In the spring of 2004, the college sent a team composed of representatives of Student Services and Instruction to a day long seminar on student learning outcomes. The participants from SBVC organized and presented a workshop on SLOs sponsored by professional development and the Academic Senate. As a result of this training and workshop, an ad hoc committee on Student Services Learning Outcomes was formed. In fall 2004 the Student Services area held the first of several mandatory retreats on the topic of student learning outcomes, attended by faculty, classified staff, and managers in Student Services. The first retreat covered the new Western Association of Schools and Colleges (WASC) accreditation standards, the college core competencies, the importance of dialog, and an introduction to the topic of student learning outcomes. A subsequent email dialog was held to gather learning outcomes from each department. The second retreat was a workshop on selecting and refining learning outcomes and linking them with overarching student services outcomes. The third and final retreat was on measuring student learning outcomes. In addition, SLOs were added as a standing item on the Student Services Council and Student Services division meeting agendas. Presently, all Student Services offices have developed and measured at least one learning outcome, with the expectation that the results will be used to improve programs and services (4.19).

Another major dialog has taken place regarding basic skills. The college sent a team of faculty, classified staff, and administrators to a regional meeting on the Basic Skills Initiative. That meeting marked the first of many collegewide discussions about the Basic Skills Initiative. During 2006-2007 and 2007-2008, the Academic Senate sponsored five campus wide meetings to examine the best practices identified in the document *Basic Skills as a Foundation for Student Success in California Community Colleges* and to identify practices at SBVC that support basic skills learners.

Discussion of the Basic Skills Initiative was also incorporated into the January 11, 2008 collegewide in-service event (4.20). As a result of the discussions, goals and objectives for basic skills were included in the strategic plan by the College Council A special ad hoc committee of the Academic Senate organized the results of the collegewide meetings into a document entitled *Basic Skills: A Campuswide Assessment Process*, which describes SBVC practices in the following domains: organizational and administrative components; organizational components of orientation, assessment, and placement; staff development, and instructional practices (4.21). The document identifies several specific areas in which service to students can improve, including the expansion of support services facilities, increasing the availability of orientations, mandatory assessment, revision of the existing assessment processes to increase their accessibility and portability; building awareness of financial aid opportunities, partnering with instruction to offer noncredit programs, and clear and consistent guidance from counselors to students who need coursework in basic skills.

In addition, in 2007 the Matriculation Committee discussed issues with the accessibility and portability of the college's current assessment instruments and made a recommendation that the college move to an online, computerized assessment tool. In

spring and fall 2007, instructional faculty in the basic skills areas were invited to preview Accuplacer, a computerized, online assessment tool. Discussions about the selection of an assessment instrument which is both accurate and accessible are still underway. The basic skills faculty members assert that the locally-developed assessment yields highly accurate and valid placement results. In spring 2008 the Academic Senate held a forum in which resolutions on both sides of the issue were read. The Senate supported the current assessment by a 12-10 vote. In the same semester, College Council voted to conduct a pilot study to compare the locally developed instruments with state-approved online instruments (4.22). The director of Research and Planning will work closely with the Assessment Department to design the study and collect and analyze the data.

One systematic method of identifying student needs for service is the collegewide Early Alert System (4.23). This online system is coordinated by matriculation with support from District Computing Services. Using the system, instructional faculty can identify students who are struggling academically, or who have stopped attending throughout the course of the semester and can choose from a menu of recommendations, such as "see a counselor," or "seek tutoring." Once the faculty forwards the alert, a hard copy letter is generated to the student's address listing the course for which he or she is receiving the letter, an identification of the problem or issue, and a recommended remedy.

Finally, issues of access, student success, and support are discussed routinely in the Student Services Council, comprised of the vice president of Student Services and managers and faculty coordinators in Student Services.

Evaluation

Issues of student access, success, and support have been the focal point of many collegewide discussions and are evidenced in several planning processes, including the SBVC Strategic Plan. Costs are often associated with the plans. The college must link planning more effectively with budgeting. Actions that would improve support, such as the addition of counselors, basic skills course sections, expansion of hours of operation, are often listed in planning documents but are not always funded.

While all Student Services departments will have measured at least one student learning outcome by the end of spring 2008, the use of SLOs for program planning and improvement is still in the early stages. The district has purchased eLumen, a software program designed to track learning outcomes at the course level. The software is not yet available for widespread use, and it appears that it does not directly accommodate program-level outcomes.

Last, the campus dialog regarding assessment, although sometimes divisive, must continue in order to produce a solution that provides valid results in an accessible, portable format.

Planning Agenda

Reexamine the links between the shared governance committees and budgeting in *2008-2009*

- Clarify the budgeting process for entire campus in *spring 2009*
- Develop publication on "How The Campus Works" for all personnel in *2008-2009* [appropriate administrators and staff]

Link budgeting with strategic initiatives in *2008-2009*

- Reexamine links between the shared governance committees and budgeting [appropriate committees]

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

Description

Service Location, Format, and Delivery Method

San Bernardino Valley College strives to provide support services in a broad variety of time frames and formats to meet the needs of the diverse student population. Each program's pattern of service, including alternate delivery methods, is examined closely every three years in the collegewide program efficacy process and is evaluated based on the efforts made to meet students' needs.

Hours of Operation. Many student services have extended hours to meet the needs of evening and weekend students. For example, Admissions and Records, Counseling, DSP&S, and Financial Aid are open from 8:00 a.m. to 7:00 p.m. Monday through Thursday, and 8:00 a.m. to 4:30 p.m. on Fridays. These departments extend their hours on Fridays until 7:00 p.m. and are open Saturdays from 8:00 a.m. to 1:00 p.m. during the first two weeks of classes, and when short-term week-end sessions begin. In addition, EOP&S, and Health Services are open until 6:00 p.m. Mondays through Thursdays. DSP&S makes arrangements for after-hours and weekend accommodations as needed, and EOP&S has special hours the first two weeks of classes. The college library is open from 8:00 a.m. to 10:00 p.m. Monday through Thursday and from 8:00 a.m. to 5:00 p.m. on Friday and Saturday. Hours of operation and contact information are included in the schedule of classes each semester.

Online Services: The college has invested considerable resources in online services to enhance access to instruction and services. The Counseling Center provides online counseling services to students enrolled at Big Bear and in online classes. A designated counselor uses email to advise prospective and currently enrolled students. In addition, the college application and registration processes can be completed online. To support students who are unfamiliar with the use of computers, staff members in the Admissions and Records department actively instruct students in both the online application and

registration processes. Three computers are designated for student use in the department. In addition, campus processes are available in general use labs in the library, the Learning Center, and the Transfer/Career Center, and for eligible students, in specialized labs such as the DSP&S High Tech Center. The Financial Aid Department encourages students to apply using the online FAFSA form, although paper applications are available upon request. To support and instruct new applicants, the Financial Aid Department holds application workshops in a small computer lab located in the department. Financial aid application workshops are held weekly. Students may obtain an appointment in the Office of Financial Aid. The scholarship application and recommendation processes are also available online. This online process allows students to write, edit, and submit their scholarship applications (4.24). A parallel process is available for faculty recommendations. Recommendations are linked with applications via the student identification number.

Weekend Services: The college has assigned a full-time director of Weekend College/Mountain Centers. This individual interacts closely with the Big Bear site, and is a standing member of the site council. She has also invited many college representatives from instructional and student services areas to participate in the Big Bear Site Council and has made progress toward raising awareness of the needs of the off-site students. The Big Bear staff has established a cooperative agreement with the counseling and transfer areas that will meet the needs of continuing education career track students enrolled at SBVC who intend to transfer into the UC or CSU programs. This agreement is available for interested students to review and allows for some SBVC offsite courses to apply directly to the student's major.

The counseling and the admissions and records staff make regular site visitations to the Big Bear off-site location. To supplement the online counseling available to off-site students, the Counseling Center sends two counselors each semester to the Big Bear center to update and develop student educational goal plans. Representatives from Admissions and Records and the Financial Aid department also conduct application and financial aid workshops each semester at the Big Bear. Additionally, assessment staff administers on-site assessment on a semester basis.

The college library has a diversity of print and database material that serves the needs of the student population whether students are on campus, off campus, or online. Remote access is available to reference databases and "Email the Librarian" is a service available to students located off campus.

Evaluation Processes for Off-Site and Alternate-Delivery Programs

At the college services at off-site locations and online programs are evaluated in the program efficacy phase of Institutional Program Review once every three years. Programs are evaluated based on their progress toward meeting institutional needs with regard to the six strategic initiatives: *access, campus culture and climate, institutional effectiveness, partnerships, student success, and technology*.

The San Bernardino Community College District centrally hosts the college's course management systems and central help desk. The predominant means of evaluating the services provided for these areas come from surveys regularly disseminated to students, faculty, staff, and administrators. Although these evaluations are typically performed over the website using web-based evaluation tools, there are also periodic reviews of help-desk calls to ensure quality service to constituent groups. Feedback on student and faculty perceptions of service are also received during monthly districtwide Distributed Education and Coordination Council meetings. Data from help-desk calls are quantified monthly, with average evaluations being "excellent" (4.25).

Evaluation

The use of online services such as registration and application has increased considerably over the past several years. Online registration by the general student population has increased by up to 10% over the previous year. Admissions and Records and Financial Aid both have student learning outcomes that focus on the use of technology to access college processes, and both have begun to provide workshops and direct support to students as they learn to use the college website and online FAFSA. However, at the Big Bear site students have yet to become comfortable with the online registration process, demonstrating a need for additional support. In addition, students enrolled in Weekend College have direct access to admissions and records, financial aid, and counseling support only during peak periods.

Quality Assurance and Links to Learning

The college uses a variety of methods to ensure the quality of student support services, including broad-based institutional processes, such as Program Review, as well as focused evaluation, such as focus groups and point-of-service surveys.

Institutional Program Review, a year-long process made up of needs assessment and program efficacy, is designed to link a careful assessment program quality with the allocation of resources. The entire campus has the option to participate in the annual program review needs assessment. This process links programmatic needs with resources such as faculty, staff, budget augmentation, and equipment. Programs that participate are required to provide data that support and justify the request(s). In addition, every three years each program participates in the program efficacy phase of program review. For instructional programs this occurs the year after content review, and every three years thereafter. Student Services and Administrative Services programs are placed on a three-year cycle by the appropriate vice president. Programs are expected to provide information regarding short and long-range planning, an examination of the demographics of the population served and a plan to serve underrepresented populations, a report of the status of the program's student learning outcomes, and a thorough description of the data demonstrating the program's quality and service to students.

A second institution-wide process that addresses the quality of services is the collegewide mandate for all Instruction and Student Services programs to develop and measure student learning outcomes. Each program in Student Services and Instruction has developed a unique mission, which is linked to the overall college mission. Student learning outcomes, each of which is linked with the college's core competencies, are operationally defined and at least one measurement strategy is selected. As of spring 2008, most of the Student Services departments had measured at least one student learning outcome and reported they were using the information to improve services. For example, the Financial Aid department is using multiple data points to determine the extent to which students are learning to navigate financial aid processes. Analysis of the data has assisted the department to better plan interventions such as financial aid awareness activities, and to streamline office processes. The Student Health Services department uses point-of-service surveys and self-report questionnaires to determine what students learn as a result of their participation in health fairs and topical workshops. Disabled Student Programs and Services uses counselor and student surveys to determine students' ability to identify their own learning needs, articulate these to an instructor, and actively seek the services they need to compensate for their disability.

Instructional programs, including those with distance-learning offerings, were expected to have developed learning outcomes for each degree and certificate, and to have developed learning outcomes for each course as well. Measurement of at least one course-level learning outcome was accomplished by most programs by the end of fall 2007.

In addition to collegewide evaluative methods, several Student Services departments, such as Financial Aid, DSP&S, and the Transfer/Career Center have used point-of service surveys and focus groups to determine if services are effective. Resultant information is used to identify needs for staff development and to plan service delivery. (financial aid point-of-service surveys, focus group questions, DSP&S point-of-service survey).

Planning Agenda

Strengthen support for use of online processes, such as application, registration, and free application for financial student aid (FAFSA) during peak enrollment periods in *2008-2009* for Big Bear *[associate dean of enrollment, director of evening, weekend, and mountain center, district computing services]*

Develop a One-Stop to meet needs of weekend and evening college students in *2008-2009 [director of Weekend College, financial aid, admissions and records, and counseling]*

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

Description

The college has many programs and practices that encourage personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Promotion of Personal and Civic Responsibility

Student Government: The Office of Student Life has sponsored many events and learning opportunities to encourage personal and civic responsibility. The development of leadership skills in the members and officers of the Associated Student Government is one of the department's priorities. Many activities promote the development of leadership skills. To establish a baseline of leadership behaviors, student leaders complete the Leadership Practices Inventory (LPI) (Kouzes & Posner, 2003). The results help the Office of Student Life determine what workshops to provide throughout the year. To promote the development of leadership skills in the student population, Student Life organizes a half-day retreat entitled "Dive into Leadership" for all SBVC students each semester. Topics have included: communication and teamwork, parliamentary procedure, general question and answer, nuts and bolts of event planning, time management, *Six Thinking Hats* by Edward De Bono, building coalitions, teambuilding for greatness, credibility as a leader, stress management, and group dynamics. Sessions are conducted by administrators, faculty, and staff from across campus.

A leadership retreat specifically designed for Associated Student Government takes place in the fall, followed by a one-day retreat on the same topic in the spring. A workshop series entitled "Passport to Leadership" includes topics such as conflict resolution, effective communication, leadership styles, diversity, financial management, resume writing, interviewing skills, leveraging extracurricular activities towards one's career, and time management (4.26). This workshop series is open to all SBVC students. Students involved in student government also have opportunities to participate in local and statewide governance organizations, and to engage in political advocacy on behalf of all students. The college has had student participation in the statewide student senate, fall and spring assemblies, the statewide student senate Region IX, and the American Student Association of Community Colleges. The Associated Student Government partnered with Crafton Hills College student government to sponsor the SBCCD Advocacy Dinner and to represent the district's students at the American Student Association of Community Colleges. Associated Student Government representatives met with representatives of Senators Diane Feinstein and Barbara Boxer along with Congressmen Joe Baca and George Miller and Congresswoman Cathy McMorris Rodgers in Washington DC to lobby on behalf of Pell Grant increases and in support of the Non Traditional Student Success Act sponsored by Senator Hillary Rodham Clinton. Additionally, members of the Associated Student Government lobbied at the state capitol for reduced enrollment fees in the community college system.

To facilitate broader and more accessible student participation in voting, the Office of Student Life implemented online voting for the Associated Student Government. The new process uses randomly generated logins and passwords emailed to students via their student email account.

Club Activities: The promotion of clubs and club activities is also a major focus of The Office of Student Life. Many academic departments and student services departments also have involvement in club activities. Some of the activities and accomplishments with regard to clubs on campus include the following:

- Sponsorship of a registration fair, in which student organizations can access support and guidance in registering, organizing, and promoting their organizations.
- Support and advisement of clubs in the organization and promotions of major club events, such as Associated Student Government's Casino Night & Sweetheart Fair, Geology Club's Ocean Cleanup and Field Trip, AGS Distinguished Speakers Series, New Vision's "Wheelchair Basketball" with over 300 attendees, and MEChA's Dia De los Niños, Cesar Chavez Commemorations, Holiday Extravaganza, Spring Jam, Associated Students, Inter-Club Council and club meetings
- Two-day student employee training as well as one-on-one new student employee trainings were provided
- The Office of Student Life created a Student Employee Handbook (4.27)
- Monthly student employee-facilitated Campus Center events include blackboard tutorial, holiday de-stress event, social networking, and student email tutorial

Service Learning: Several student services and instructional programs feature some aspects of service learning as a condition of participation. For instance, the Honors Program, Puente, and the Student Assistance Program (SAP) promote service learning by requiring members to do volunteer work to contribute to the betterment of their community. The demonstration of community service is also a requirement attached to many scholarship opportunities. The Student Assistance Program provides internship opportunities for students enrolled in the Human Services major.

Events: Several college events focus on social issues, such as drug abuse, alcohol use and abuse, disability, and health. The college holds annual health fairs, Red Ribbon Week, Alcohol Awareness Week, and Disability Awareness Month. These events have high student involvement in both coordination and attendance. The college Arts and Lectures Series works closely with the Diversity and Equity Committee to provide speakers and events that are consistent with the online Diversity and Equity Calendar. Divisions also sponsor events that encourage civic responsibility, such as Social Science, Constitution, and Humanities days (4.28).

Student Participation in Shared Governance: The college's shared governance document, Administrative Regulation 2225, formalizes the importance of student participation in shared governance committees. At the present time, the College

Council, Accreditation, Program Review, Facilities and Safety, Enrollment Management, Technology, and Budget Committees all have student representation. To better understand the issues surrounding student participation in shared governance, a recent study was conducted by graduate students in the Pepperdine University doctoral program in education and organizational leadership. The results revealed that some of the major reasons why students do not participate in shared governance opportunities include workload of the committee, lack of time, other responsibilities, and insufficient knowledge of the task at hand. The Office of Student Life will use the information to better prepare students for shared governance opportunities (4.29).

Other Opportunities for the Development of Civic and Personal Responsibility: One Friday per month staff and students are invited to participate in a monthly Leadership Institute offered through Professional Development. Members read books on leadership and take turns facilitating discussions. A second avenue for the development of civic responsibility is the *Arrowhead,* the college student publication (4.30). Campus, local, and world events are highlighted in this publication. The *Arrowhead* provides an opportunity for student journalists to learn about the ethical and professional issues involved in journal publication and allows students to receive information about events and issues from their peers. Third, college representatives are participating in a district committee to develop a board policy on free speech. Each college will designate free-speech areas and free-speech posting boards. Last, the student services area sponsors and promotes Constitution Day in on September 17. This practice was discontinued for two years when there was a turnover in management, but has been recently revived.

Intellectual, Aesthetic, and Personal Development

Many programs and practices promote students' intellectual, aesthetic and personal development. Some of these are the Writing Center, the Math and Science Success Center, student art shows, the science student mentoring program, the mentoring components of both Puente and Tumaini, the study abroad program, the college Arts and Lectures series, and the student publication *Phineas,* which showcases the latest student short stories, poetry, art, and essays (4.31).

Other activities that promote intellectual, aesthetic, and personal development include Art Club field trips, STAR program trips to universities and historical/cultural sites, and student club activities that promote personal responsibility, such as Drug and Alcohol Awareness Week and Health Awareness Week.

Several Student Services programs, such as Counseling, CalWORKS, EOP&S/CARE, STAR, DSP&S, and the Transfer/Career Center conduct student development workshops on a broad variety of topics, such as stress management, time management, and choosing a major. Events and workshops are typically advertised on the college website, via flyers and posters, and on the new flat-screen monitors mounted in the Campus Center (4.32).

Evaluation

The college provides a rich variety of activities and experiences designed to promote civic responsibility and intellectual, aesthetic, and personal development. While not all events and experiences are evaluated for their impact on student learning, many are. The evaluation of Student Life events and activities is typically done using post-event surveys, and a student participation count. In addition, Student Life staff members actively encourage student employees to openly communicate with students in classes and across campus regarding events and programs. This feedback then becomes the basis for the student- facilitated monthly Campus Center events.

Programs that provide students with opportunities to develop civic responsibility and intellectual, aesthetic, and personal development, such as Student Life/Student Activities and the Student Assistance Program, are evaluated through the collegewide program efficacy phase of program review. In addition, each program is expected to have developed student learning outcomes and, by spring 2008, to have measured at least one. Other events are included in the college year end report and are listed in the program efficacy document as evidence of accomplishment, student learning, and contribution to campus climate and/or diversity.

The ability of programs to measure students' cognitive gains as a result of interaction with programs that promote the development of aesthetic appreciation, personal growth, and civic responsibility is still a topic of active discussion. Most programs have developed student learning outcomes, but some more loosely organized learning opportunities, for instance, club field trips, club activities, and Arts and Lectures events, lack the structure and personnel to administer any form of measurement.

Planning Agenda

Finalize board policy on free-speech areas by the end of *2009 [director of student life, vice presidents of student services and administrative services, district assembly, and board of trustees]*

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

Description

Several programs in the student services area provide counseling, in addition to other services. The Counseling Department has twelve full-time (including articulation) and eight adjunct counselors; EOP&S/CARE employs two full-time and one adjunct; STAR has one counselor/coordinator and three adjuncts; DSP&S have one full-time counselor and three adjunct counselors; and CalWORKS has two full-time counselors; and Transfer/Career has one counselor/coordinator and one adjunct. Full-time and part-time counselors are initially trained through a formal training session followed by job

shadowing and exposure to reference materials. In addition, Student Services counselors' meetings that include all counselors are scheduled monthly by the department chair of counseling, and the Counseling Department has weekly meetings that are focused on department planning and training. To keep counselors informed, the California Community College System office has a statewide list-serv for counselors to which SBVC counselors have access. Counselors also attend various counselor conferences/workshops offered by the UC, CSU, and independent universities.

The Counseling Department has worked collaboratively with the academic and vocational departments through professional development meetings, and counselors provide workshops to classes within specific disciplines. In addition, counselors are assigned as liaisons to various departments. Transfer-major guide sheets have been developed for students and provided to faculty who also advise students. In addition, some faculty also advise students regarding career and major counseling in their areas of specialty, and provide students with literature from professional organizations regarding major preparation.

All programs that feature counseling have developed at least one student learning outcome that describes what students are to have learned as a result of interaction with the counseling component of the program. As of spring 2008, each of the programs was expected to have measured at least one program-level learning outcome. The Counseling Department is in process of data collection through student surveys and focus groups to determine the extent to which academic advising affects student development and success. Disabled Students and Services program is measuring student and counselor perceptions of the student's ability to self-advocate and to identify and use appropriate accommodations. In addition, workshops offered by the Counseling Department, EOP&S/CARE, and STAR are evaluated by students as to their effectiveness and helpfulness using self-report surveys or pre and post-tests.

Through the campus program review process, the Counseling Department and other departments that provide counseling are required by the institution to report on program effectiveness, long-and short-range planning, and program improvement.

Evaluation

Although online counseling is being provided for Big Bear and online college students, there is no online orientation system in place. Student services has worked with District Computing Services to have this orientation system running, but it still is not done. Off-site students must attend orientation on the campus. In addition, regular students as well as off-site students would benefit from online counseling. Currently one counselor is assigned to take online appointments. The counseling website does not include certificate, associate degree, and transfer information.

In addition to their program-specific duties, all counselors have responsibility for helping students to develop an educational goal plan designed to meet individual needs. Students have sometimes complained that they receive different information, depending

on the counselor they see. To ensure that students are receiving standardized and accurate information, the dean of Counseling and Matriculation has designated one meeting per month as an all-counselors training meeting. The provision of training, mentoring, and shadowing for new counselors would ensure that all counselors have the same skill set and would improve service to students.

To date, most programs offering counseling are still struggling to quantify what students learn as a result of receiving counseling. Programs that offer counseling services need to develop ways to demonstrate that the use of counseling services is correlated with student success. The consistent development and measurement of student learning outcomes related to counseling will help the college to identify and support best practices in counseling.

Planning Agenda

Expand Counseling Department website in *2008* [counseling, District Computing Services, applicable managers and staff]

- Provide online orientation, to increase online counseling, and provide specific information regarding certificate, associate degree, and transfer information. In addition, the use of teleconferencing to deliver counseling services to off-site students will be explored.

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

Description

San Bernardino Valley College has a diverse student population. A breakdown of the student population for 2007-2008 by gender, ethnicity, and disability is provided below.

Population Characteristic	**College Demographics (2007-2008)**
Gender	
Percent Male	43%
Percent Female	57%
Ethnicity (%)	
African American	21%
Caucasian (white)	24%
Hispanic	42%
Asian/Pacific Islander	5%
Native American	1%
Disability	4.5
Average Age	29.6

The table reveals a student population that is 57% female. Approximately 42% of students are Hispanic (7% failed or chose not to indicate ethnicity); the college is designated as a Hispanic Serving Institution. The average age of the San Bernardino Valley College student is 29.6.

Practices

The Diversity and Equity Committee, a shared governance committee with representation from Instruction, Student Services, Administrative Services, and the Student Senate, is responsible for assessing and promoting an understanding of diversity (gender, race, ethnicity, age, disability) among faculty, staff, students, managers, and the community. The committee supports the inclusion of a diversity element in curriculum and program development and oversees the implementation of programs including but not limited to educational, cultural, recreational, social events and activities. The committee also invites representatives of Instructional and student services programs to speak with the committee about their unique diversity issues.

Until March 2006, a subcommittee of this committee focused on student equity, and was responsible for the development and monitoring of the college student equity plan, although after March 2006 the umbrella committee assumed both charges.

The minutes and agendas for the Diversity and Equity Committee meetings are posted on the college website, http://www.valleycollege.edu/. The committee has oversight of a small budget, and has sponsored monthly speakers and events to highlight diverse groups. Student and staff groups can apply for funds to sponsor events of interest. Examples of events are: Deaf Awareness Day, the Wheelchair Basketball Game, Cinco de Mayo events, and cultural speakers.

Several staff organizations, such as Latino Faculty and Staff, and Black Faculty and Staff promote a collegewide understanding of diversity by participating in the promotion, organization, and funding of such events as Black History Month and the annual Cinco de Mayo celebration.

The program efficacy phase of Institutional Program Review includes a question about student demographics, and requires that programs explain any variance between the demographic makeup of the program's population and that of the student population, and how they plan to include underserved populations. This item links directly to SBVC's Strategic Initiative of access (4.32).

The curriculum review process requires that each course incorporate diversity into the curriculum. A specific question about how the course addresses issues of diversity is included in the course outline of record.

A final practice that contributes to a collegewide understanding of diversity is that a minimum qualification for all positions is an understanding and appreciation of diversity.

Selection committees typically screen for this quality and/or develop an interview question on the topic.

Programs and Services

The Valley Bound Commitment is a new and exciting program that promotes access to Valley College for graduating high school seniors with financial need (4.33). The program removes economic roadblocks by paying for enrollment fees and textbooks for the first year of college. During the 2008-2009 academic year, the college will be piloting the program with Colton High School. Plans are in place to expand the program throughout the college's service area.

The Office of Student Life promotes and sponsors student clubs that mirror the diversity in the student community. Examples are New Visions (for individuals with disabilities and their supporters) Brothers and Sisters United (for African American students) the Lambda Club (for gay, lesbian, bisexual, and transgender students) and MECHA (for Chicano/Latino students).

Puente focuses on personal development by making the Latino student participants conscious of their culture, heritage, and experiences. Although the focus is on Chicano and Latino culture and experience, multicultural awareness is included as a point of focus.

Tumaini is a new program that focuses on African American history, literature, and culture. Although its funding is not yet stabilized, it does have a counselor with release time to coordinate the program. Both the Puente and Tumaini programs include a concentration in academics with a mentoring component.

Disabled Student Programs and Services serves a population of more than 900 students with a broad range of disabling conditions. The department hosts the annual Disability Awareness event and the annual Disability Mentoring Day. Staff members are active in the Inland Empire Disabilities Collaborative and among the disabled in the community. One of the program's goals is to raise awareness of disability issues among staff, faculty, and students.

STAR, EOP&S/CARE, and CalWORKS serve first-generation, economically disadvantaged, and underrepresented students by offering financial support, tutoring, counseling, and participation in activities that expose them to the broader culture. Several programs are in place for students who demonstrate financial need. The Student Assistance Program serves needy students by providing free clothing, bus passes, community service referrals, and food. The Hackler Book Scholarship provides textbooks for needy students upon the recommendation of the instructor (4.34).

Evaluation

The college has included diversity (campus culture and climate) in its strategic initiatives. Programs are evaluated in the program efficacy phase of program review based on their progress in this area. Many programs, events and educational opportunities have centered on diverse groups and ideas. Nevertheless, the college continues to be challenged to recruit and retain African American and Latino males.

During the self evaluation it became apparent that Administrative Regulation 2225 was not changed to reflect the change that occurred in March, 2006 in both the name and function of the former Staff and Student Diversity Committee and the Student Equity Sub-Committee. The charges of both committees are now assumed by the Diversity and Equity Committee.

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

Description

Practices and Tools of Admissions

The college admission process has, within the past year, undergone an extensive review and revision. The hard-copy application form was revised to improve the readability and aesthetic quality of the document. The enrollment forms for concurrent enrollment of K-12 students were revised to include a health form to be signed by the parent, a checklist, and a brochure describing the criteria used to determine a student's readiness for college courses. In addition to changes in the paper application, the college is meeting with District Computing Services to revise the online application. In its current form, students reapplying to the college online must print a signature page and bring it in person to the Admissions and Records Office. The new version will allow the entire process of reapplication to be done online, and will allow students to change the information in address and contact information fields. Student feedback and peer input are the primary evaluation tools used to ensure effectiveness (4.35).

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

Placement Processes

Placement processes are governed by Section 55512a of Title 5 of the California Code of Regulations and they are reviewed by the college's Matriculation Committee, a shared governance body whose role is to develop the college Matriculation Plan,

propose the budget for categorical matriculation funds; advise on policies, procedures, and implementation of matriculation components: admission, orientation, assessment, counseling, prerequisites, follow-up, training, and research. Membership includes representation from Instruction, Student Services, the office of Research and Planning, and chairs of the reading, English, and mathematics departments.
Valley College is an open-entry campus; hence there is an institutional obligation to ensure that all students are placed in courses that match their skill levels. Assessment testing is used for course placement. The college uses a full range of assessment tools for placing students. These assessment tools include multiple-measures tests for math, English, reading, and ESL. Each of these tests in validated by the SBVC Office of Research and Planning. The following validation and reliability studies are produced for each area:

1. Content Validity. This process ensures that a valid link exists between course content and the material on the tests.
2. Cut-score validity. This study shows that the cut scores are matched to the degree of course difficulty. In concert with the Matriculation Committee, staff of the Office of Research, Planning evaluate the cut-scores used for placement in reading, English, and mathematics yearly and makes recommendations for changes, if appropriate.
3. Consequential and predictive validity. This study ensures that students and faculty agree on the accuracy of the placement and that the test is a good predictor of success in a course.
4. Test item reliability shows internal consistency within each test.
5. Disproportionate Impact. The demographic characteristics of various student groups are examined to determine the percentages of students who are placed in and complete precollegiate courses, degree-applicable course and/or transfer courses in reading, English, mathematics, and ESL. A series of studies has been implemented to determine the extent of cultural and linguistic bias in the assessment instruments.

Each of these reports is produced on a schedule defined by the California State Chancellor's Office.

Evaluation

Many electronic processes need to be reviewed and revised, as indicated above. Online application and registration are examples of processes that require programming attention.

The college assessment process is composed of the Compass test for reading and locally developed and validated tests for mathematics and English. The English assessment is a writing sample that must be scored by two qualified readers. The faculty of reading, English, and mathematics are satisfied with the placement results of the instruments chosen. However, the assessment cannot easily be administered off-site because scoring of the English assessment takes one to three days and the campus firewall interferes with access to the computerized portion of the test. Although

the assessment instruments chosen are accurate, they may impede access to the institution.

Planning Agenda

Conduct pilot study *2008-2009* of placement instruments and communicate results *[institutional researcher, appropriate faculty and administrators]*

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

Description

The Admissions and Records office has maintained student records electronically since 1981. These files are backed up on tape twice daily. Tapes are stored in a fireproof safe. The college stores tapes off-site. Records prior to 1981 are maintained in either microform or hard copy. Both microform and hard copy are stored in a secured, alarmed facility behind two sets of interior locked doors. Microform records are stored in locking cabinets The San Bernardino Community College District has a policy for the release of student records which is compliant with the Family Educational Rights and Privacy Act of 1974 (Board Policy and Administrative Regulation 5040).

The Financial Aid office is governed by both federal and state regulations with regard to the maintenance of student records. Federal regulations governing financial aid require that student financial aid records are kept for three years after the date of the last Fiscal Operations Report and Application to Participate (FISAP) which is filed each September 30 following the end of the academic year. The Office of Financial Aid 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 kept in locked file cabinets to which only financial aid employees have access. The SBVC Financial Aid Office follows FERPA regulations with respect to releasing student records.

Evaluation

At the present, neither microform nor hard-copy records are protected from fire damage or water damage, nor have they been duplicated. The college began an extensive in-house record electronic archival process in 2006, but the project was halted due to budgetary shortfall. Archiving records electronically remains a high priority for Admissions and Records and the project will be completed once there are sufficient funds to do so.

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

Description

To ensure the quality of student support services, the college uses a variety of methods, including campus climate and point-of-service surveys, focus groups, and formal evaluation.

The annual student campus climate survey provides student evaluations of such services as Counseling (personal and academic), Puente and STAR, Student Activities, Student Government, Disabled Student Programs and Services, EOP&S/CARE, Financial Aid, Health Services, CalWORKS, and Career Services. The survey yields information about the percentage of respondents who actually participate in each program, as well as a five-point Likert-type rating of the overall quality of service (with 1 = poor; 5 = excellent). The results show that for each program at least 72% of the respondents gave the program a rating of 3, 4, or 5 (range = 72.9-91.5). In addition, at least 44% of respondents gave each of the student services programs a rating of 4 or 5 (range = 44.7–75.9). The results of the survey are posted publicly on the Research website. Programs use the information to improve services and to make statements about program quality in the program efficacy phase of program review (4.35).

Institutional Program Review, a yearlong process composed of needs assessment and program efficacy, is designed to link a careful assessment of program quality to the allocation of resources. The entire campus has the option to participate in the annual program review needs assessment. This process links programmatic needs with resources such as faculty, staff, budget augmentation, and equipment. Programs that participate are required to provide data that support and justify the request(s). The prioritized lists of faculty, classified staff, budget augmentation, and instructional equipment needs developed in the collegewide needs assessment are forwarded to the president to aid in decision-making. In addition, requests for improvement of facilities, technology, and items that are not specific to the program are forwarded to the Facilities and Safety, Technology, and Budget committees, respectively.

In addition, every three years each program participates in the program efficacy phase of program review. The program efficacy process examines program quality and viability. For instructional programs this occurs the year after content review, and every three years thereafter. Student Services and Administrative Services programs are placed on a three-year cycle by the appropriate vice president. Programs are expected to provide information regarding short-and long-range planning, an examination of the demographics of the population served, and a plan to serve underrepresented populations, a report of the status of the program's student learning outcomes, and a thorough description of the data demonstrating the program's quality and service to students. Both the needs assessment and program efficacy process include forms and

evaluative rubrics specific to Administrative Services, Student Services, and Instructional areas (4.36). Each participating program receives a report card detailing the extent to which the program meets or does not meet institutional needs. In addition, programs may be given a recommendation of continuation, probation, contraction or discontinuation.

A third institution-wide process that addresses the quality of services is found in the development and measurement of student learning outcomes. Each program in Student Services has developed a unique mission, which is linked to the overall college mission. Each program's student learning outcomes are in turn linked with the departmental mission and the college's core competencies. Learning outcomes are operationally defined and at least one measurement strategy is selected. As of spring 2008, most Student Services departments had measured at least one student learning outcome and reported they were using the information to improve services (4.37).

Yet another evaluative process is the State of California Chancellor's Office's evaluation of categorical programs. In 2006-2007, SBVC categorical programs (Cal WORKS, DSP&S, EOP&S/CARE, and Matriculation) participated in the first iteration of the new categorical program review. Feedback from this important process will be used to help the categorical programs plan, remedy compliance deficiencies, identify weaknesses, and bolster strengths.

An evaluative process that Student Health Services uses to determine educational priorities is the American College Health Assessment. Administered to a representative population every two years, the resultant data allow the department to identify health concerns of the student population so that services and educational efforts can be better tailored to suit the student population.

In addition to collegewide evaluative processes, several Student Services departments, such as Financial Aid, DSP&S, and the Transfer/Career Center have used point-of service surveys and focus groups to determine if services are effective (4.23).

Evaluation

In the 2002 Accreditation document a concern was expressed that the program review process did not allow for an adequate and fair evaluation of Student Services programs. Since 2006, the program efficacy phase of Institutional Program Review has included three sets of questions and rubrics for Administrative Services, Instruction, and Student Services areas. The Student Services forms were developed in collaboration with all Student Services coordinators and managers.

Although Student Services programs have developed and measured at least one learning outcome, there is no way to track and publicly post them. Instructional programs plan to use eLumen to track course level learning outcomes. Student Services departments need to thoroughly examine the program to determine if it would be effective for program-level outcomes.

Evidence—Student Support Services

4.1 Notification card to see a counselor
4.2 Memorandum of Understanding, San Bernardino and Rialto Unified School Districts
4.3 BP/AR 5010
4.4 Student Health packet
4.5 College Catalog
4.6 Catalog, pp. 4-7, 9, 15, 19-21, 23
4.7 Catalog pp. 7-10
4.8 Catalog p. 39
4.9 Catalog p. 33
4.10 Catalog pp. 27-30
4.11 Catalog, non discrimination policy
4.12 Example of catalog proof
4.13 Career and Technical Education catalog
4.14 Schedule of Classes
4.15 Student Handbook
4.16 Students Right to Know
4.17 Partnership for Excellence data
4.18 Program Review needs assessment form
4.19 Examples of Student Services assessment of one outcome, 2008
4.20 Program of in-service workshops for January 11, 2008
4.21 Basic Skills: A Campuswide Assessment Process
4.22 Minutes of College Council meeting, spring 2008
4.23 Early alert notices
4.24 Scholarship website and recommendations
4.25 Evaluation of Help Desk services
4.26 Passport to Leadership
4.27 Student Employee Handbook
4.28 Examples of activities and events for students
4.29 Shared governance information for students
4.30 Copies of *Arrowhead* newspaper
4.31 Copies of the *Phineas*
4.32 Student demographics and program review
4.33 Valley Bound Commitment information
4.34 Hackler book scholarship
4.35 Campus climate survey
4.36 Program review forms
4.37 Point-of-contact surveys

II.C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Summary

The library was the first of the new buildings constructed in the major reconstruction project of SBVC in this century. It is also a building open more hours a week than any other building on the campus. On any day, the library's 85 computers are perhaps the most often used computers on campus as well. The library's collection includes books, periodicals, microforms, reference materials, and online databases, all selected and coordinated to meet the mission of the college. Bibliographic instruction (BI), another service of the library taught by faculty librarians in the instruction laboratory, allows for the customization of faculty lessons.

The Library and Learning Resource division also includes the Academic Advancement Laboratory and Tutorial Center (AALTC) in the Liberal Arts Building.

II. C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Description

Learning support services provided by the Library and Learning Resources division reflect the institution's commitment to academic achievement by offering a variety of programs and services which support student success. In the library, student learning is supported by a diverse print collection of books, magazines, and journals, a variety of microforms, ready access to current databases, and the instructional skills and knowledge of the faculty librarians and support staff.

The library's collection includes books, periodicals, microforms, reference materials, and online databases, all selected and coordinated to meet the varied needs of the current diverse student population as well as to provide the opportunity for lifelong learning for the campus community (5.1). In addition to these materials, the library furnishes students with 85 computer workstations in the Library Computer Laboratory (LCL),

including some equipped with adaptive software supplied through a partnership between the library and Disabled Students Programs and Services (DSP&S). This provision supports the strategic initiatives of access and of student success.

Another library service provided to the campus is the availability of customizable bibliographic instruction (BI) sessions taught by faculty librarians in the library's instructional laboratory classroom, which is equipped with 31 computer stations (5.2). In addition, the librarians have created several extremely popular, topic-specific "How-To" brochures which guide students through various research and study problems from beginning library research to writing an outline (5.3). Perhaps the most popular library service offered is individual assistance by library faculty, available in person 64 hours per week. Online reference assistance specific to the needs of the online student has greatly expanded in the last two years with the "Email the Librarian" service (5.4), which enables students to email specific questions to librarians for help. The recently acquired "24/7 reference" service allows students to receive help from reference librarians via computer 24 hours a day, seven days a week. The SBVC Library's website offers a Web-based library orientation that includes library regulations, procedures and policies, a guide on using the online catalog, instructions on using the *Reader's Guide to Periodical Literature* and reference databases, and access to copies of the Library Research Assignment. Students may orient themselves to the library facilities by taking an online virtual tour.

In addition to the library's services, the Library and Learning Resource division provides the campus learning community with a separate facility in the Liberal Arts building. This is the Academic Advancement Laboratory and Tutorial Center (AALTC). In the AALTC, the Academic Advancement Program's computer-based adult basic skills curriculum and the Tutorial Center's individual and group peer tutoring programs provide instructional support to students on campus and online. The Academic Advancement Program serves students through a self-paced computer-assisted program that enables students to develop math, reading, writing, ESL, and learning skills necessary for GED, CAHSEE and preparation for academic course work at the college level.

In order to provide the best services to students, the Library and Learning Resources division continues to develop evaluative tools as part of the campuswide effort to systematically assess the effectiveness of services. Currently, librarians give research assignments to students during BI sessions to reinforce library research skills demonstrated during the instruction. These research assignments are available in the library or online. After instruction, librarians regularly email a brief survey to faculty members as an assessment and to gather feedback for making improvements. Because of this data gathering and analysis, new developments and improvements to the BI curriculum have resulted in increased services to support student learning outcomes, which have in turn increased the number of faculty who bring their students to the library to learn to do college-level research. Evidence of this can be seen in a 61.5% increase in the number of BI sessions over the last ten years, and a 23% increase in the overall number of BI sessions given over the last three years in the new library facility. By and

large, classroom faculty find the Library and Learning Support Services to be meeting the needs of the student population.

The Library and Learning Support faculty and staff are dedicated to the development, implementation, and assessment of student learning outcomes (SLO) in all operations and practices. The library, the Academic Advancement program, and specific tutoring resource centers are developing program-level SLOs for learning support services.

Since the last accreditation visit, more tutoring facilities and learning support services are being offered throughout the campus. Current tutoring and academic-assistance programs available in the Liberal Arts building include general tutoring in the Tutoring Center, reading assistance in the Reading Laboratory, and writing support in the Writing Center. In the Technical building, tutoring and a small open-use computer lab are available in the Technical Learning Center. In the Business building, the Business Division computer laboratory is available for limited hours (only for students enrolled in CIT courses). The STAR Trio Grant tutoring services and the testing and services offered by the DSP&S department are available in the Administration/Student Services building. Finally, the Health and Life Sciences building houses the Health Sciences and Nursing Resource Center, the Mathematics Department laboratory, and the Math and Science Student Success Center, whose services include one-on-one tutoring with faculty, peer tutoring, computer-based tutoring, and skill-building workshops.

The SBVC library maintains a variety of print materials, online databases and computer resources for student learning. The print collection includes more than 100,000 books, 190 current periodical subscriptions, and 440 total periodicals (some of which, although not current subscriptions, are still available for research and reference). A Collection Age report run on the library's print titles demonstrated that it is a balanced, current, and growing collection. In fall 2006 the library held 6,826 titles published since the year 2000. As of spring 2008, that number has grown to 9,656 titles of that age or newer, an increase of 41%. A snapshot of the collection as a whole shows that although more than 36% of the collection has been published in the past 18 years, it nevertheless retains historical depth and context, with 20% of the collection published prior to 1950.

Prior to the relocation of the library to a new facility, the dean of Library and Learning Resources and the library faculty took advantage of this unique opportunity to evaluate the collection for currency, depth, and variety, an action prescribed by the American Library Association in its standards for good library services practices to undergraduates. The result of this collection-evaluation process was that valuable materials were reviewed and retained, whereas materials which did not meet the stringent criteria used in the evaluative process were deselected (removed). The circulation data analysis performed annually at the end of the academic year by the division proved the efficacy of this practice: the number of library materials circulated jumped from 57,000 in 2003-04 to nearly 80,000 in 2005-06.

The library has licensed 25 reference databases (5.5) and a number of software programs for student research, made available on 18 dedicated computers in the

Reference area, and also on all the computers in the LCL. In addition, the databases are accessible remotely via password for currently enrolled students. Included are such specialized resources as the EBSCO Professional and Vocational database, which supports career and technical education, and the Ethnic Newswatch database, which meets the diverse interests of the student population (5.6). Currency of learning materials is maintained through daily updates to the database by the vendor.

Librarians attend professional conferences, review online professional resources, and read library literature to stay current in their field. Faculty and staff in the Library and Learning Resources division are active members of professional associations, such as the California Academic and Research Librarians association, the Southern California Instruction Librarians group, the California Library Association, and the American Library Association, and attend informational seminars and technology conferences, such as the Technical Education Conference (TechEd) and Internet Librarian.

Instructors can arrange to participate in class bibliographic instruction sessions in the library or in their classrooms. Tutorials and virtual online tours are available to students for individual instruction. To meet the needs of the students in the Online College and off-campus programs (such as the Big Bear facility), librarians are available to answer research questions and guide students through the process of accessing databases and other research information by phone and online via “Email the Librarian.” The support services available in the library include: a computer lab with 84 stations, audiovisual materials and equipment, BI sessions, and individual assistance by faculty librarians.

The college meets the needs of a diverse student population by offering other essential learning support services, including the Academic Advancement program and a variety of tutoring services throughout the campus. These programs help to develop basic skills, prepare students for standardized GED and CAHSEE tests, and assist students in specific course work to enable successful course completion. The Academic Advancement Program, in a 52-station computer lab, provides a self-paced, computer-assisted program for developing basic skills in math, reading, writing, ESL, and language skills, as well as in preparing students for GED and CAHSEE standardized tests.

The Academic Advancement Department also provides instruction in strategies for student success through ACAD 100 classes offered each semester. The college provides a variety of tutoring programs to increase the retention, the successful course completion, and completion of degrees and certificates (5.7). The Academic Advancement Program is now also supporting a bridge program designed to assist licensed vocational nurses (LVNs) currently in the workforce to develop their skills to the level necessary to enroll in the registered nurse (RN) program. The Tutoring Center provides students with peer tutors across a wide variety of general education curriculum.

The Writing Center assists students in all courses with developing strong writing skills and in preparing quality, college-level written assignments. The Reading Lab provides

specific tutoring and resources for students currently enrolled in reading classes. The Technical Learning Center assists students with the acquisition and development of computer skills, basic skills, and learning skills necessary for technical trades. The Child Development Department has two labs where relevant material in CD format is available. The Business Division computer lab provides assistance on reserved computer stations for students in computer information technology courses. The Health Science/Nursing Resource Center assists students in the nursing, psychiatric technician and pharmacy technician program. The math department lab allows peer tutors to prepare students currently enrolled in math classes for upcoming assignments and exams. In addition, the physical bones needed for participation in the anatomy courses are housed in the Math and science Student Success Center. The Math and Science Student Success Center provides tutoring, workshops, and support for students currently enrolled in Biology 201, 250s, 260s, and 270s, and in chemistry, math, geography, and physics classes. The STAR Trio Grant and DSP&S offices provide assistance for students within their programs.

Evaluation

The library has a diversity of print and database material that serves the needs of the student population whether students are on campus, off campus, or online. Remote access is available to the reference databases and “Email the Librarian” service. The library has increased the number of BI sessions 23% in the past three years, in part as a result of the survey and assessment by the humanities faculty. Librarians have enhanced the sophistication of BI sessions for high-level online instruction. Librarians continue to support campus curriculum by offering customized BI sessions for class or subject-specific programs such as nursing, psychiatric technician, English courses, and African American and Chicano literature courses.

In the 2007 accreditation self study survey (statement 17), 71% of the faculty surveyed indicated that they used the library or other learning support services in their teaching. And within the same survey 56% to 64% of those surveyed either “strongly agreed” or “agreed” that the facilities, the support services, the accessibility, and the collections offered in the Library and Learning Support Services met the needs of the student population.

The Library and Learning Support Services faculty and staff continue to develop new materials and newsletters to promote their services campuswide and to inform faculty, staff, and students of the resources available. In addition to increasing awareness and accessibility, the faculty and staff continue to develop new surveys to properly assess how the current library materials and learning support services meet the needs of students (5.8). Ongoing assessment will ensure the continued successful level of services.

Block grant money has been used to support the library’s collection, data bases, and software. The district and the college are working together to provide funding for some library needs that are also shared with Crafton Hills College. Other programs such as

CalWORKs and CAHSEE helps to fund Plato software. The Library and Learning Resources area have received highly ranked prioritizations in program review. When money is available, the president attempts to fund those items on the program review list. Since the last accreditation two additional librarians have been added. The audio-visual area has also been highly ranked in needs assessment for additional equipment funding (5.9). In 2007-2008 the library received new computers.

II.C.1. 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 of the institution.

Description

San Bernardino Valley College provides quality education and services that support a diverse community of learners. The library helps this campus mission by including a quality collection of print, microform, and online material. The college has a strong collection of online databases that provides lifelong learning opportunities to a diverse student population. Databases include but are not limited to Academic Search Premier Package, A-Z Title Look-up, Ethnic NewsWatch, Magill on Literature, National Newspaper 5 (including the full-text *LA Times* and *New York Times*), *New York Times* Historical, and SIRS Knowledge Source. The library administration has carefully charted the use and the expenditures for these databases (5.10). The databases provide current information in a wide variety of areas that support the curriculum, including psychology, health, religion, philosophy, business, and vocational and technical areas to support a diverse student population. The use of Ethnic NewsWatch, a multi-ethnic database, has increased over the years and currently ranks fifth in most-accessed databases and includes valuable resources including literary criticisms and book reviews to assist students in Chicano, African American, and world literature and history courses. The diversity of the library's databases collections meets the needs of students who are preparing for degree/transfer to 4-year institutions, and of students who are completing vocational and technical certificates. Access to current information allows students to be prepared for life in a global community.

In addition to the database resources reviewed and selected by librarians, a New Book Request form is sent every semester to all faculty members (5.11). Librarians work in cooperation with other faculty in their areas of specialization to make the best selections for course- related materials. Faculty may communicate their recommendations via email, on the phone or by submitting the New Book Request form to the Library. This form is available at the library website and enables students the opportunity to submit requests.

The Audiovisual Department provides a collection of DVDs, videos, and, CD-ROMs and ancillary materials to support student learning. These materials may be checked out by faculty, delivered for faculty use in the classroom, or may be used by individual students within the library facility. With the increase of the availability of "smart carts" in

classrooms throughout the campus, the audiovisual materials can be readily used. The Audiovisual Department also provides support in the use of this technology and provides instruction and assistance, as well as distribution of materials, across campus, and district facilities. The selection of audiovisual material is based on the expertise of faculty within specific departments and specializations.

Evaluation

Working in cooperation with faculty and staff from across the campus, the library has continued to improve the diversity of the materials offered for student learning. In the 2007 accreditation self-study survey (statement 30), 44% of those who responded agreed that the library and other learning support services faculty and staff develop the collection and services in collaboration with faculty who have expertise in their discipline; 15% "strongly agreed" with that same statement. In that same survey (statement 33), 44% of those who responded "agreed" that the library's collection of books, periodicals, media, electronic databases, and other resources was adequate to meet the needs of their program; 12% "strongly agreed" with that same statement. Campus faculty are involved in selecting material in an ongoing dialog with library faculty. Databases allow students to access current information, regardless if their use is on campus, off campus, or online.

State-of-the-art technology is one of the goals of the strategic initiatives. As a result, the library, academic advancement, and audiovisual areas will benefit from increased emphasis on its needs in program review and with the Budget Committee. The college is committed to enhancing support for the library and learning resources needs as well as other services on campus.

II C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Description

The college values information competency as reflected as part of the core competencies for SBVC students. The college offers several instructional programs to enable students to develop information competency.

Library: The library provides bibliographic instruction (BI) sessions with a customized emphasis; for example for programs such as nursing, psychiatric tech, and biology, providing them with specific class assignments (5.12). A dedicated library classroom houses 31 computer stations for BI sessions which provide students the opportunity for hands-on, collaborative learning that helps to develop skills in information competency. Additionally, a one-unit course, Library110, Information Literacy, taught by library faculty, is available for students to gain information competency (5.13). Librarians have created a practical approach to meet the needs of a specific student or group. During BI sessions, worksheets are provided to students to help orient them to the materials and

services available in the Library, including database use (both accessible on campus and remotely), library materials and services, and the use of research materials. There are two worksheets are currently used: a Three-Part Research Assignment-SBVC Library; a Two-Part Worksheet SBVC Online Research Assignment (5.14). The Three-Part Research Assignment covers the online catalog used for looking up books, the *Readers' Guide to Periodical Literature* for locating pertinent articles, and the reference databases for locating articles online. The Online Research Assignment worksheet includes an online catalog component that is used to locate books and a reference database component for locating articles, both scholarly and general studies online. In addition to the worksheets, librarians have numerous supportive pamphlets available for students needing assistance with specific issues, such as writing a research paper using MLA or APA style format, suggested topics for research papers, and identifying authoritative sources of information using the Internet (5.15).

Learning Support Services: Learning support services on campus including the Tutoring Center and the Academic Advancement Programs, also promote, support, and provide ongoing instruction in the development of information competency. Computer technicians in the library computer lab provide assistance with software that is available in the building. On-going tutor training is conducted in the campus tutoring lab location. Tutors are trained to coach students through discipline-specific content areas as well as through critical thinking exercises, which may include information competency. These programs provide tutoring and instructional support that allows students to learn the skills necessary to function more effectively in the 21st century. In addition, selected course work in the ACAD 100 classes target the developing of specific skills in information competency.

Writing Center: The Writing Center is an important resource for assisting students with information competency. It offers personalized or group instruction in information competency and literacy across academic disciplines. The center provides workshops throughout the year in grammar, punctuation, sentence development, topic development, and writing research papers (5.16). Many English classes require students to use the Writing Center in completing their assignments. Tutors are available in the Writing Center or online.

Evaluation

The goal of information competency is now a priority across the curriculum, within the core competencies and addressed in the library's student learning outcomes. Several courses already require research projects and assignments based on information competency, as noted within updated curriculum outlines. The BI sessions provide a guideline for best practices incorporating student library research projects into the course curriculum. Faculty potentially will create more assignments requiring library resources that allow students to develop information competency skills that are consistent with student learning outcomes. Faculty should be encouraged to schedule bibliographic instruction sessions given by the Library faculty and direct their students to

use the Writing Center and various tutoring centers to assist in their development of these skills.

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Description

Library: The library is open 74 hours each week during the semester to provide adequate access to the library. Monday through Thursday, the library is open from 7:30 a.m. to 9:30 p.m. and on Friday and Saturday, the library is open from 7:30 a.m. to 4:30 p.m. The library is closed on Sundays. Between sessions and holidays, library hours are posted.

In addition to the open facility, the library provides remote access to databases, email access, DSP&S compatible computers and the library computer lab. The library hours have been modified to meet the needs of evening, weekend, and online college students. The library computer lab is open at the same hours as the library, and serves the needs of those in the student population who do not otherwise have a computer. Students at off-campus and Big Bear locations have access to the librarian by phone during open hours as well as through "E-mail the Librarian" services and remote access to the library online databases. Remote access to the Library databases enables students to locate, view, print, email and download an enormous assortment of academic journal, general magazine, newspaper, and government document materials.

Writing Center: The Writing Center has resources for ESL students, which includes ESL software and DVDs for accent reduction as well as computer access for this population of students. The Writing Center also has online tutoring available for students in classes 100 level and above. Resources are available for students in the campus Writing Center during the hours of 9:00 a.m. to 8:00 p.m. Monday through Thursday, and from 8:30 a.m. to 4:30 p.m. on Friday and Saturday. During the summer sessions, services are available from 10:00 a.m. to 6:00 p.m. Monday through Thursday.

Tutoring Centers and Learning Support Services: The Tutoring Center administrative hours are Monday through Friday, 8:00 a.m. to 5:00 p.m. During these hours students may enroll in tutoring, schedule appointments, and address administrative issues. Peer tutoring hours vary based on tutor availability and expressed student need. In the past semesters, tutoring has been available Monday through Thursday from 8:00 a.m. to 8:00 p.m. and Friday and Saturday, from 8:00 a.m. to 4:30 p.m. The other tutoring service centers post hours of service based on availability (5.1).

Evaluation

The library has modified its hours and offers remote and online accessibility in order to provide a quality education and services that support a diverse community of learners.

In the 2007 accreditation self-study survey (statement 32), 61% of the respondents "agreed" or "strongly agreed" that the library hours are adequate to meet the needs, whereas the 2008 survey (statement 33) reported 73.2% agreement. The hours of the Writing Center and tutoring centers are also developed in response to the needs of the student population. For example, the Academic Advancement Laboratory (which accommodates students in self-paced classes and serves as an "overflow" computer laboratory for the library), expanded its hours to meet students' demand for early-hour accessibility.

Planning Agenda

Develop cost-benefit analysis of 24/7 chat reference services for research in the fall *2008 [library staff]*

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

Description

The library maintenance includes several different challenges, such as appropriate lighting, the upkeep of materials, and the security of resources. Library and custodial staff work hard to keep the facility in the best shape for student use. Mending services for the print resources are provided by qualified library staff to preserve the collection. Computers are locked down and campus security provides a patrol for ensuring the safety of resource materials and students alike. To prevent theft of printed materials, collections have "tattle tape", or safety strips that set off an alarm at the primary entrance/exit to the library. The library building includes a 100-seat-capacity viewing room with a separate entrance where a physical gate locks into place during the closed hours of the library, thus providing an added level of safety for the library collections.

Maintenance of the computer systems in the library and in the Academic Advancement computer laboratory is provided by a network specialist assisted by a small staff of computer technicians.

Evaluation

The library was the first new building on campus. State-of-the-art building materials were used to make it earthquake-safe. However, all new buildings have challenges after construction. One of the challenges in the library is lighting on the second floor. The lighting fixtures are not standardized and therefore it is difficult to replace the bulbs when they wear out.

Libraries have important collections that can fall prey to interested parties. The use of "tattle tape," or security strips (that activates an alarm when materials are not properly checked out) on all new resources as they are added to the collection, proves a major deterrence to theft.

Since the library is open more hours than other buildings on campus, safety is a concern. Service desks throughout the library are equipped with "panic buttons" that are connected to campus police during day hours and the county sheriff's office during evenings and Saturday. Flashlights and a copy of the Campus Emergency Procedures are located in each department throughout the library. In spring semester 2008, a campus practice evacuation drill was successful within the Library and Learning Support Services. Also in spring 2008, additional earthquake bars were installed in the library reference and reserve sections, areas that were not included in the initial new building design.

The Learning Resource Division, including the library, library computer lab, Academic Advancement and the tutoring lab, has a high volume of computer usage during the extended hours when they are open. This unrestricted exposure of the network sometimes brings intentional or unintentional threats to the system. The network specialist has been responsive in the early detection and an immediate reaction to threats that are posed to these systems.

II.C.1.e. 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 performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Description

Through the Community College Library Consortium (CCLC) of California, the SBVC library maintains subscriptions to the online database collections. Through this consortium, the college can expand its purchasing power by negotiating subscription rates at a reduced cost. The SBVC library is a member of the Inland Library System Cooperative which provides access to additional resources for periodical and scholarly articles. Formal membership and agreements are in place for both of these consortia (5.17). Valley's sister campus, Crafton Hills College, and its library share the online catalog for books. Inter-library loans of book materials are offered between the two campuses and the students are welcome at each campus library to use the materials and facilities (5.18).

Evaluation

Membership in the consortium allows the library to purchase subscriptions to electronic information at reduced costs in a joint buying venture with all community colleges in California. The consortium also includes a product-review committee that evaluates information resources and makes recommendations about potential subscriptions. In addition, the SBVC-CHC partnership provides additional support, allowing full access for students to all the resources, no matter where they are enrolled.

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Description

The college evaluates and improves the library and learning support systems through the use of several different assessments. The Library evaluates the effectiveness of its bibliographic instruction (BI) sessions with immediate feedback from students and faculty gained by in-class worksheets. They also participate in the program review process. The library uses program review surveys along with student and faculty feedback to modify its program, if necessary, to assure it adequately meets student and curriculum needs, or to make innovative changes.

The dean of Learning Resources and faculty librarians work collaboratively to review the collection, by considering additions to deletions from the collection using standard professional practices and assessment tools. Librarian resources that assist with this process include bibliographic guides, e.g., *Resources for College Libraries 2007:* bibliographic essays reviewing the most useful materials to support a micro-topic; assessment; and professional journals.

The Library and Academic Advancement faculty have discussed the creation, implementation, and assessment of course-and program-level SLOs and the role they will play in the evaluative process of program services. The library faculty also meet weekly, whenever possible, during the fall and spring semesters to discuss the previous week's activities, plan for the coming week, and other topics including collection development, BI sessions, curriculum, assessment and assignments, and SLOs to ensure that services are meeting identified student needs.

Evaluation

The Learning Resources Department participates in program review which includes an annual needs assessment. The department uses feedback from the needs assessment to evaluate division services and make procedural changes. For instance, after the 2007 needs assessment, library faculty began to track the number of reference interactions with students, readjusted the number of librarians required to address students' questions at the reference desk, and scheduled more librarians at peak times.

Program efficacy is evaluated every three years. The Audiovisual Department and the library computer lab were evaluated in 2008 and the library, Library Technology program, and Academic Advancement are due to be evaluated in 2008-2009. The Learning Resources Division faculty and staff review and implement feedback from the Program Review Committee to evaluate materials and services. The library is aware of campus and student needs and constantly uses feedback on its services to make

improvements such as shown in the adjustment of library hours of operation and offering extended days and hours and services during summer sessions.

Planning Agenda

Distribute results from the Library Users Survey *each year* [*library staff, institutional research, College Council*]

- Use results of evaluations as basis for improvement

Evidence—Library & Learning Support Services

5.1 Collection Development Policy, revised 2006
5.2 Bibliographic Information form
5.3 Examples of library brochures
5.4 Email the Librarian
5.5 SBVC Library Databases brochure
5.6 Database Report 2005-2006
5.7 Yellowpage (information on tutoring services)
5.8 Library User Survey
5.9 Program Review, needs assessment, Audiovisual
5.10 Database usage report
5.11 New Book Request form
5.12 Example of library assignments
5.13 Syllabus for Library 110
5.14 Online Research Assignment form
5.15 Suggested topics for research papers using MLA or APA style format and identifying authoritative sources on the Internet
5.16 Examples of Writing Center workshops
5.17 Consortia agreements
5.18 Inter-library loan requests

STANDARD III

Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Standard III.A. Human Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Summary

San Bernardino Valley College, in recognition of our mission statement, strives to provide quality education to a diverse community of learners by assuring the excellence of the staff. In addition, student learning outcomes have been developed and are being assessed. Dialog based on SLO evaluations will promote reflection and possible change in order to achieve the goal of excellence.

In addition, the SBVC Strategic Plan includes access and student success as two major goals. Hiring policies form the basis for a careful recruitment and selection process to employ well-qualified personnel interested in student success. Evaluations and professional ethics statements help guide the professional performance of staff.

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Description

Certificated Staff

Faculty and management have reviewed the revised hiring policies for certificated staff to assure they meet the needs of the college. This review took place during the 2006-2007 academic year. The Academic Senate reviewed and discussed in detail the faculty hiring policy, adjunct hiring policy, and the equivalence policy. In addition, representatives from the Academic Senates from SBVC and Crafton Hills College met to consolidate the final changes to the faculty documents (both full-time and adjunct hiring policies). The policies reflect the desire for diversity and excellence in faculty (6.1).

The hiring process is conducted in compliance with Board Regulation 7210, a policy which after extensive review by both Academic Senates and the district, was submitted to the District Assembly before being ratified by the Board of Trustees (6.2). Based on the state minimum qualification document, the Academic Senate has a defined process to determine minimum qualifications (6.3). The Senate also determines equivalency and has established guidelines for eminence (6.4). Program Review provides institutional prioritization based on needs assessment data. Number of faculty, FTES load, enrollment growth, difficulty in finding adjunct personnel—all weigh into the decision when prioritizing the needs for hiring faculty.

Before hiring is initiated, a job description is developed by the faculty chair and the division dean. The minimum qualifications for a discipline are provided to Human Resources (HR) by the faculty chair and division dean to assure a sufficiently qualified pool of applicants. Human Resources works with the faculty chair to determine the appropriate medium for advertisement of the position (e.g., journals, such as *The Journal of Higher Education*, the California Community College (CCC) Registry combined with Edjoin Online system, the Association of California School Administrators (ACSA) website, newspapers, job fairs, and SBVC's own online advertisement tool, *https://www.sbccdjobs.com/applicants/jsp/shared/frameset/Frameset.jsp?time=1210984632544*). Transcripts and other supporting documents, required to ensure that educational and professional qualifications are met, must be provided by the applicant (6.5).

The hiring dean consults with the faculty chair and the Academic Senate president to identify a pool of available faculty to serve on the screening committee. After this consultation process the Academic Senate president appoints the faculty to serve on the committee. Sometimes faculty are from another discipline and even another division. For example, Student Services faculty have frequently served on instructional faculty hiring committees. The committee may include a classified employee if the faculty position requires working closely with classified staff (such as a laboratory technician), and the dean is usually the management representative.

The HR monitor (Equal Employment Opportunity representative) determines if the applicant pool is sufficiently diverse and if hiring processes are uniformly implemented. Interviews may include a teaching demonstration, role-play, a writing sample, or skills demonstration, as appropriate. Typically, at least two topics are sent to the candidates for a choice of a teaching topic. The demonstrations are approximately 15 minutes in length. An evaluation form is used by the committee to assess the responses by the candidate and recommended candidates are forwarded to management for a second-level interview which focuses on potential for contribution to the mission of the college. The second-level interview committee is composed of the president or designee and includes a representative from the Academic Senate. Once selected, HR checks the candidate's references before the selected candidate's name is forwarded to the Board of Trustees for final approval.

Classified Staff

The CSEA contract with the district defines procedures for posting vacancies. Any classified staff can apply for a transfer to a vacant position, a demotion, or a closed promotion. The contract also defines the process for involuntary and voluntary transfers (6.6). Additionally, a reclassification process for classified staff took place in 2006-2007 by a consulting firm, Johnson and Associates. Based on the input from the classified staff, the job descriptions for classified staff found on the district website were rewritten in 2007. A reclassification evaluation for classified staff can occur at the request of the employee or the supervisor.

According to the draft of the document, *Section IV, Classified Staff Employment Policy and Hiring Procedures,* after identifying the need through the college process and in consultation with Fiscal Services, the hiring process is initiated (6.7). The process is monitored by the Human Resources office at the district and the job description follows the mandates set forth in the *Education Code*, sections 88000-88040. Applicants complete the application process which was recently converted to an online application. A statement is required in accordance with *Education Code,* Section 87360 requiring applicants to demonstrate sensitivity to diversity. Applicants must meet the minimum requirements as designated in the job announcement. Classified candidates who work in secretarial positions are expected to achieve a level of typing competency to qualify for the pool of applicants. Other positions may require verification of training or acquisition of the desired skills, work experience, or relevant course work.

The manager in the area selects from a pool of qualified applicants those to interview. The document *Section IV, Classified Staff Employment Policy and Hiring Procedures,* outlines the process using a selection committee. Qualified applicants for classified positions are hired through a process that includes an interview with the selection committee. This committee is composed of a supervisor, an Equal Opportunity representative, a minimum of one classified employee selected by the Classified Senate, and if the staff will be working with faculty, a minimum of one faculty member selected by the Academic Senate. After the appropriate manager makes the selection,

Human Resources conducts a reference check. The approved candidate's name is forwarded to the Board of Trustees for final approval.

Administrative Staff

The hiring policy of managers was discussed and reviewed at both Management Roundtable and College Council in 2006-2007. The Academic Senate also reviewed the draft of the document. According to the draft of *Administrative Employment Hiring Procedures for Managers*, the qualifications include a demonstrated sensitivity to diversity, minimum qualifications in accordance to *Education Code*, Section 87356, and a commitment to the collegiate consultation process of the college and the district. The management position is approved by the Chancellor's Cabinet and the Board of Trustees prior to being announced. The search committee is established based on the type of position. If the position has broad impact on faculty, programs, and students, a diverse committee with representation from faculty, students, staff, and community may be recommended. The position is advertised for six weeks. After the committee forwards the candidates and reference checks are made, the president or designee makes the final selection for the campus (6.8).

Evaluation

The hiring process for full-time faculty has been followed successfully. However, hiring of adjunct has not been consistent across campus. Some, but not all, faculty chairs and departments required a teaching or role-playing demonstration.

According to the accreditation self-study survey (spring 2007 and fall 2008) approximately 74% agreed with the statement 35 that "the criteria of hiring faculty include knowledge of subject matter or service to be performed, teaching ability, and the potential to contribute to the mission of the college." In the 2007 survey 7.7% disagreed; only 5% disagreed in 2008. It suggests that the college bases its hiring on knowledge of subject matter and so forth. Subject to less agreement in the two self studies was the response to the statement in 2007 or in 2008 that "the criteria, qualifications, and procedures for hiring employees are clearly stated and followed." In 2007, 65% agreed with the statement and 62.6% agreed the following year.

Human Resources has had some problems in the past with maintaining and verifying records. Some of the problems may be due to moving to a new location and losing records in the process, staff shortages, turnover in staff, and possible clerical error. The faculty and management were concerned when the HR Office found a large number of documentation materials of minimum qualifications missing from faculty files.

The intention to correct previous errors and maintain proper files by HR is laudable. However, in carrying out the review, some calls may have not been handled properly. Those impacted by this problem and how it was handled were naturally upset. Some adjuncts were not eligible to teach because of missing documentation after being scheduled for the fall 2007 semester.

Faculty members on the HR list who do not meet minimum qualifications were approved years ago under older guidelines in district policies. The Academic Senate approached this equivalence issue with a tiered investigation: (1) Do the adjunct faculty meet the standards of the current minimum qualifications or equivalence? (2) If not, do the faculty meet the equivalence standards in place at the time of hire for continuously employed faculty? If the Senate determined that the minimum qualifications were not met under either of these two conditions, the adjunct faculty member has not been retained.

The classified hiring process using a committee is effective but not consistently followed. In addition, there is no authorized hiring policy approved by the Board of Trustees and posted on board documents, but there is a draft of the *Classified Staff Employment Policy and Hiring Procedures*. The Academic Senate reviewed this document in fall 2007 and submitted it to the district, but it has been placed on hold pending hiring a new vice-chancellor of Human Resources.

The district's Human Resources Department implemented an electronic submission system, PeopleSoft, in fall 2007 for hiring procedures. With the advent of the new system and a sudden turnover in HR, a few problems arose for a brief time in 2008. The approved hiring policies were modified without the consultation and approval process. This lack of consultation and communication created concern on campus. This deviation from approved policies and past practices without a consultation process is currently under review. Furthermore, the Academic Senate passed a resolution in spring 2008, for the Board of Trustees to support improved consultation processes between the district and the college (6.9).

Hiring managers is different from those procedures for faculty and classified staff. For example, approving management positions is not a function of program review as is the case for other employee groups. The request to create a management position or hire a manager is not under the purview of the Academic Senate and management has the right to determine the needs and to rearrange job responsibilities. This is done after discussion with the Chancellor's Cabinet and Fiscal Services. In addition, managers may be hired for a particular area but as changes occur and needs evolve, the job responsibilities are adjusted. So job descriptions of managers, although defined and approved by the Board, may not always reflect the actual duties assigned. Furthermore, the *Administrative Employment Hiring Procedures for Managers* has been reviewed by the Academic Senate in fall 2007, but has not been reviewed by District Assembly or been finalized and approved by the Board. A reclassification study for managers, involving job descriptions, is currently being conducted by an outside consulting firm. The results should be available in fall 2008.

According to the campus climate survey of fall 2006, the campus scored well in most categories relating to campus interaction and collaboration (6.10). For example, 63% felt that a positive climate existed for informal discussion of issues (part 4 of survey) and 70% felt they had opportunities to participate in departmental/division decisions. However, only 39% felt that there were clear lines of authority between the campus and

the district. Although this question can refer to multiple district operations, such as the fiscal area, it does include an uncertain relationship with Human Resources. The district is attempting to rectify the problem by hiring a new vice chancellor of HR and improving communication.

A handbook for managers was developed in 2004 but it has not been updated since that time. There is no separate "new manager orientation," rather, they are invited to sessions in the new certificated employee orientation, applicable to managers' positions. There has been a turnover of managers the last few years, but it is not as significant as it was in 2000-2004. A new manager orientation program may be helpful for consistency and rapid assimilation of processes would benefit the campus.

Classified staff would benefit from a handbook that contains information on applicable job-related procedures, such as evaluation process, Internet access, contact information, and on job-related skills such as use of Datatel.

Planning Agenda

Review and discuss consistency in hiring adjuncts in *2008-2009 [vice presidents of Instruction and Student Services, division deans and department heads].*

Finalize draft on hiring policy for classified staff in *2008-2009 [representatives of classified staff, District Assembly, vice chancellor of Human Resources, Board of Trustees]*

Finalize document, *Administrative Employment Hiring Procedures for Managers* and submit to Board of Trustees for approval in *fall 2008* [vice chancellor, Human Resources]

III.A.1.b. 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.

Description

Personnel evaluations help assure awareness of expectations of quality and performance. This in turn supports the institution's stated mission of providing excellence. The evaluation process has been discussed at many Academic Senate, Instructional Cabinet and College Council meetings. All forms for evaluation are found on the district website under Human Resources.

Certificated Staff

The faculty evaluation process is identified in the CTA contract, pages 43 through 55 (6.11). Certificated faculty are evaluated at least once every three years. Nontenured contract faculty are evaluated every year in the fall semester for four years. After four years of satisfactory evaluations, these faculty are considered for tenure. Part-time (adjunct) faculty are evaluated once during their first semester, then at least once every six regular semesters.

The formal evaluation process includes a self-evaluation, one peer evaluation (for adjunct) or two peer evaluations (permanent faculty), student evaluations**,** and a manager observation of certificated faculty. In addition, faculty submit a syllabus for each course they are teaching that semester with another copy for their personnel file. The syllabi have certain required elements including the core competencies (collegewide SLOs) addressed by that course, the SLOs, and the objectives for the course. The evaluation process begins with an initial conference held by the supervisor with the faculty. Surveys are provided for the students in all sections the faculty teaches. The forms used for self-evaluation and peer evaluation follow the contract and include responses focused on expertise in subject matter or program area (nonteaching), techniques of instruction, effectiveness of communication, acceptance of responsibility, and performance in areas of responsibility other than the classroom, if applicable (6.12). In the faculty contract, five hours a week are expressed as “other duties.” The SBVC Academic Senate interprets this as contributing to collegial consultation and faculty are asked to participate on two committees with some exceptions.

The peer evaluators for certificated faculty consist of one faculty member selected by the Academic Senate and one selected by the person being evaluated. The president of the Academic Senate has, at times, asked faculty in another discipline or division to evaluate a faculty member. This process promotes constructive parallel observations by the evaluator, appreciation of discipline, and benefits both the evaluator and the individual being evaluated.

The completed evaluation documents are provided to the faculty no later than December 15 or May 15. If the faculty member disputes the evaluation, he or she has thirty days to prepare a written response. If deficiencies were cited, a written statement needs to be prepared with specific written recommendations. If the deficiencies have been corrected by the next formal evaluation, a statement of this improvement must be written and signed and attached to the earlier summary.

The contract requires a periodic review of the tools used to evaluate faculty to be conducted by a described formal committee. Such a review took place in 2005-2006, which resulted in improved student evaluation forms and noninstructional faculty evaluation forms. Another change in procedure first piloted and then adopted involved the method to distribute the survey forms to students. Before fall 2006, faculty or deans visited each classroom of the faculty member being evaluated to distribute and collect the surveys. The new procedure asks the faculty under evaluation to select two

students in the class to distribute the survey forms, put them in an envelope, and deliver the packet to one of many selected offices on campus.

After the results from the student surveys are tabulated, the syllabi evaluated, and the peer and self-evaluations collected, the dean writes a formal summary and evaluation. The process is concluded with a final meeting between the faculty and the dean. The form used in the final evaluation has three conclusions: satisfactory, satisfactory with deficiencies, and unsatisfactory with deficiencies. If deficiencies are noted by the dean, another form is completed that identifies the deficiencies and describes the strategies to remedy the deficiencies. During the next evaluation, this form is utilized to document whether the deficiencies have been rectified.

The Tenure Review Committee reviews the evaluations of all nontenured faculty in the fourth year. If any of the yearly evaluations are not satisfactory during the first three years, the Tenure Review Committee confers with the affected faculty member to discuss recommendations for improvement. The remediation plan, developed by the dean with the faculty, is also reviewed. In addition, it is expected that tenured faculty meet or exceed the standards of the fourth-year faculty. The Tenure Review Committee consists of four members—one appointed by the Academic Senate, one appointed by the collective bargaining unit, and both a faculty and a manager appointed by the college president. The Tenure Review Committee reports to the president by February 15. To assist new faculty with the tenure process, the Personnel Policy Committee of the Academic Senate in 2005 developed guidelines for first-year, second-year, and third-fourth-year faculty. These guidelines were adopted by the Academic Senate and shared with all faculty (6.13).

Classified Staff

The classified evaluation process is defined in the CSEA Contract. The contract states that permanent employees are evaluated every two years during the month of April, except in emergency circumstances. Employees on probationary status are evaluated no less than two times during the probationary period or about the third and seventh month from the initial date of hire. The probationary period is nine months from the date of hire. The evaluator is the employee's immediate supervisor, unless otherwise designated by the district. The employee signs the evaluation demonstrating that he or she has seen the evaluation. The employee has five working days to file a written response, if necessary. The substance of the evaluation is not subject to the grievance process (6.14).

Administrators

Each manager is evaluated once per year for the first two years of employment, and every three years thereafter. Evaluations may be held more frequently when significant deficiencies are noted. The process begins with the manager meeting with his or her supervisor to review goals and objectives from the prior year. The job description is reviewed and new goals or objectives are determined. The manager submits a self-

evaluation to the supervisor addressing performance based on the job description and goals. The manager provides the name of three faculty members, three classified staff members, and three managers to the immediate supervisor. These names are forwarded to the appropriate consultation group. The committee then includes the immediate supervisor as chairperson, one manager appointed by the president, one faculty member appointed by the Academic Senate, and one classified employee appointed by CSEA. The committee identifies the appropriate personnel who interact with the manager to receive a survey for feedback on the manager. An evaluation report is written, assessing the extent to which the manager met his or her goals, the strengths of the manager, the areas needing improvement, and further recommendations as needed. The final evaluation form is signed by all members of the committee.

In the case of the college president, the committee includes the chancellor as chairperson, one manager appointed by the chancellor, two faculty members appointed by the Academic Senate, and one classified employee appointed by CSEA. In each case, the president selects three individuals from each category, (management, faculty and classified), from which these appointments shall be made (6.15).

Evaluation

Evaluations are conducted according to the stated protocols. According to the accreditation self-study survey (spring 2007) approximately 88% gave a positive response to the question (37), “Have your performance evaluations been conducted according to your contract/handbook guidelines?” In 2008, 90% agreed. Evidently, employees believe their evaluations follow contract policies.

There is need for an online tool to incorporate student feedback in online classes with no class meetings. The new software, SNAP, was purchased for the purpose of faculty evaluations by students and was piloted in some online classes in spring 2007. It is to be expanded to 50% of online classes in fall 2008. Another area that is in the process is a better student assessment tool of noninstructional faculty. An improved survey has been developed through consultation of the district Tools Committee with the Student Services Committee of the Academic Senate. However, the revised survey has not yet been implemented.

The occurrence of management evaluations was inconsistent until several years ago. Efforts were made by HR to take measures to get the process on track. Managers are notified in the fall that they are in the cycle to be evaluated. All new managers hired before September 1 of each year must be evaluated in accordance with the aforementioned guidelines for managers.

Planning Agenda

Review proposed noninstructional faculty evaluation in *fall 2008 [Tools Committee of Academic Senate]*

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Description

Development of SLOs began at the college level. Faculty, staff, and managers reflected and collaborated on the core competencies needed by a student graduating from the college. This campuswide project resulted in the major themes and identified competencies. Faculty then identified about two to four core competencies for each class. Upon completion of the courses required for the associate's degree, each student will have addressed all the core competencies.

Following development of the collegewide core competencies, course-and program-level SLOs were identified. Faculty have accepted the responsibility for producing student learning outcomes (SLOs) and have developed them for nearly all the courses, programs, and certificates. Faculty have participated in workshops, professional development on campus, and division and discipline dialogs. Through conversations within the discipline, faculty have determined the knowledge or skills that students should demonstrate knowledge of upon completion of the course or program. Part-time faculty were included in the discussions. The faculty developed appropriate rubrics and selected courses and SLOs to assess. Following assessment, the faculty discussed the results and made plans to improve. Staff and service areas on campus have also dialoged and identified student learning outcomes (see Standards IB, IIA and IIB for additional information on SLO development).

Course SLOs were developed only after much discussion and involved serious reflection on the essential minimum learning/performance outcomes for students in the course. For certificate programs, advisory groups are included in the discussion and formulation of the SLOs. Other questions faculty posed during their discussions were these: What do students need to advance to the next course in this sequence? What outcomes do students need in order to meet their own goals?

In order to measure learning, SLOs were written for courses, programs, and certificates, and then selected for assessment. Faculty determined whether to gather results across sections of a course or from courses in a program, or in a sequence. Once assessed, the data were reviewed. Then gaps, if any, in student learning were evaluated and discussion of the effectiveness of current teaching and/or assessment methods took place.

Upon completion of the first cycle of the assessment process (fall 2007), faculty discussed plans to improve learning. Many of these discussions have taken place at the department level over the years since quality of programs has been a focus. In addition, data gathered for program review have helped faculty focus on strategies for student success. In spring 2008, departments expanded their assessment and added two more outcomes or an SLO in another course. Faculty continue to evaluate results and make

changes based on these results. The faculty will address the following questions: Should faculty reevaluate SLOs? Are they relevant or are improvements needed? Are we meeting needs of students for courses, programs or certificates? The results of these discussions will be instrumental in program planning. The goal of the process is to continue improving student learning.

Over the past five years the campus has focused on becoming a “learner-centered” campus. Speakers, seminars, workshops, and other professional development opportunities have promoted improved teaching methodologies in the form of individual changes in the classroom. For example, Dr. Vincent Tinto was a featured speaker on campus. His presentation was followed by a “Student Success Café” discussion by the faculty and managers. In addition, other professional development has taken place on learning theory and its application, through the Spring Teaching Symposium, At-One, and other forums. The adjunct faculty are engaged in dialog at the adjunct orientations provided before fall and spring semesters. A workshop that allowed participation from all the adjuncts on engaging the adult learner took place in the spring 2008. More attention is now paid to learning styles, active learning, and learning communities, as the campus focuses on student success and retention. Changes in methodologies due to SLO assessment are only now being addressed.

There has been a concerted effort across campus to strategize on student retention and success. As a result, course sequencing and student support have been addressed. For example, READ 950 (Reading Skills II) or eligibility for ENGL 015 (Preparation for College Writing) is now a prerequisite for ENGL 914 (Basic Writing).

The needs of the community were further addressed through dialog that focused on basic skills during the academic year 2007-2008. Progress in improving student learning has been demonstrated through the success of the California High School Exit Exam (CAHSEE) grant, the development of the Tumanai program, support of the Math and Science Student Success Center, and the continued success of the Writing Center and Puente Program.

Evaluation

The college has made steady progress on planning and developing SLOs for the graduates (core competencies), for the program or certificate level, and for the courses. Assessment planning and measuring as well as dialog have been the focus of the 2007-2008 academic year. Timelines have been discussed at Instructional Cabinet for ongoing assessment.

According to the accreditation self-study survey of spring 2007, approximately 63% agreed with the statement (38): “Effectiveness in producing student learning outcomes should be considered in the performance evaluation of faculty and staff directly responsible for student success.” In spring 2008, 66% agreed. This positive response demonstrates commitment to the SLO process.

Planning Agenda

Expand to 50% the online evaluation of faculty (that was piloted in spring 2008) *[Instruction office, institutional researcher]*

- Evaluate all online instructors according to CTA guidelines for faculty evaluation by *2009*

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Description

Following the college mission statement is a list of identified values that express basic beliefs. These widely published values (e.g., catalog) apply to all employees at SBVC. In addition, lengthy discussions on ethics for each employee group have taken place.

Faculty representatives met and provided a suggested faculty ethics statement in 2003-2004. This was presented, discussed, and adopted by the Academic Senate. Ethics statements are now distributed annually to all faculty, including a laminated bookmark with the statement. The topic of faculty ethics is discussed at new faculty orientations.

Management also developed an ethics statement after much discussion at management meetings, such as Instructional Cabinet and Management Round Table. These are distributed annually. In addition, Student Services has developed themes and values for the division. (http://www.valleycollege.edu/Office/Student_Services/Files/Themes_and_Values.pdf).

The Classified Senate also has formulated an ethics statement. The Board has an ethics statement which is reviewed and posted annually. Unethical behavior is addressed through the evaluation process, HR policy, and grievance processes.

Evaluation

The ethics statements and tenets of beliefs are reviewed annually by the appropriate group. This process helps raise awareness of institutional ideals. The Classified Senate, a loosely organized group, does not distribute their ethics statement on a regular basis. The staff ethics statements need to be distributed annually.

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

The initial screening done by our Human Resources professionals (of required-skills, education, and experience), the use of the formal screening committee, the procedures that encompass the interview processes, all ensure that the best candidates possible

are hired. As found in past accountability reports, the number of faculty members and staff are aligned with state requirements, although support for additional faculty and classified staff is encouraged.

Description

San Bernardino Valley College has a student population (head count) of approximately 12,000 with an annual FTES ranging from 10,174 in 2004-2005 to 9,415 in 2006-2007. The projected FTES for 2007-2008 is approximately 10,000. The number of classified staff for 2007-2008, including grounds and maintenance, is about 288. Currently, there are 27 managers.

In 2008 the full-time faculty numbered 172. However, the number of available positions is 175. There is a discrepancy with the full-time faculty staffing data for 2006 on the California State Chancellor's staffing report which lists 179 positions. The district has a faculty obligation number (FON) of 215.8 with an actual faculty number of 248 for both campuses in the district. The college's share of these faculty is 175 positions. Although the college has met the required FON, the percentage of courses taught by full-time faculty is 59%. In 2001, the year prior to the last accreditation, the district had achieved 60.3%. Although the goal is 75%, the district has fluctuated from a high of 64.2% in 2003 to our current 59% (2005-2006 through fall 2007).

The college has 20 full-time faculty employed as counselors in the three divisions within Student Services. These faculty may teach student development classes, work as student health providers, or serve on special student support programs or populations such as international students, Puente, or Tumaini. However, most serve predominantly as general counselors.

Evaluation

The college strives for excellence in its programs and its classrooms with the numbers of personnel allotted and will continue to do so. The program review process has been a catalyst for keeping the institution on track with hiring faculty. Full-time faculty and staff have a vested interest in the college and its students and contribute significantly to the success of its programs. Because of these factors, hiring more full-time faculty and staff where needed would increase the quality and diversity of program offerings. The following is an example: a faculty position was filled for the Architecture and Environmental Design program in 2006. This was the first full-time faculty in this discipline in approximately ten years and the program changed from offering three sections in fall 2005 with an FTES of 10.80, to seven sections in fall 2007 with an FTES of 21.9. In addition, stacked online and hybrid classes were developed and are now offered.

III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Description

Personnel policies and procedures are developed through the consultation process and these policies are maintained on the district website. Districtwide workshops on key policies, such as the policy on sexual harassment are provided for all personnel and typically required for managers. Personnel files are maintained securely at the district offices.

Evaluation

There are no indications that the privacy or rights of SBVC employees have been violated.

III.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Description

The college, as part of a multicollege district, works collaboratively with the district and its sister campus, Crafton Hills College. Policies impacting personnel are reviewed on each campus by the affected group. For example, the hiring policies for full-time and adjunct faculty were reviewed by each Academic Senate and then reviewed by representatives from each senate. Once the changes were determined, the policy went to the District Assembly, a district committee composed of representatives from both campuses and the district from all the employee groups (management, faculty, and classified staff.)

All suggested revisions to board policies are submitted to the Academic and Classified Senates at each campus. Management, through the College Council or Management Roundtable, reviews the policies. Once all input is gathered, the documents are submitted to the District Assembly. After review by the District Assembly, policies are submitted to the Board for approval.

Approved policies and regulations are posted on the BoardDocs site (http://www.boarddocs.com/ca/sbccd/Board.nsf/Public?OpenFrameSet)
Some of these policies and regulations cover topics such as smoking and drug policies, and intellectual property, and copyright guidelines.

Information and forms for faculty, managers, and staff are on the Human Resources district website (http://www.sbccd.cc.ca.us/), and include job descriptions, minimum qualifications for faculty and administrators, bargaining agreements, human resources evaluation forms, and the sexual harassment policy.

Evaluation

The collegial process of review by the senates and by the District Assembly works well, although this system takes more time than a unilateral decision. By allowing review, the policies are more comprehensive, thus leading to better success and compliance.

III.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his or her personnel records in accordance with law.

Description

Personnel records are filed at the district office. If an employee wishes to see his or her record, the employee must call HR and make an appointment. Access is granted, but an HR representative is present when the records are reviewed.

Evaluation

According to the 2008 self study survey, although the majority of personnel have not attempted to access their employee files, according to the self study survey, fall 2007, 17.5% agreed they could access the file; 5.2% had difficulty and 77.3% indicated "not applicable." This process appears effective and allows the employee access while maintaining security.

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Description

The faculty, staff, and management of San Bernardino Valley College recognize and celebrate diversity. Institutional practices and organizations support the diversity of the staff who in turn promote recognition and appreciation for diversity of the students. Examples of support for diversity can be seen in the variety of programs supported by Arts and Lectures, as well as the Diversity and Equity Committee, and other campus organizations. In addition, the SBVC Student Equity Plan provides an evaluation of campus diversity and a plan of action to improve the success of the college's diverse student population.

Evaluation

Employees embrace the diversity within the community. The Diversity and Equity Committee as well as the Arts and Lectures Committee have contributed to an already positive understanding, concern and support for issues of diversity and equity.

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Description

The institution demonstrates its commitment to diversity in its mission statement which states: "*San Bernardino Valley College provides quality education and services that support a diverse community of learners*." Under "values" that support the mission statement, is the affirmation, "We believe that our strength as an institution is enhanced by the cultural diversity of our student population and staff."

Programs are supported for diverse populations of students, organizations for faculty and staff, and support services dedicated to diverse populations, such as DSP&S, EOP&S, and the STAR Program.

The SBVC Student Equity Plan is reviewed annually and forms a foundation of information and goals that correlates with the strategic plan to improve access and student success. The Diversity and Equity Committee promotes an appreciation of and support for diverse populations of students.

Student diversity awareness and support occur on the campus because of strong faculty and staff involvement. The following list provides examples of programs and events that support and promote diversity.

- Puente and Tumaini programs, MECHA club, and so forth.
- Indigenous-people events
- Sponsored recognition events such as Latino Graduation and the Black Graduation Recognition Ceremony
- Two courses in African American literature; a course in racial and ethnic groups in US history offers a two-semester sequence in African American history; a course in Chicano history; a course in race and ethnic relations offered by the Sociology Department
- College outreach advertising showing pictures of the diversity of students; the website showing a variety of ethnicities and genders
- Composition of the Student Assistance Program; students, faculty and staff who help students with particular needs
- Offices for DSP&S and EOP&S/CARE, STAR program, Student Services, Student Support, Associated Students, Student Development, and Financial Aid

The effectiveness of these programs is assessed through the results of surveys and through an analysis of the percentages of students, for example, who use the services compared to the category of students in the student population overall.

The institution's policies and practices in promoting understanding of equity and diversity issues are fairly effective. The college's mission statement defines an accepting and welcoming environment for all students. In addition, practices such as the following have enhanced diversity.

- Numerous associations, clubs, and events promote understanding.

- Effectiveness in hiring practices can be reflected in changing diversity of faculty and staff. Although the increase is small, it does reflect an awareness of increasing diversity.
- The Diversity and Equity Committee promotes increased understanding and acceptance of diversity.
- Hiring policies include recruitment of a diverse pool of applicants.
- A minimum qualification for all applicants is to demonstrate a sensitivity to diversity.
- The college/district is an Equal Opportunity employer.
- A monitor from HR serves on hiring committees to ensure diversity in applicant pools.

The faculty and staff recognize their own diversity and have formed several organizations such as the Black Faculty and Staff Association and the Latino Faculty and Staff Association. Both of these groups promote camaraderie and raise scholarship funds for students. Other practices that encourage diversity awareness and acceptance include speakers sponsored by the Arts and Lectures Committee from diverse backgrounds, celebrations of Black History month and Cinco de Mayo, and even diversity appreciation in menu items in the Sunroom Restaurant (the college dining area.) The students in the restaurant management program serve cuisines from around the world. Every two weeks the menu changes and food selections have represented Asia, France, Greece, Italy, Mexico, and India to name a few. Other activities involving staff and faculty members were a visit to the Holocaust Museum, participation by 10 to 12 staff and faculty members in the Tools for Tolerance Education workshop, and attendance by 50 people at the Ruby Payne seminar on poverty and ethnicity.

Evaluation

The faculty, staff, and management embrace the diversity of the campus. The faculty and staff associations and the many campus activities that support diversity provide a foundation of acceptance.

Evidence indicating that the college is adequately addressing the issue of diversity is provided in the campus climate survey (spring 2006) where approximately 83% of faculty responded that the climate of SBVC is one of respect for cultural differences. Furthermore, about 70% of all respondents (faculty, full-time and adjunct, management, and staff) agreed with statement 39 of the 2007 accreditation self-study survey, "Policies and practices of the college clearly demonstrate commitment to issues of equity and diversity."

Based on the same campus climate survey, approximately 94% of faculty surveyed answered positively to the question, "Instructors at SBVC foster an environment where diversity is valued"; approximately 70% of students responded positively to the statement, "In general, SBVC's faculty and staff are sensitive to the needs of students of all backgrounds:" Approximately 72% of staff responded positively to the statement, "My worksite is free of racial bias," and about 72% responded positively to the statement,

"My worksite is free of gender bias," approximately 64% of staff responded positively to the statement, "administrators promote cultural and ethnic diversity."

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Description

The mission of the college supports a diverse community of learners.

The diversity of campus personnel is reported annually to the state chancellor. It has been a goal to increase the diversity of personnel. In 2001, the diversity of full-time staff for the district (data includes both San Bernardino Valley College and Crafton Hills College) was the following: Black, non-Hispanic, 16.2%; American Indian/Alaska Native,1.0%; Hispanic, 24.7%; Asian/Pacific Islander, 1.0%; and White, 49.9%. In 2007, the diversity of personnel for the district was Black, Non-Hispanic, 17.9%; American Indian/Alaska Native, 1.0%; Hispanic, 28.3%; Asian/Pacific Islander, 7.1%, and White, 44.6%.

Evaluation

The diversity of personnel has increased since the last accreditation period. In the self study of fall 2007, 78.8% agreed with the statement (39) "Policies and practices of the college clearly demonstrate commitment to issues of equity and diversity."

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

Description

San Bernardino Valley College has many policies described on the BoardDocs and district web pages, including hiring procedures and the evaluation process, as described previously. To ensure uniform interpretation and application of these processes, dialog has occurred at the Academic Senate, Instructional Cabinet (for instructional deans), and at the Student Services management meetings.

The personnel evaluation process allots an amount of time for the person being evaluated to submit a statement expressing disagreement with the outcome of the formal evaluation. A faculty or staff member believes a process was not followed correctly or fairly, the individual can file a grievance through the appropriate union.

The district website also has the sexual harassment and discrimination policy available to all employees and has provided training to all managers on this topic. Other documents designed to nurture a culture of integrity and trust include the statement on academic freedom, equivalence, ethics, and advancement-in-rank criteria.

The Academic Senate's Personnel Policy Committee has also clearly defined its guidelines for faculty to achieve tenure and suggestions and expectations for faculty applying for advancement in rank. These documents are distributed annually to the campus. By providing access to procedures, dialogs at Academic Senate meetings and management meetings, training to managers, and periodic review of policies, the college strives to ensure fair treatment of its personnel. In the event of a grievance, the faculty receive assistance with the grievance process through the union, CTA.

Student policies, such AS graduation requirements, course repetition, academic dishonesty, and grade appeal are all described in the college catalog and on the college website. In addition, students with concerns can approach faculty for help in identifying the appropriate policy and assisting with the initiation of an appeal. In the event of a complaint by a student there is due process. The counselors, DSP&S, and the office of Student Life are additional resources for students seeking advice on academic or administrative concerns.

To ensure fair treatment of students, discussions occur at committee meetings, such as the Diversity and Equity, Matriculation, Student Life, and Student Policies and Scholastic Standards committees. Any concerns or changes are brought to College Council and the Academic Senate, as appropriate.

In addition, representatives of the Associated Students are invited and encouraged to serve on shared governance committees so that the student perspective can be expressed. These committees include the key governance committees such as College Council, Academic Senate, Program Review, Curriculum, Facilities and Safety, Professional Development, Budget, Technology; and a student trustee serves on the Board of Trustees.

Evaluation

The self study from fall 2008 found that 86.8% of all respondents agreed with statement 35 that they "were personally treated with respect at the college."

The college has provided access, opportunities for dialog, and training on some policies in an effort to provide integrity in its treatment of all personnel and students. The values expressed in the college mission statement and the ethics statements developed for all personnel are evidence of concern for integrity.

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Description

San Bernardino Valley College has a comprehensive professional development program that identifies the needs of classified staff, faculty, and administrators, and

designs an array of opportunities to meet those needs. Professional Development maintains a three-year plan, conducts a retreat in May of each year to review its plan, the professional development survey, as a foundation for future planning.

Training on a myriad of identified teaching and learning needs is conducted. These include electronic maintenance of student rosters, grades, and adding and dropping students, online course management systems such as Blackboard and First Class, teaching strategies, instructional skills, classroom assessment techniques, Microsoft applications. Often the Professional Development program has featured speakers such as Dr. Vincent Tinto, and workshops on SLOs, and has sponsored a Spring Teaching Symposium. In addition, all personnel are funded equally using its guidelines for conference attendance.

Evaluation

The college provides a diverse professional development program. Faculty and staff are treated equally in funding for conference requests and in programs offered. See discussions in Standard III.A.5.a. as well as Standard II.A. for further discussion of the opportunities offered in the program.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Description

San Bernardino Valley College has a Professional and Organizational Development unit staffed with a coordinator who plans and organizes events, workshops, and training based on annual needs assessment data and input from the Professional Development Committee and campus constituencies.

Programs on a assortment of topics are offered at varying times with varied formats in order to meet the needs of all employees. Some activities for faculty include New Faculty Orientation programming, the Spring Teaching Symposium, Great Online Teachers Seminar, Great Teachers Seminar, Classroom Assessment Techniques, Learning Styles, and Preparation to Teach Online, including use of Blackboard, the course management system (6.17).

A series of facilitated workshops on leadership skills is an innovative program that has provided opportunities for faculty, staff, administrators, and students. Participants read a selected leadership book each month and a facilitator leads the lunchtime leadership discussions. The purpose of the discussion is to understand the theories in the books, and try to apply the leadership principles at SBVC. As a result of the Leadership Institute, managers and staff have used one of the books, *Six Thinking Hats,* to promote decision-making. The film, *Abilene Paradox,* was purchased to ensure that decisions are questioned. Members of the group have presented nationally and within the state at the Annual Conference of the Community College League of California as well as at

other community colleges. The Leadership Institute begins its fourth year in fall 2008 (6.18).

A variety of activities is available in alternative formats, including the Starlink series, which offers a new program streamed via the Internet each month, regular access to archives, and tips and resources. Also, 4faculty.org is available as online training tailored to the college. Additionally, the college also encourages participation in programming through @ONE and the other California Educational Technology Collaborative programs.

Professional development programming for classified employees includes orientation programming for all new employees, Classified Staff Day with a keynote speaker identified by the classified staff, workshops on work styles and relationships, stress reduction, and burnout reduction.

All employees are invited and encouraged to attend any training available on campus. Trainings generalized to all employees include Beginning Spanish for faculty and staff, Microsoft Office products (Word, PowerPoint, Excel, Access, and Publisher) Work Styles (True Colors), and the Leadership Institute.

Other specific offerings include components of CurricuNET, Datatel, Financial 2000, and other campuswide management programs. Open lab options are available for employees working on individual projects. Funding from Professional Development provides the opportunity for employees to attend outside conferences, workshops, and seminars on areas of individual interest.

San Bernardino Valley College identifies the teaching and learning needs of the faculty and other personnel by providing a needs assessment for planning workshops and activities. Suggestions are collected annually from all employees and after new-employee orientations by means of an assessment form. Requested training is scheduled based on assessed results. The campus coordinator has regular interaction with professional and organizational development (POD) professionals from across the US and Canada through regular conferences, List-serv, and workshops to learn about state and national trends in professional development, and new programming options. A year-end survey of overall programming in addition to event evaluations is conducted in conjunction with the college's strategic plan.

A planning retreat is held each spring to review data from needs assessments and programs are evaluated in preparation for the upcoming year. Data gathering that reflects a specific need is evaluated to discern why the need exists and how to address it. Feedback from workshops, seminars, and conferences is shared department-wide or collegewide.

To assess the impact of professional development on teaching and learning, an annual evaluation is conducted requesting faculty to describe changes in teaching strategies and/or student learning as a result of participation in professional development activities *(see Professional Development website: http://sbvc.sbccd.cc.ca.us/professional/)*

Evaluation

A variety of programs and workshops is available to meet the needs of classified staff, faculty, and managers. In addition, special management training sessions take place at the district through Liberty and Cassidy. The needs of the campus are assessed and evaluated appropriately.

In the 2007 self study survey, participants responded to the statement (40), "The college provides opportunities for continued professional and staff development," with 83% agreeing and only 5% disagreeing. In fact, it was the third highest ranked response for "strongly agree" in the entire study. The following year the results were not too different, with 86.3% in agreement and 8.1% disagreeing.

Planning Agenda

Strengthen leadership opportunities on campus with advent of management training workshop beginning in *fall 2008 [SBVC managers]*

- Continue to encourage managers to attend the Leadership Institute one Friday each month
- Investigate a Great Managers Institute comparable to the Great Teachers Seminar *[Professional Development Committee, managers]*

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Description

Planning for professional development is done by the professional development coordinator in conjunction with the Professional Development Committee. Evaluation forms are distributed to all participants of campus workshops and the outcome of the surveys is assessed to improve the experience. In addition, an annual survey is administered that helps identify the needs of classified staff, faculty, and managers. The results of this survey are evaluated at the professional development retreat and plans are made to provide the desired training.

Evaluation

The process of integrating evaluations and surveys provides feedback to the Professional Development team for future activities. Professional Development has conducted a regular survey for a number of years. It uses the results of the survey at its annual retreat in May to address training needs and programs for SBVC employees.

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Description

San Bernardino Valley College evaluates it human resource needs annually through the program review needs assessment. The program review process is linked to the strategic plan. The identified needs are prioritized and form the foundation for hiring expansion positions.

To determine the need for more employees in any classification or area (except management), the institution relies primarily on the program review documents (6.19). The new model in place for a second year evaluates the needs of the programs, departments, and divisions in an annual needs assessment. In this document, data are required to substantiate the need for classified staff or faculty. The Program Review Committee evaluates the data and the arguments for personnel. The needs are ranked across the campus. If there are funds for a position, the ranking from this document is used. The district works with the vice presidents and president to identify the number of positions that can be supported.

The need to hire new managers is now most often a result of the strategic plan and is a decision of the college president in conjunction with the Chancellor's Cabinet at the district level. The college president can move managers into other areas as he or she deems best. Typically, the president of the college dialogs with the Academic Senate about the need for the manager in the position desired. Even if the Academic Senate did not have the authority to prevent the hiring of a manager, their input is often sought.

In the 2007-2008 academic year a job analysis on management positions was conducted by an external source. Job descriptions were reviewed with the consultant in spring 2008. Managers were allowed input into the drafts they received in the summer of 2008. The outcome is not known at this time.

Evaluation

The process is effective especially for faculty and secretarial positions. The program review process strives to represent all the campus needs, but it appears more difficult for the committee to recognize the needs of maintenance or grounds positions. Although these positions have been prioritized well by the committee, but since program review needs assessment is a data-driven process, the data for certain personnel are not always available or provided.

There was little or no input when the district decided to eliminate reassigned time for faculty chairs. At the same time two new management positions were created at both Valley and other for Crafton Hills College.

Evidence—Human Resources

6.1 Hiring Policies
6.2 Board Policy 7210
6.3 State of California, Minimum Qualifications and Academic Senate process
6.4 SBVC Academic Senate equivalency and eminence guidelines
6.5 Example of job description
6.6 Posting a position and transferring to a position, CSEA Contract
6.7 Draft, Classified Staff Employment Policy and Hiring Procedures
6.8 Draft, Administrative Employment Hiring Procedures for Managers
6.9 Academic Senate Resolution, spring 2008, regarding improved consultation
6.10 Campus Climate Survey, 2006
6.11 CTA Contract pp. 43-55, Evaluation of Faculty
6.12 Forms used for Faculty Evaluation
6.13 Guidelines for Tenure Process
6.14 CSEA Contract, Evaluation Process
6.15 Evaluation of Managers
6.16 Professional Development Survey results
6.17 Professional Development calendar
6.18 Leadership Institute calendar and facilitated discussions
6.19 Program Review results, 2008-2009

Standard III.B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

The college originally consisted of 28 buildings on 87 acres. Construction began in 1926 with buildings being added over the next 51 years. Four years after the 1992 Landers and Big Bear earthquakes damaged the old library, the college began investigations to determine the vulnerability of the campus to future seismic activity. Geological studies revealed that the San Jacinto fault ran diagonally through the center of the campus. Additionally, a folding zone on the northern side of the fault was discovered that would cause uneven changes in elevation during a seismic event. It was determined that 9 of the existing 28 buildings on campus would have to be demolished and replaced because of their locations straddling the fault and folding zones.

Steven Ehrlich was hired in 1996 to design the new Administration/Student Services, Health and Life Science, Campus Center, Library, and Art buildings. A series of three architectural firms followed Ehrlich, namely, Steinberg and Associates, HGA, and NTD. Steinberg was hired to develop the Facilities Master Plan and the remaining architects had their imprints on two new buildings, Science, and Social Science and Humanities (otherwise known as “North Hall replacement”).

The passage of Bond Measures P and M helped to finance the extensive construction projects at the College. The campus participated in the planning of all projects usually through user groups and with core or key committees at the college. Administrative Services kept the college abreast, usually through its website and email, of construction information impacting the campus—relocation of pathways, demolition, fencing, and parking lots to name a few areas that accompany the challenge of a project this large. Planning extensively with FEMA officials, district and campus personnel helped to prepare and guide the campus through various transition periods while buildings were being constructed and offices relocated.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Description

In November 2002, voters of San Bernardino County approved Measure P, which provided $190 million of bond funds to improve the safety, facilities, and infrastructure at

San Bernardino Community College District's two colleges, San Bernardino Valley College and Crafton Hills College. Using a combination of bond, state, and FEMA funding, San Bernardino Valley College began design and construction to replace five buildings (Administration/Student Services, Health and Life Science, Campus Center, Library, and Art) that were located directly on the fault.

Because Measure P was an election under Proposition 39, the district was obliged to establish a Citizens' Oversight Committee in order to satisfy the accountability requirements of Proposition 39. Regulated by the Ralph M. Brown Public Meetings Act, the committee reviews expenditure reports to ensure that the bond proceeds are expended only for the purpose set forth in the ballot measure, and no bond proceeds are used for any teacher or administrative salaries or operating expenses. Applications for the committee were made available to representative groups within the district, as well as to the public at large. A 12-member committee was formed, with representatives of businesses, senior citizens, taxpayers, district support groups, and students. The committee reports to the district's governing board. Members serve one- or two-year terms and receive no compensation. In addition to reviewing bond expenditures, the committee is responsible for informing the public concerning the district's expenditure of bond proceeds and for presenting to the Board of Trustees, in public session, an annual report (7.1).

The following five buildings were completed and are currently occupied, and two buildings have been refurbished:

1. Administration/Student Services (ADSS) – This building, consisting of 29,450 square feet, houses the administrative offices (President, Instruction, Student Services, and Administrative Services), Admissions and Records, Business Office, Counseling, DSP&S, EOP&S/CARE, Financial Aid, STAR program, Matriculation/Assessment, and Transfer/career services.
2. Health and Life Science (HLS) – With 30,435 square feet, the HLS building houses the departments of Biology, Health Science/Nursing, and Psychiatric Technology, as well as serving as a general-purpose classroom building.
3. Campus Center (CC) – The 33,000 square-foot Campus Center houses the bookstore, the Career College/CalWORKS/Workforce Education office, Community Relations/Resource Development office, Food Services, Research and Planning, Restaurant Management, and Student Life/Student Government.
4. Library (L) – The new 40,000 square-foot library building encompasses not only the library but also audiovisual services.
5. Art – The 21,500 square-foot art complex houses the Art Department of the Visual, Performing/Media Arts division as well as the Art Gallery, and was completed in 2007.
6. Renovations have occurred in the Business Building and the Applied Technologies Buildings.

Through the college's website (under "Our New Campus"), individuals can access information on all construction projects. This website provides updates on the progress of major construction and renovation projects and includes the up-to-date construction phasing schedule and construction timelines.

In the fall of 2005, the college selected Steinberg Architects to develop and implement a facilities master plan. The master planning process began in January 2006 with a series of workshops and meetings (7.2). Two meetings a month were held with a Core Committee. Approximately every two to three months progress was communicated to a larger group, referred to as the Expanded Core Committee. At least twice a year a general meeting with the entire campus would be held to update faculty, staff and students.

Along with the college's mission statement and strategic educational objectives, the meetings formulated goals which served as guiding principles for the master-planning process (7.3). Meetings were held with the college's divisions to learn how current facilities were being used programmatically and physically in order to determine the best reorganization of the campus (7.4).

Concurrent with the early meetings, the architect/consultant team performed an assessment study for all the existing buildings, site plan, and infrastructure on the campus. Steinberg not only addressed buildings, but also the traffic, parking, and arborist issues (7.5). The purpose of the various studies being undertaken was to document current conditions, assess potential life safety issues, and make recommendations to bring the campus up to current standards and codes (7.6).

The first volume of the Educational Facilities Master Plan describes the comprehensive plan developed to address the maximum build-out of the campus on its 87 acres. The plan reconciles the college's facility needs with the San Jacinto fault that dominates the physical future of the campus. Volume 2 addresses the master program, building locations and phasing, and campus infrastructure. Volume 3 provides guidelines for the future implementation of the master plan. Volume 4 documents the existing conditions and provides a baseline for the building and infrastructure condition as of 2006 (7.7).

Steinberg and Associates marshaled the Facilities Educational Master Plan to fruition and then a new firm of architects was hired to complete the building out of the campus (7.8). An all-campus meeting was held in February 2007 in the library viewing room conducted by HGA Architects to present the progress report being sent to the state (7.9). Less than six months later, the campus was notified in a memo dated June 18, 2007 of another change in architects from HGA to NTD Architects.

Currently, plans for the second phase, known as Vision 2, have been submitted and approved by the state architects and are now going out to bid for construction of the next three buildings—Maintenance, Science, and the replacement for North Hall (known as Social Science and Humanities).

The Facilities and Safety Committee consists of the vice president of Administrative Services, the director of Facilities, Operations, and Maintenance, the supervisor of College Police, dean of Student Support, coordinator of DSP&S, and coordinator of Professional development, two students, eight faculty members, and two classified staff. The committee meets twice a month on the first and third Mondays (7.10).

The college Facilities and Safety Committee serves as an advisory committee for all aspects of the college's business services and operations including, but not limited to, safety training, facilities assessments, the appearance of the campus, prevention of campus crises, emergency preparedness, and campus safety, particularly regarding hazardous materials. The committee reviews and submits the Facilities and Capital Outlay Plan. Subcommittees reporting to this committee are the Emergency Preparedness Committee and the Hazardous Materials Committee. The Facilities and Safety Committee has been active in making suggestions regarding safety and the physical plant. Members have also been active in the architect-selection process. The Facilities and Safety Committee also evaluates and prioritizes the facilities needs or safety concerns of the campus collected through the program review needs assessment process.

The director of Facilities, Operations, and Maintenance oversees the overall maintenance and safety of the campus and reports to the vice president of Administrative Services. Two supervisors (custodial and maintenance/grounds) report directly to the director. Typically, campus concerns are addressed in the form of work orders submitted to the Facilities, Operations, and Maintenance office. Routine requests are completed at the discretion of the director but all new construction and scheduled maintenance activities are reviewed by the Facilities and Safety Committee.

Construction challenges notwithstanding, the college has been able to keep the grounds, walkways, buildings, interiors, heating and air-conditioning systems well maintained. The college has an efficient system for setting up campus and community events. Attention has been given to adding new lighting inside and out, new and improved pedestrian walkways, new air conditioning units, and added parking lot speed control devices

Safety of students and staff is paramount. Each office posts the *Emergency Procedures Flip Chart* (7.11). With the addition of new buildings, safety drills and updated emergency- evacuation site plans have been developed (7.12). Identification of asbestos-latent materials in SBVC building structures is distributed widely each year (7.13). In April 2007 all employees of the district have been required to attend Injury Illness Prevention Program (IIPP) workshops (7.14). A survey of students with disabilities was conducted to help point out flaws in buildings and pathways. For example, one of the older buildings, Physical Science, which is being torn down within the year had doorways that were not wide enough for wheelchairs. As a result, doorways that are wide enough to accommodate those with disabilities are now a discussion item in the construction of the new buildings.

College programs and services have been resilient despite the changes in not only the appearance of the campus, but in architects--four firms in the past six years. One of the success stories was hiring Steinberg and Associates to develop the facilities plan. Their communication with the campus through user groups and large and small meetings helped to establish a stable foundation for future facilities planning.

Changes to the original 2012 projects lists are distributed and discussed at College Council, Management Roundtable, and the Academic Senate. It should be noted that the current president has placed an improvement to the HLS building on the Measure M prioritized funding list (7.15).

The college has a five-year scheduled maintenance plan (7.16). The Facilities and Safety Committee makes recommendations regarding the implementation of the plan based on project size and funding availability.

The college uses FUSION (Facility Utilization, Space Inventory Options Net) to establish a baseline of the existing space on campus to document how and by whom rooms are used. A framework designed for the California Community Colleges (CCC), FUSION is a web-based system that streamlines the CCC's current facilities-planning process and works in conjunction with the California State Department of Finance. The statistics in the plan show evidence of available square footage compared to use. The college updates the plan yearly.

During the new construction-planning phases, the Space Utilization Subcommittee of the Facilities and Safety Committee evaluated proposals that crossed department or division boundaries regarding the conversion, reconfiguration, or reassignment of existing campus facilities (classrooms, offices, storage spaces, etc.) to make efficient use of space and resources; to assign space within new campus facilities for programs that were not yet identified when the new buildings were designed; and to address temporary and emerging space needs associated with campus construction. The subcommittee consists of the president, all three vice presidents, the director of Maintenance and Operations, four classroom faculty members, one noninstructional faculty, three classified staff (one each from student services, administrative services and instruction) and one student.

Meetings with the Core and Expanded Core committees as well as with various campus divisions resulted in a list of lessons learned from the construction of the first new buildings—Administration/Student Services, Health and Life Science, Campus Center, Library, and Art. These lessons are the following:

- Design should go beyond "meeting the code" for accessibility.
- The design of furniture should fit the size of room and location of windows.
- The interior finishes should be durable.
- The location of controls (e.g., thermostats, access panels) should maximize usable wall space.
- Building materials and landscape should be maintenance-friendly.

- Location of intermediate distribution frames (IDF) and main distribution frames (MDF) in offices or workrooms needs to be considered.
- Elevators need to be accessible from the outside.
- Coverage for exterior queuing of students should be provided.
- There should be acoustic separation between rooms.
- The design needs to be sustainable to prevent excessive heat gain in buildings.

The majority of the campus is made up of lecture, lab, and office space. By applying the state standards to the WSCH and full-time equivalent faculty, indications are that the college is overbuilt. "Surplus" space as defined in Report 17 is a function of decreased enrollment and the fact that some of the existing buildings are inefficient in both their layout and use of space. Increasing the number of hours a week a lecture or lab is used effectively increases the amount of teaching space available without having to build new space on campus. The new and future buildings are designed to better utilize space. There have been some additional changes to the physical plant due to the learning needs of students. For many years, the pools at the college were beset with a number of problems—inadequate or nonfunctioning boilers, cracking of the surfaces and water leaking at a substantial rate (7.17). Upgrades to the pool will allow the college to offer swimming classes and adaptive P.E. classes for students. At SBVC there is sufficient space to support the myriad of programs and services of the college.

Evaluation

In the 2007 self-study survey, statement 43 inquired whether "student learning needs are central to the planning, development, and design of new facilities. The results revealed that 53% agreed or strongly agreed and 17% disagreed or strongly disagreed. The 2008 survey indicated 57% in agreement and 22.7% in disagreement with the statement.

The efficient use of classroom space remains a challenge with the majority of classes offered Monday through Thursday. Empty classrooms are more evident in the afternoons and evenings. Most divisions attempt to accommodate part-time employees with shared office spaces. With the demolition or refurbishing of buildings, full-time faculty have had to relocate their offices throughout the campus.

The college had many opportunities for design input in the first two buildings on campus. Unfortunately, upon completion of the Health/Life Sciences Building, one of the largest classroom buildings on the campus, it was found that the architecture and finishing of the building had caused it to be insufficiently soundproof. It was disappointing to the first occupants of HLS to find a problem with the structure. As a result, the college needed to develop an Educational Facilities Master Plan that would preempt or mitigate problems in the future.

Statement 44 of the 2007 self-study survey, "The college systematically maintains and upgrades its physical resources to support its programs and services," found 42% in

agreement, but 30% in disagreement with the statement. In 2008 (statement 46), 48% agreed and 30% disagreed. Results suggest that there is a slightly increasing perception that the college uses its resources to maintain the older structures and infrastructure on campus and to address challenges of ongoing new construction.

The college maintains the physical structures and infrastructure in a manner that assures the aesthetic appeal and safety of the campus. There is still not sufficient signage for the front of the campus, nor at the corners of the college. However, these needs are acknowledged through the Enrollment Management group and the Facilities and Safety Committee. Administrative Services has attempted to keep campus maps current even when pathways and demolition of buildings make for temporary changes. Maintenance and Operations staff respond to work orders and anticipate workloads and personnel requirements.

Planning Agenda

Conduct annual survey of employees as well as campus climate surveys for students with questions regarding safety and facility concerns *[institutional research, vice president of Administrative Services, Facilities and Safety Committee]*

- Communicate survey information on buildings and infrastructure each year *[institutional researcher]*

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

Description

The director of Maintenance and Operations and his staff make sure that the college is in compliance with federal and state mandates on access, safety, and a healthy environment. The Facilities and Safety Committee obtains and provides input on the adequacy of facilities. Work orders provide information on the needs to be handled in the physical plant.

Access to the campus and throughout the campus is an important feature in the college's strategic plan. *Access* is one of the six major strategic initiatives of the planning process. Goal 1.1 concerns the coordination of access efforts for potential students. The benchmark of a 5% increase in student satisfaction with access to resources and services is to be achieved by 2010. It is understood that *access* is not only for incoming students, but has the broader meaning of access to buildings and services for all students.

Safety was a major concern in the construction of state-of-the-art facilities at SBVC that could withstand earthquakes of a significant magnitude without loss of life. Older buildings have been refurbished. Some structures are in a phase-out program for elimination due to the soundness of their architecture to sustain life (e.g., Planetarium).

The campus is aware of its position along a major California fault and has been diligent in addressing the need for buildings to be located off the fault and fold lines.

Maintenance and Operations, as well as the campus police presence, assist with safety and security concerns. New lighting, especially helpful for evening students and staff is but one way to address a healthy working environment. In addition, the district decided to place the campus police under its purview. A district Chief of Police was hired. It is the intent of the district to have campus police certified with the Post Officers Standards and Training (POST) designation. Security is now available 24/7 through the district which maintains the police presence on the campus. Since 2006 there has been recognition of increased bicycle patrols and high-visibility uniforms. New police bikes were purchased and the fleet was refurbished.

Prior to 2006 a combination of factors led to trespassing and the presence of transients during the evening and early morning hours. The increase of a police presence, cooperation of neighbors in the residential areas, elimination of hiding areas in bushes and shrubs, and increased training for the officers have resulted in a safer campus.

Evaluation

The "Student Right to Know" statistics demonstrate that when SBVC is compared to its neighboring colleges and universities, this college has fewer student incidents per capita. Filling vacant police positions POST-accredited training from the San Bernardino Sheriff's Academy, reduction in the number of students who are present and not enrolled, and high visibility of campus police has led to a more safe and secure campus.

In the 2007 self-study survey statement 45, "The College systematically reviews the conditions of its physical resources to assure access, safety, security, and a healthful learning and working environment," found agreement among 45% of the respondents and disagreement with 26%. In 2008 (statement 47) 51% agreed and 25% disagreed. It suggests that responses were similar over time as to systematic reviews of physical resources. The college is aware of some negative perceptions in the community regarding its safety and is working to address the challenge by improving its image in eliminating unsafe conditions (see 2007-2008 Notebook on committee minutes, Enrollment Management Committee). In statement 46 of the 2007 survey, 44% of the respondents agreed or strongly agreed that "safety hazards" are addressed promptly, whereas 28% disagreed or strongly disagreed. Addressing safety hazards in the 2008 survey found 56.5% in agreement.

One of the strategic initiatives, *campus culture and climate*, contains goal, 2.1: "To enhance the image of the college." Goal 2.1.1 sets forth a benchmark of 80% of the stakeholders indicated satisfaction with the reputation, safety, and aesthetic appeal of the campus on the annual campus climate survey. In the 2005 campus climate survey classified staff responded to the statement, "Safety concerns are taken seriously by supervisor(s)," with 70.5% agreement and 12% disagreement. Almost 60% of the staff

"feel safe on campus," but 13.8% disagreed. As baseline data on the goals of the strategic initiatives are obtained, the college can use the information to improve the perception of safety on campus.

III.B.2. 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.

III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities.

Description

The college has an annual program review process by which both facilities and equipment use and needs are surveyed by each department on campus. All the identified facilities and equipment needs from each department are then discussed at division-level meetings within the college. In those meetings, equipment needs identified by each department are discussed and prioritized within each division. The facilities items are pooled into an unranked aggregate at the division-level meetings.

Discussions regarding the needs of programs and services occur at all levels on the campus. In the collegewide program review process, the prioritized equipment needs from each division are considered and evaluated with reference to each other. Determinations concerning a final collegewide priority list are formed as a function of current FTE related activity in each area and anticipated future growth within those areas identifying equipment needs. The Technology Committee receives a list of needs through the program review process. The committee also relies on its planning processes to support state-of-the art technology on the campus which is one of the strategic initiatives.

The final list of prioritized needs is sent to the president, Budget Committee, and College Council. The president along with the vice presidents typically make the final determination. The president conveys the information to other shared governance committees such as the Academic Senate as well.

User groups connected to the new buildings have had considerable voice in making sure the new classrooms and/or labs are conducive to student learning. With wide participation on committees and dialog, groups generally reach consensus on key issues. 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. The college has been fortunate that long-range capital plans have benefitted from the passage of Proposition P and M bond measures, along with assistance from the state and FEMA. At the same time, costs of steel spiraled dramatically during the construction of the first two buildings, which led to cost overruns. As a result, the college became even more vigilant regarding recommended materials and products based on performance, life-cycle costs, energy use, and minimizing inventory.

Another area where cost of ownership became important was landscaping. In its initial presentation to the campus, Steinberg and Associates was the first architectural group to recognize the area between the Auditorium and the Campus Center to be equal in size to the Rose Bowl. As a result, this expanse created a need for cost-effective landscaping with drought-tolerant plants which required low maintenance. The architects listened to the user groups and incorporated a glade of trees at the northern end of the campus to provide shade and seating areas. Due to the sensitivity of tree removal, an arborist was hired to tag and ascertain the health of the trees on the campus. Elimination of any trees on campus was difficult, and to the dismay of many staff members, some trees had to be relocated and others removed.

Evaluation

In the 2007 self study survey, the adequacy of maintenance of the interior of buildings found 45% agreement with statement 49; exterior of buildings, 58% agreement with statement 48; and exterior lighting had 46% in agreement with statement 40. In 2008 (statement 51), 55% of respondents indicated that the interior of buildings—classrooms, offices, and restrooms are adequately maintained, exterior of buildings had 73%; and exterior lighting 63.9%. It suggests that the exterior of buildings and the lighting have met with more approval than the maintenance on the interior of buildings. Another indicator with a positive response rate was statement 49: "The grounds are pleasing and adequately maintained despite the impact of construction." Despite the fact that there were more construction fences and detours, the 2007 survey responded to statement 47 that 61% found the grounds as pleasing and nearly 75% agreed the following year.

Program Review, Steinberg and Associates, and the work of various user groups have been significant in evaluating the facilities and equipment at the college. The president also provides a list to College Council and Academic Senate as to status and priority of projects in Measures P and M.

Planning Agenda

Communicate disposition of renovation requests sent to the Facilities and Safety Committee from Program Review each year *[Facilities and Safety Committee, Program Review, and vice president of Administrative Services]*

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Description

San Bernardino Valley College's 2006-2012 Strategic Plan and 2007-2030 Facilities Master Plan serve to identify the general paths and milestones the college has set for itself. The SBVC Strategic Plan, through the strategic initiative on *campus culture and*

Climate, states: "*We are committed to a safe, welcoming, culturally rich learning-centered environment*." A related Goal, 2.1: states "To enhance the image of the college *[it] identifies annual goals that will seek to provide information that the college requires to assess its progress in the effective use of its physical resources in supporting the college."*

San Bernardino College's Facilities Master Plan assesses the college's current physical resource use (via space utilization and space inventory information) and places it within the context of anticipated future student demographic growth. The mission statement of San Bernardino Valley College, and the strategic initiatives (from the 2006–2012 Strategic Plan) are to be integrated into the future planning identified in the Facilities Master Plan as well.

Although these documents illustrate the path San Bernardino Valley College will take in the future, the current trajectory of the college is informed by the report received through Program Review and the Facilities and Safety Committee activities. These committees serve as the primary conduits of information on the current state of the college's physical resources. The Program Review Committee serves as the vehicle to identify instructional needs of the college relative to its physical resources. The Facilities and Safety Committee serves to receive more general information about the college's physical resources through representation from DSP&S, Campus Police, Student Services, Counseling, Maintenance and Operations, and various staff, faculty, and students. Physical resources issues that require short-term action are received by this committee, as are physical resource items that fall under the umbrella of long-term planning (via program review). When unanticipated funding sources are made known FSAC serves to articulate these funds with prioritized items emanating from the college's planning processes.

Evaluation

In the 2007 self-study survey, (statement 42) participants responded that "systematic assessment of effective use of physical resources is integrated in institutional planning." This statement rated 37% agreement, and only 14% disagreement. When asked again in 2008 (statement 44) almost half (48.2%) agreed and 12% disagreed.

A few years ago, the institutional researcher developed a survey regarding maintenance and safety in all the buildings on campus. CSEA representatives were concerned that the survey could be used to evaluate personnel. As a result, a modified version of the survey was distributed. The altered survey did not allow buildings to be identified, and, as a result, the lack of specificity was not particularly useful.

Evidence—Physical Resources

7.1 Citizens Oversight Committee Report to the Community, 2006-2007
7.2 All Campus Master Plan Kick Off
7.3 Planning Boards
7.4 Meeting Agendas and Minutes
7.5 Memo July 18, 2006
7.6 SBVC Existing Space Use
7.7 Educational Facilities Master Plan
7.8 Architectural renderings
7.9 Memo, Update and All Campus Meeting
7.10 Facilities Committee meeting minutes
7.11 Emergency Procedures Flip Chart
7.12 Evacuation Drills for Tuesday March 25, 2008 and Emergency Evacuation Sites
7.13 Memorandums, August 30,2007 and January 16, 2008
7.14 Reminder-IIP Training Today and Tuesday; Slide Show Presentation
7.15 2012 Projects List
7.16 Five Year Construction Plan

Standard III.C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Summary

Since the last accreditation report in 2002, technology has evolved both inside and outside the college, where great strides have been made. Partnership for Excellence, Title V, Measure M and P Bond issue, instructional block grants, and campus and district funds have all been used to fund technology needs.

The development of campus and district technology committees has allowed for the creation of campus and district technology master plans, and a stronger voice in shared governance when it comes to technology needs, planning, and implementation. Specifically, a redesign of the campus shared governance committee structure allowed greater input from the Technology Committee to the College Council where all shared governance committee chairs work with administration to prioritize campus goals and needs.

The third Technology Master Plan for 2007-2011 is complete. Continuing with a spirit of collegiality and collaboration, this plan is linked to the SBVC Strategic Plan where technology is named as one of the six strategic initiatives.

The SBVC Technology Strategic Master Plan and SBVC Strategic Plan have identified the need for centralizing instructional technology support structure through realignment of personnel and technology resources. Currently District Computing Services supports the administrative functions of the campus, while instructional technology is handled at the division or department level. Consistent funding of technology is a goal in the strategic initiatives that is being addressed, so that a coordinated campuswide technology budget is realized.

Most colleges in the nation need state-of-the-art technology to meet the needs of a technologically proficient society—SBVC is no exception. Funding this expectation will always have challenges. Cutting edge technology is costly and ever-changing. The college is meeting that need by establishing a stable rotation of computers, purchasing software, obtaining grant funds to support technology, and training employees on the new software that can enhance learning and/or services for students.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, collegewide communications, research, and operational systems.

Description

The SBVC Technology Committee approved a Technology Master Plan (8.1) for the three-year period from 2007-2010. This is the third official three-year plan that has been approved (8.2). Specifically, this plan addresses the question of how well the institution is meeting the technology needs of students, staff, faculty, and managers/administrators.

All faculty, administrators, and most staff have been issued a computer to support their work and to promote effective communication with others on campus. A myriad of functions is supported by technology—student enrollment, maintenance of student rosters, grades, and adding and dropping students are done electronically. In addition, online course management systems such as Blackboard and First Class allow faculty to complete these crucial tasks in teaching and learning. Employees in areas of food services, maintenance, grounds, custodial work, and childcare do not have personal computers assigned to them, but they do have access to computers when their job requires it.

Ongoing technology needs are assessed in a variety of ways to ensure that needs are met most efficiently. Faculty, staff, and students are surveyed, technical support is available through a 24/7 "help desk," and follow-up surveys are conducted after all requests for assistance have been completed. Also, evaluation of technology needs and requests for technology from departments and services are made through the program review needs assessment process and resulting information is sent to the Technology Committee for prioritization based on information sent from program review. Interested faculty, typically department heads, have been trained on capturing data for Educational Information Systems (EIS) for some program review needs.

The campus has undergone major construction with the removal of seven buildings that were replaced with five new buildings. Classrooms in all the new buildings have been equipped with smart classroom technology, including computers (or connections for computers), network connectivity, LCD projectors, document cameras, and DVD/VHS media players. Smart classrooms have also been installed in existing buildings. The new library has 85 open-access computers. As new buildings are completed, the Technology Committee works with campus master planners, including architects and technology consultants to design more advanced technology standards for classrooms in the future. This will ensure that buildings will have the infrastructure, e.g., wireless Internet, necessary to accommodate future instructional and learning styles.

The distributed education (DE) system has evolved exponentially in the last four years. Since the spring of 2007 it has been possible to obtain an associate's degree through online and hybrid courses at SBVC. This is a considerable achievement, since the first online course was offered in 1996. At present 160 online and hybrid courses are offered (8.3). In addition to a strictly online format, other DE modalities are offered, including hybrid, telecourses, and interactive television courses (ITV). As the number of DE courses grows, the Technology Committee and other campus collaborators will

continue to support this increased access to education. There has been a recent move to incorporate Blackboard and First Class content into standard classes.

Data and technology are explicitly linked to improvement in the college. Some surveys are still distributed in paper/pencil format (e.g., point-of-contact surveys and for individuals without access to a computer). However, the preferred method is to capture information electronically—it's quick and responsive, and with more readily available analysis. As a result, SBVC has a rich survey environment where it uses the data for improvement. SNAP software will be used beginning in fall 2008 for all faculty and student evaluations as well as for other surveys. Other software, Nvivo, provides text analysis of qualitative information for the institutional researcher. eLumen, purchased in 2007, will help to monitor, store, and more effectively communicate SLO assessments and improvement.

Evaluation

Statement 52 in the 2007 self study survey states "the availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning." There was 58% agreement and 21% disagreement; whereas the 2008 survey indicated 58.5% agreement and 12.5 disagreement. These numbers suggest no greater satisfaction with the level of availability, however, fewer individuals disagreed in 2008, but that may have been due to the removal of the neither or nor selection, there were more with "no opinion."

The impact of the importance of technology and communication can be observed in the fact that most employees readily use email and voicemail systems on campus. This is further evidenced by the reduction of paper use in communications. Many employees now use email to distribute flyers and announcements. Many forms and documents are also available electronically. The phone system was also updated in the last five years.

New and improved technology also requires additional training for employees. Professional development offers ongoing workshops to assist faculty, staff, and administrators with the technological and communicative aspects of email, technology training and online course-management software (8.4). Training for those individuals who need to use SNAP and eLumen software for their jobs is ongoing. The next phase is to expand training to other interested parties on eLumen software. The exposure to this type of state-of-the-art technology is made available at conferences such as TechEd in Ontario, California. The district has been receptive to paying for the registration of a number of employees to attend the conference and bring back ideas on how to improve technology and learning at SBVC.

Technology needs emanating from program review need to be aligned with not only the strategic initiatives, but also with certification standards and the Technology Master Plan. This goal will be achieved in 2008-2009, since the college is committed to integration or "knitting together" the strategic plan and all other campus plans into a workable planning structure.

When assessing institutional technology needs, outside agencies and mandates have not been addressed by either the Budget Committee or Program Review. For example, computers and related hardware and software purchased with grant funding may need to be funded by the institution at the end of the grant.

At this writing there is support for a director of Institutional Technology to be hired in late fall or early spring. This person would be responsible for managing the budget, training, support, maintenance, supervision of network administrators, technology purchases with grant funds, and computer rotation.

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Description

Both SBVC and District Computing Services keep the technology infrastructure running to support staff and students. In fact, the importance of technology is recognized in the strategic plan as one of the six initiatives.

Typically, new employee technology needs are first addressed by their respective supervisors. Once they are hired, user access is provided. Whereas most employees request PCs, on occasion, some (usually faculty) may request an Apple product. In addition, faculty who request technology training or support were assisted through technical support and the Help Desk (now available through a 24-hour call center).

Requests for assistance occur either through the Help Line or within departments and divisions by designated technology specialists. Upon completion of a service the provider sends an electronic assessment to the employee to evaluate the service. These evaluations are used to improve delivery, satisfaction, and timeliness of response.

The Campus Technology Rotation Plan (8.5) has existed since 2001. This plan is used to track of which instructional labs are due for replacement. The Campus Technology Committee is responsible for maintaining this plan.

Training is available through Professional Development to all employees on Access, Datatel, Blackboard, and a variety of Word programs. Some training on new technology may be handled by contracting those services (New Horizons providing employee training for Microsoft Project). Conferences and workshops are available for professional growth of technology specialists. The annual Tech Ed conference held in Ontario, California is paid for by the district. This allows employees to learn about the latest trends in technology.

Smart carts and interactive television units have been purchased to enhance media-assisted learning. As a result, Professional Development offers training on new instructional delivery equipment. Audiovisual services housed in the library provide

laptop computers, televisions, VCRs, DVD players, slide projectors, and overhead projectors to enhance learning. New software to improve surveys (SNAP), environment scans (CCC Benefits), analyzing qualitative data (Nvivo), and SLO management (eLumen) have been purchased,

One of the ways to address effectiveness of services is through surveys. Students are surveyed during faculty evaluations and representative samples throughout the academic year. Students are asked to evaluate the effectiveness of technology in the classroom. Faculty and staff are also surveyed, most recently through specific items on the comprehensive self-study survey, but also through the 2008 Technology Survey (8.6). Information from surveys is used by the Technology Committee to improve technology support.

Evaluation

In 2003-2004 a survey was sent to all employees to determine their current computer's age and need for replacement. Because of lack of funding, for faculty and staff replacement computers, no further surveys of this type have been conducted.

Program review includes technology needs. Those needs are forwarded to the Technology Committee for prioritization. Within the needs assessment document, programs do support technology requests with supplementary data, but an analysis or evaluation of technology needs is missing.

Faculty computer rotation has lapsed due to lack of funding; however, the current president was able to infuse the technology requests from the priority list of program review with more than $250,000. Even though funding is tight SBVC has been able to get by through creative use of used computer systems. As computers come out of instructional labs they are reallocated to faculty and staff as needed. For example, during the 2006-2007 fiscal year computers were purchased for most of the Student Services areas and all new incoming faculty. Through reallocation of equipment and the use of instructional block grant funding the college attempts to meet staff and student needs. New computers were recently purchased for the library.

Grants are often used to supplement software and computer needs. For example, the Title V grant purchased computers for the Math and Science Student Success Center. Two ITV units, to assist in offering combined classes on campus and the mountain communities, were purchased with grant funds. Software such as the purchase of Blackbaud for the Foundation and CCC Benefits for environmental scans has augmented the expansion of technology on campus.

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Description

Typically, information technology (IT) training is conducted on campus, but the district has specific IT training as well (8.7). Professional development surveys are conducted annually and the Professional Development Committee holds a planning retreat each May (8.8). At that time, the data from needs assessment and evaluations are reviewed so that planning for the fall term is consistent and based on a perceived need. Additionally, this past year, managers were surveyed on need for technology training for their staff. The Technology Committee maintains a close relationship with the Professional Development Committee, College Council, and District Computing Services, whereby these committees share members, report on each other's activities, and follow guidelines, as set forth by the Technology Master Plan.

Opening day flex activities may offer technology training as well. For example, the first day of spring semester, January 11, 2008, provided training on both video streaming and eInstruction as some of the many choices of sessions to attend (8.9). On a semester and annual basis, adjunct and full-time faculty are introduced to new classroom technologies, online course management, enrollment, grading systems, and related teaching technologies through several technology training programs. Web-based training is also available on instructional strategies. These programs include the adjunct faculty orientation, new-faculty orientation, full-time faculty in-service day events, and ongoing training in CurricUNET (8.10) and other online curriculum management systems. With the introduction of eInstruction (classroom clickers) faculty are attending training on the use of this instructional innovation.

Students' use of technology support services is tracked through the Tutoring Center, Writing Center, the Help Desk, and Vocational and Technical Education Act (VTEA) Career Technical Education. Though informal, students receive direct, hands-on training within certain computer laboratory environments. For example, computer lab support staff are always available to students using computers within the library computer lab. Indirectly, student's computer skills are assessed through assignments in courses taken. Computer literacy is included in general student SLOs and is a core competency, but it is not a required class (8.11). Individual programs assess students and suggest remedial technological services as needed.

The Disabled Students Programs and Services (DSP&S) provides ongoing training for students, faculty, and staff in the use of hardware and software, as designed for students with visual, hearing, and mobility impairments (8.12). Importantly, faculty receive training in order to better identify needs for and use of specialized hardware and software. Assistive software (Kurzweil, Jaws, Open Book, and Dragon Naturally Speaking) are now on the college's network. Students can access the network from any campus computer. Disabled Student Programs and Services also maintains a computer station in the library that enables students to scan/read their textbook.
In 2006, with the upcoming accreditation visit, the Accreditation Committee members and others on campus used Blackboard as a forum to increase participation in the self-

study. Training was held so that interested employees could post dialog online and respond to comments (8.13).

Evaluation

Respondents to the 2007 self study survey (statement 53) found 62% agreed and 14% disagreed that, "The college provides training in the effective application of information technology to faculty and staff." The 2008 survey (statement 55) indicated 75.7% agreed and nearly 12% (11.9%) disagreed. It suggests that faculty and staff are in agreement that training on technology is provided.

Faculty, staff, and managers are provided with an evaluation form after every workshop offered through the Professional Development program. Specifically, this program offers many software and other technology-related workshops every semester. These workshops are delivered in face-to-face as well as synchronous and asynchronous online formats. Those who participate in these workshops have the opportunity to submit on an evaluation of the training.

In addition to computer lab assistants, workshop evaluation forms, and campus climate surveys, faculty, staff, and managers have other options for evaluation of instructional technologies. For example, the Great Teachers Seminar, new-faculty orientation, Spring Teaching Symposium, and student response system (e.g., "classroom clickers") training, incorporate direct feedback from participants. This direct feedback is obtained from dialog that occurs during the workshop event.

Discussion of a more navigable website at SBVC is becoming a necessity. As individuals access the campus for admissions, hours, and distance learning support, the need for an improved web presence is evident.

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Description

In 2001 there were plans for a three-year rotation of computers. Currently the plan and budget consists of a four-year replacement rotation of computers. The rotation plan designates how and when computers are distributed. There are over 1,000 computers on the rotation list. Priority is given to student labs, which are the most up to date. Recently, computers have been purchased for new employees while other employees function on out-of-date computers. Some employee computers are older than the computers that are coming out of student labs. When that occurs, the used computers from labs are provided to employees. Computers that are not part of the rotation cycle—those used for sign-in, adjunct offices, and part-time employees—are used computers no longer under warranty.

At present, there are approximately 51 smart carts (e.g., mobile carts with one or more of the following: notebook computers, VCR/DVDs, document cameras and/or LCD projectors) and 31 smart classrooms (e.g., classrooms containing instructor computers, video playback devices, network connections, and LCD projectors) in use across campus (8.14). Faculty make requests for smart carts through audiovisual services and classrooms are updated with instructional technologies as funding becomes available. program review needs assessment and efficacy documents provide the Technology, Budget, and Facilities and Safety Committees with information about smart cart and smart classroom placement.

Equipment for the V-Card (sometimes referred to as the “Student One” card) system was purchased with Title V funding. This equipment will ultimately afford students seamless integration of previously separate functions such as bookstore, library, tutoring, printing, course registration, and other student activities. For example, students will be able to purchase textbooks, and other supplies at the bookstore, check out materials from the library, and check in for tutoring services with a single student ID card.

Evaluation

Inventories of student computer labs are up to date. However, SBVC lacks the required personnel and/or software systems to keep employee inventory current. Also, lack of communication and support from District Computing Services makes this task difficult. The plan to hire a director of information technology is in the final stages. This will help with the coordination between the campus and the district. For example, the process of implementing the student V-card has slowed because the individuals responsible for putting it into action at District Computing are no longer there. This is not a one-time occurrence, but an ongoing problem of turnover in DCS. There is a time lag to bring the new hire up to date along with the residue of unmet projects that have languished.

Technology implementation and planning occur through collaboration among Technology, Program Review, Budget, Professional Development, and Facilities and Safety committees within the College Council. In addition, the college has a stable number of network administrators over the years, which counters the turnover of employees at DCS. The Technology Committee is well established and has worked on three iterations of its plan. The committee has been able to view technology in both short-and long-range terms. As a result, it prioritized LCD bulb replacement and highly ranked items not funded during previous program review cycles.

The campus continues to benefit from the emphasis in Title V on the improvement of technology. As a result, the grant paid for the evaluation of the campus for wireless Internet infrastructure. It is now in the first phase of an upgrade to provide the college with wireless Internet through Title V funds. The first phase includes completion of the wireless network infrastructure for all new campus buildings. The grant also paid for the new computers in the Math and Science Student Success Center.

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Description

There are approximately 1,300 computers on campus along with 26 computer labs. In addition, smart carts, laptop computers, DVD players and projection screens are available throughout campus. All full-time faculty members are provided with a computer for their offices. These are often linked to division and department printers as well. Part-time faculty have access to computers in most division workrooms (see discussion of computer rotation as it relates to distribution in III.C.1.c.).

Specifically funded programs obtain technology from their program objectives such as DSP&S, CalWORKS, and Professional Development. The Title V grant was used to obtain new computers for the professional development lab.

The college provides training on ADA standards, Section 508, for electronic accessibility for students with disabilities campuswide. The library, for example, is equipped with software that is ADA approved. Wireless Internet will be available throughout the campus upon completion of its phase-in through Title V monies (8.15).

The acquisition of computers and/or software can be addressed by individual departments during the needs assessment portion of program review. Program review evaluates the needs of programs and services and then forwards all technology-related needs to the Technology Committee. Those needs are then reviewed and prioritized according to how they fit within the Technology Master Plan. The Technology Committee is responsible for creation and updating of the Technology Master Plan as defined under the committee charge. This committee is made up of representatives from across the campus, and district.

Evaluation

Response to statement 54 in the 2007 self study survey, “The college systematically reviews and updates its technological infrastructure and equipment to meet programs and services,” indicated 45% agreement and 20% disagreement. In the 2008 self study survey (statement 56), 53.6% agreed and 18.8 disagreed. Of all the items in the “Technology Resources” section of the two surveys, this one had the lowest percentage of agreement.

The primary means of evaluating and planning for the distribution and utilization of technology is the program review process, namely through annual needs assessment and cyclical program efficacy reports. In addition, programs, departments, and divisions complete annual year-end reports, many of which include technology plans.

Technology needs have been repeatedly refined through the program review process. In response to campus needs, various committees now use technology as a means to

distribute information in a more “user friendly” manner. For example, needs assessment and program efficacy documents are now distributed online. Within these documents, individual programs may request and justify a wide variety of discipline-specific software and hardware. Faculty, staff, and administrators are provided guidance on how to successfully complete these documents through a variety of hands-on workshops.

Furthermore, both Curriculum and Professional Development committees incorporate ongoing plans to increase the scope and scale of technology training so that campus programs and services better address student, faculty, staff, and administrative needs.

There is a degree of sentiment on campus that the maintenance and enhancement of technology was better when district services were housed at SBVC. Since moving to an annex, midway between the campus and district office, there have been some challenges. For example, the district may select priorities that might not be the priorities of more than a small number of individuals on a campus. In order to ameliorate the coordination problems of DCS and the campus, an Institutional Technology (IT) Scan was conducted. The vendor, PlanNet, obtained feedback from focus groups on all sites. PlanNet provided district and campus personnel with an overall summary of their findings. It remains to be seen if problems of coordination between the district and SunGuard will be resolved (8.16).

Planning Agenda

Improve coordination of campus technology needs *[District Computing Services, MIS, SunGuard, campus and district technology committees and executive director of Distributed Education]*

III.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Description

Strategic Plan

Technology is one of the six strategic initiatives of the SBVC Strategic Plan. Evaluation of the goals in the strategic initiatives is underway in order to assess its progress and establish plans for improvement.

Program Review

Program review has undergone a positive, collaborative restructuring in an effort to create a system that evaluates campus programs and services. Each academic year, every department is given an opportunity to complete a needs assessment document. Every three years, departments are given an opportunity to complete a program efficacy

document. Technology needs constitute a central element of these processes. Currently, program review presents technology needs to the Technology Committee for prioritization.

External Evaluations

One of the two major goals on the Title V grant is to improve technology on campus. The annual performance review (APR) of the Title V grant evaluates the progress to date on meeting the goals of the grant and develops plans for improvement (8.17). Purchases of computers have been provided for the following areas as a result of the grant: professional development lab, Math and Science Learning Center, Big Bear, and the Foundation. Purchases of software such as CC Benefits and Blackbaud were also results of the grant. In addition, a phased-in wireless Internet for the campus will be realized within the next two years.

Staff Development

The coordinator of Professional and Staff Development is a member of the Technology Committee on campus and the district. Likewise, a technology specialist serves on the Professional Development Committee in order to make sure that discussions of technology needs on campus are being held. Technology training is evaluated each time it is offered and the evaluations are used for improvement.

Evaluation

The 2007 self study survey found that 52% agreed with statement 51 that "Technology planning is integrated with institutional planning," whereas 13% disagreed. In the 2008 survey (statement 53), 65.3% agreed and 12.5% disagreed. Agree (53.9%) represented the most popular choice in the technology section of the survey.

The Technology Committee has been actively involved in evaluating technology. Program review has not consistently forwarded program and service evaluation data to the Technology Committee. Some projects were implemented without consultation with the Technology Committee, campus community, and stakeholders. An example is the use of Title V money to fund items such as the V-card system. Greater coordination of technology planning and implementation is needed. Currently, there is no systematic process for the purchase, implementation, and coordination of software and hardware systems. In the absence of a director of technology, shared governance committees have served as a means to communicate and exchange information.

Planning Agenda

Integrate Technology Plan with the SBVC Strategic Plan initiatives, *fall 2008 [Technology Committee]*

Evidence—Technology Resources

8.1 SBVC Technology Strategic Master Plan 2007-2010
8.2 SBVC Technology Master Plans, 2004-2007, 2001-2004
8.3 Annual Report to ACCJC on Distance Education
8.4 Professional Development calendar
8.5 Computer rotation, 4-year
8.6 Technology Survey, 2008
8.7 District IT training
8.8 Professional Development Survey
8.9 In-service technology offerings, January 11, 2008
8.10 CurricUNET training 2007-2008
8.11 Core competency, information technology
8.12 DSP&S Workshops
8.13 Blackboard training for accreditation notices
8.14 Inventory of smart carts and smart classrooms, 2008
8.15 Wireless Internet contract
8.16 PlanNet survey and results
8.17 Title V goals—technology

Standard III.D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning.

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

Description

The budget cycle begins with the distribution of the annual developmental budget in March (9.1). The timeline for the developmental budget process is driven by the district. Internally, the college has its own method of creating the developmental budget to meet district deadlines (9.2).

Division deans meet with their respective departments and review the college's mission and goals as identified in the strategic plan, and incorporate them into the developmental budget. The following Strategic Initiatives of the plan are used by divisions to guide preparation of the developmental budget.

> **Access:** We are committed to providing opportunities for acquiring educational and support services.
>
> **Campus Culture:** We are committed to a safe, welcoming, culturally rich learning-centered environment.
>
> **Institutional Effectiveness and Resource Management:** We are committed to standards of accountability, continuous improvement, and conscientious resource management.
>
> **Partnerships:** We are committed to community involvement and dialog.
>
> **Student Success:** We are committed to helping students succeed in their educational and career goals.
>
> **Technological Advancements:** We are committed to an educational environment which uses state-of-the-art technology.

Annual and long-term budget requests are based on the evaluation of goals in program review. Program review needs assessment provides and prioritizes a list of department/program needs. Program review efficacy is used as a factor in making budgeting decisions (9.3).

The division budgets are then submitted to the respective vice presidents for review. The deans and area vice presidents discuss budget submissions to ensure that requests connect with the college mission and the strategic plan.

The consolidated budgets are then submitted for review to the vice president of Administrative Services, who makes recommendations for adjustments. The vice presidents and the president make final adjustments to the budget, and it is forwarded to the district vice chancellor of Fiscal Services.

The Budget Committee, composed of representatives of each division, discusses the college's financial situation and reviews budget allocations (9.4). In the past, the committee worked in concert with Program Review prioritizations and the president's office to allocate one-time funds.

Fund balances are reviewed regularly. Each month a negative balance sheet is prepared (9.5). Managers review the account that has a negative balance and transfer funds from other accounts to cover the shortfall. Twice a year, a report is distributed that shows the remaining balance (9.6). At the end of the year, such a report is again prepared and any account that has a large balance, with no encumbrances, is once again reviewed by the manager. Unexpended funds are reallocated to projects still waiting for one-time funding.

Campus plans (Strategic Plan, Facilities Master Plan, and Technology Plan) provide a framework for campus financial planning process. All information is then forwarded to the district (9.7).

Evaluation

In the 2007 self-study survey (statement 56), 3% strongly agreed and 31% agreed that "the college budget reflects college priorities and planning." The most often selected choice was *neither agree nor disagree* (38%), whereas 21% disagreed and 9% strongly disagreed.

In 2008 (statement 58), 4.2% strongly agreed and 35.4% agreed. As mentioned earlier in this document, the *neither agree nor disagree* category was removed in this survey. It found that 18% disagreed and 5% strongly disagreed. In this case the most often selected category was *no opinion* (38%). When the survey was broken into the various employee groups it found the greatest area of disagreement or *no opinion* with the part-time faculty. The survey information suggests that the college can do better in communicating necessary information regarding financial planning to various employee groups.

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Description

In April, the district sends out budget development worksheets, which provide each department, program or division with a proposed amount of funding it will be receiving the next fiscal year. The district presents several reports to the board and district about ongoing funding sources and the anticipated fiscal commitments including cost-of-living increases, reserves, and encumbrances (9.8). This information is shared with representatives on the District Budget Committee.

The district sends reports at beginning of the new year to each of the campus department/ division showing funds available. The report has line items (objects) which include a dollar amount to be spent on that description/category, such as instructional supply amount, noninstructional, capital equipment, and so forth. This allows managers to allocate their funds to the goals of their program and the institution.

The SBVC Planning Model was approved by College Council in spring 2008 which simply codified past practices of the college (9.9). The flow chart uses the mission statement as the foundation for the model followed by the strategic plan. Prior to formal approval of the planning model, divisions, departments and programs used the strategic initiatives in their requests to program review. Results from program review are forwarded to the Budget, Facilities, and Technology committees (9.10). Prioritization of needs for faculty, budget augmentation and personnel are sent to the president who brings the information to College Council. The president and vice presidents make a determination on what items to fund. The information is then communicated with all administrators, faculty, classified staff, students and the district either through reports to committees and/or email (9.11).

The institutional budget does not fund all needs and requests. The variability and shortfalls in state funding result in funding of only the highest needs. Currently, no process exists that accommodates a realistic budget, because external forces outside the control of the college have a direct impact on funding levels. In addition, grant-funding cycles are not uniform with the budget-funding cycle of the college and must be considered in financial planning.

Grants may have a short life and cannot provide funding stability, though they may provide stimulus for growing programs. As a grant's funding is reduced, the college reviews the ability to allocate ongoing funds to pick up the funding shortfall. This also institutionalizes the program supported by the grant.

When trying to identify funds to address program needs, division and department managers have access to budget worksheets and Financial 2000 to gather necessary financial information (9.12).

Evaluation

The 2007 self-study survey statement (59) "The District resource-allocation process is appropriate to support college programs and services," found 22% agreement and 24% disagreement. In 2008 (statement 61) the results were 29% agreement and 30% disagreement. This suggests an almost uniform opinion that there are concerns regarding the appropriate support for the college from the district.

The institutional budget does not adequately support actual needs and there is always variability with state funding. Currently, no process exists that accommodates a realistic budget. For example, it is difficult to find money on the divisional level. Information about the budget is not common knowledge.

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Description

The funds from bond measures are used for capital projects to fund long-range plans, leaving general fund monies to support short-range plans (9.13). Planning for ongoing needs (utilities, building maintenance) are given priority over other needs such as instruction. Academic divisions make long-range plans and base short-term requests on the implementation of long-range plans. These requests are sent to Program Review, which evaluates programs for budget augmentation.

Several studies have been used to help the institution make long-term plans for course development. CCBenefits and the Madrid study are environmental scans of the economic forecast for the community (9.14). These scans discuss local employment, small-business growth and development of programs that serve the community. They provide information on what jobs are growing or being lost within the county and state. In turn, the college can use these data to support the growth of programs. The 2008 Program Review efficacy report included the use of environmental scans in its assessment of programs (9.15).

The SBVC Foundation is becoming increasingly active in its support of projects involving more short-term planning. Donations for scholarships have increased, supporting the enrollment growth of the college. A successful concert in April 2008 netted funds to support a first-year experience called the “Valley Bound Commitment” for seniors from Colton Unified School District to attend SBVC (9.16 and 9.17).

The district also has a reserve in excess of 5% for the last eight years that can occasionally (under extreme circumstances) be used to fund infrastructure needs. These reserves have been established to help the college weather shortfalls in state funding and enrollment. This has allowed stabilization of educational programs and services. A Facilities Master Plan has also been developed to guide the allocation and timing of capital resources.
Each year the district adopts a budget which includes a list of outstanding obligations. Reserve funds are set aside to cover the district’s long-term liabilities and obligations, including debt service payments, bond reserves, insurance, and health benefits for both current staff and retirees. All liabilities and future obligations are reviewed by the external auditor for compliance with governmental accounting standards. When purchases or contracts are issued, they create the immediate liability. The purchase order or contract cannot be issued or encumbered unless cash funds are available to cover the liability. The fund is encumbered for the contract amount. When the purchase is complete, the payment is released. More than $20 million in reserves is available to help provide a safety net for future obligations.

The campus uses scheduled maintenance received from the state to address building maintenance costs. The campus develops a five-year scheduled maintenance list, which includes the cost of each item (9.18). This includes roof repair, heating and air conditioning, utilities, and other infrastructure. The information is used for short-term and annual budgeting.

Evaluation

The college is primarily dependent upon state funding allocated by the district. The Budget Committee works within narrow fiscal limits focusing on annual operations as opposed to long-term goals. Long term planning is managed through district operations. Although the college engages in long-term planning, any plan is limited in scope by the responsibilities shared between the district and the college.

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and the budget.

Description

College Council approved a planning model in spring 2008. The model is based on past practice and uses the mission statement as the foundation for the model followed by the strategic plan. The SBVC Planning Model traces decision-making from the strategic plan to both needs assessment and program efficacy in program review. A flow chart is used for planning purposes to illustrate how requests are funneled from program review and forwarded to the Budget, Facilities, and Technology committees. The flow chart is significant since one of the goals of the strategic plan is that members of College Council are able to articulate the planning process. Prioritization of needs for faculty, budget augmentation and personnel are sent to the president who brings the information to College Council. The president and vice presidents make a determination on what items to fund.

Each spring the college follows a prescribed procedure for budget development. It includes timelines varying according to state demands. Budget worksheets are provided to each responsibility manager to allocate rollover funds based on area discussions and collaboration to address program needs. Once a budget is developed, budget recording occurs in two areas. First, it is recorded in the county system; and second, it is recorded in the Financial 2000 system which can be accessed by designated staff. At the divisional level there is an opportunity to supply documents in support of requests for augmentation or allocations. The requests are forwarded to the appropriate vice president, then the president, before going to the district where the Financial 2000 system provides clear guidelines for processing of contracts, purchase requisitions, vendors and so forth.

The state financial-planning guidelines, processes, and accounting are available on the chancellor's website (9.19). The San Bernardino County Superintendent of Schools does have policies and guidelines available to the district and campus for processes controlled by the county.

Prior to the augmentation of Financial 2000, budgets were distributed by the vice president of Administrative Services. Typically, training on the budget process for managers and staff was conducted at least once a year. Since the inception of Financial 2000, responsibility

centers can access their own budgets and follow purchase orders through the system. Workshops are usually conducted each year on Financial 2000, and in March 2008 the district conducted a workshop on contracts.

Evaluation

Statement 57 on the 2007 self-study survey, "College guidelines and processes for financial planning and budget development are clearly defined and followed," found 26% agreement and 19% disagreement; 39% held the neither/nor position, and 17% had no opinion. In 2008, the same statement (59) found 34% agreement and 21% disagreement with 45% having no opinion. This suggests that respondents are unclear as to whether or not guidelines and processes are being followed. When the institutional researcher investigated the "no opinion" position he found that a majority of the respondents were part-time. Nevertheless, part-time employees should receive basic information from the college as to how budgets are developed.

In the first self-study survey (2007), statement 58 inquired if, "faculty and staff have appropriate opportunities to participate in budget development for the college through its shared-governance processes," found 43% agreement and 21% disagreement. It was the only time that agree (38%) was the most frequent selection in the Financial Resources portion of the study. A similar finding in the 2008 study (statement 60) found that 42% agreed with the statement. This suggests that budget development may be the one area in financial resources where information is available.

Budget development is done in a "top-down" manner from the district. Budget processes are not clearly documented, and therefore are not widely known or distributed. "Institutional memory" and communication about the process have lessened. Although a process exists, it seems to be just a reallocation of funds which have not been augmented in years. Monies within budgets are constantly being moved to accommodate unexpected needs, and monies that have been committed to long-range goals are not always maintained. Soft money used as operational funds is inherently unstable.

Planning Agenda

Conduct a meta-analysis of the budgeting process as part of the planning cycle in *2008-2009 [Budget Committee, vice president of administrative services, appropriate administrators and faculty]*

- Communicate budget processes and financial information more effectively with all employee groups.

III.D.2. To ensure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making.

III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive and timely, and are communicated appropriately.

Description

The district has several measures in place to maintain the financial integrity of the campus. Both county and district software systems are in place to prevent the over expenditure and encumbrances above the approved budget in account series. Monthly negative balance reports are distributed to departments, programs, and divisions to help correct over expenditures within line-item budgets. Financial 2000 does not allow a purchase requisition be converted into a purchase order without the proper fund balance available to fund the request.

The software (Financial 2000) also requires that requests for expenditures must go through several approval layers before being processed, which results in payments to the service provider. Periodic audits occur by the district and the county to make sure the proposed expenditure conforms to governmental accounting standards for both the accounting object and program funding source.

The district contracts for annual independent audits. The district has an internal auditor who reviews any transactions for irregularities and provides his findings and recommendations for corrective action. Expenditures that were not allowed by a federal and or state program are reimbursed to the agency.

The district annual independent audits reflect the appropriate allocation and use of financial resources in compliance with established governmental rules, regulations, policies, and established accounting practices (9.20). Findings are provided to the campus and appropriate action is take to correct the finding immediately. Measures are implemented to insure proper conformance to rules, regulations, policies, and approved governmental practices.

The district also provides the campus with timelines for fiscal operations, including when funds become available, when accounts must be spent, and what date is the last on which to incur expenses for the fiscal year (9.21).

Evaluation

Budgeting and monitoring expenditures is a shared process with the district. Expenditures are prioritized to ensure that they go directly to support programs and services for students. The district responds in a timely manner to all audits.

III.D.2.b. Appropriate financial information is provided throughout the institution.

Description

The district issues notices of possible impending budget changes. This occurs in the reports to the board, District Assembly, District Budget Committee and chancellor's report to the campuses (9.22). Members from the campus participate in each of these areas. It is their responsibility to inform their represented groups on vital information. In some divisions, representatives from various committees, including the Budget Committee, provide reports at their respective division meetings.

For the average employee on the campus, budget information is difficult to obtain. A few years ago managers and staff attended one or two meetings a year when budget information was made available. In the last three years this practice has not been maintained since most information is available electronically. Dissemination of information is minimal in divisions and faculty chair meetings. However, budget information becomes increasingly accessible as "crises" arise, as was the case when enrollment dipped for two years in 2005-2007.

Several challenges occur between the timelines for grant-budget-spending periods and district-spending periods. However, as the college obtains more grants, a better understanding in planning for these differing processes is occurring.

Evaluation

Statement 55 in the 2007 self-study survey, "Budget information is accessible throughout the college," found 31% agreement, but also almost similar disagreement (30%). However, the most often selected choice was *neither agree nor disagree* (28%). The 2008 survey (statement 57) suggests some improvement, with 42% in agreement and 25% who disagreed. The change may be due to the elimination of the "neither/nor" selection.

The campus is provided information about budget fiscal conditions of both the state and district, and about recommendations for financial plans to be implemented. The information provided to the campus is sufficient in content and timing to develop and maintain a budget that will support institutional goals. College constituents are responsible for the fiscal-planning process, but those constituents that do not have these responsibilities typically do not receive detail financial information.

Information must be requested by the Academic Senate but is distributed to the District Assembly, SBVC Budget Committee and College Council. This information may or may not be distributed to the general population, including those at the instructional level.
Board deadlines and approval processes on and off campus create challenges. Budget cutoff dates usually occur in early May which necessitates financial planning.

Budget transfers, purchasing, employment, and contracts are complicated by bureaucracy. There seems to be no "evaluation" of budgets; it seems to roll over year after year with little change although some changed is permitted. Fund 72 may be rolled over on occasion and placed in a reserve account. A department is generally allowed to roll over the unspent money that has been earned from the previous year. The state must approve the placement of these funds into the reserve account.

III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Description

The district and the institution are covered by the Statewide Association of Community Colleges (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 the district is sufficient to meet the needs of each college.

The institution does have sufficient cash flow to address small financial emergencies and unforeseen occurrences. This occurs through the redirection of funds that were designated for furniture, equipment, and supplies that can be temporarily deferred.

The large financial emergencies and unforeseen occurrences are addressed by the district reserve of $20 million in funds. The district has various risk management programs (JPAs) covering property and liability impacts, workers compensation programs, and so forth that provide coverage for any catastrophic event(s) impacting the campus. The district 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, but a reallocation would need to occur to cover additional events. The ability of the JPA to cover an unusual amount as a result of an incident has not been addressed.

The policy to limit lease financing has resulted in a large district/campus leasing capacity should the need arise. This has been used for police vehicles and copiers on the campus.

College districts typically depend on state allocation for funding their budgets. Delays in the distribution of funds to college districts have caused some districts to issue a certificate of participation (COP) or a tax revenue anticipation note (TRANS). The COP/TRANS helps districts provide funds for their payrolls and expenses that cannot be deferred. Recently, the state identified a property tax shortfall that will be passed on to community college districts throughout the state. The funding reduction to the campus will be handled by accessing the district reserve for the next year, allowing for a transition plan to be developed. The plan will consider information provided by the various economic forecast groups (California's Department of Finance, State Chancellor's Office, and other chief business organizations, rating companies, and financial institutions)

Evaluation

III.D.2.d. 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.

Description

The district handles all institutional investments and capital assets. Foundations are organized as nonprofit organizations (separate 501(c)(3)), and constitute entities separate from the institution, with foundation boards. The SBVC Foundation conducts business in alignment with its established bylaws (9.23). Changes to these bylaws through the years are in keeping with the mission of the college and the organization. The foundation is staffed by

three full-time employees and a bookkeeper paid on an hourly basis. All three positions are funded by the district. The full-time staff includes a director (classified management), and two Secretary II (classified) positions. One of the Secretary II positions provides clerical support directly to the SBVC Foundation and the second position provides clerical support for the Scholarship office. The bookkeeper is hired by the SBVC Foundation and does not hold a district position. Officers of the SBVC Foundation board include a president, vice president, secretary, and treasurer. The secretary and treasurer are elected through their position with the college. The college president serves as the secretary and the SBCCD auditor serves as the treasurer. The treasurer provides direct financial support to the foundation working with the bookkeeper, director, auditors, and investment firms on all financial matters.

The district, Campus Business Office (CBO) and the appropriate department (Financial Aid, EOPS, CalWORKS) oversee and process payments on accounts. Because of the need for so many signatures through the approval path, an ongoing review of the request occurs through each level of approval. If spending is out of category or beyond the budget for the area, internal audits are undertaken.

External funding agencies (federal, state, county, local) require the institution to provide backup documentation for all payments. Federal regulations require that a certain number of students (30-40%) go through a verification process. An annual report, Fiscal Operations Report, and Application to Participate (FISAP) is provided to the federal government each September, which reports all the grants, loans, and work-study awards and payments. Financial Aid must also report, but it does so into a different system—the Common Origination and Disbursement system (COE) of the U.S. Department of Education (DOE). A #133 audit is performed by the external auditors each July to insure compliance. Training is provided by the California Student Aid Commission and the DOE, along with conferences, workshops, and webinars to help staff keep apprised of program requirement.

Extended Opportunity Programs and Services (EOPS) provides bus passes, gas cards, parking permits, book vouchers, and book loans. They also provide school supplies to help students. This is funded by categorical funds. Students in the program are required to: (a) have a Board of Governor's (BOG) waiver (A/B), (b) be on full-time status, and (c) be a first-generation college student, and (d) be in good standing. A program plan is submitted to the state of how funds will be spent. The department submits midyear and year-end reports to the state. These cover all financial transactions in the program. The audits of this department are performed by the contracted external auditor.

The college supports the following programs and reports to their respective external agencies:

- The Success through Achievement and Retention (STAR) program provides supplemental grant aid awards to students who receive Pell grants. Students provide documentation, which is reviewed by staff against Datatel records. The funding is received from the federal TRIO grant (TRIO refers to the original number of three programs, now seven, of the USDOE to increase access to higher education for economically disadvantaged students). It requires an annual progress report to the federal government. Audits are performed at the district level. When payments are

made, the information is approved at the department level, and submitted to Financial Aid and to the district for further processing.

- CalWORKS provides funding to people receiving welfare to help them obtain an education leading to self-sufficiency. This categorical funding is provided by the state. The student provides documentation of eligibility, verified by staff against the county welfare system. CalWORKS provides book vouchers, child care, and transportation (bus pass and parking permits). The state chancellor's office does an annual audit of the budget to insure conformance to the program plan and state guidelines. This audit is also reviewed by the district's internal and external auditors and staff. Students are audited for attendance, class load, job verification (and performance) in order to receive continued CalWORKS services. In 2007, SBVC's CalWORKS program conducted a peer review. Three managers interviewed staff, evaluated the documentation in student folders, and provided suggestions for improvement. The reviewers found an exemplary program and the suggestions were merely additional information that could be added to the program. The dean of the area incorporated the suggestions into the program. As a result, when it was reviewed by the state, SBVC's CalWORKS program was designated as a model to be followed.

- The Workforce Investment Act (WIA), part of the California Training Act, requires that applicants/students must be on state unemployment to be eligible. The WIA program is submitted to the lead agency, the county, and subcontracts with the city to operate the program. These agencies perform yearly audits and require ongoing updates on the program.

- Employment Development Department (EDD) is a training program by the North American Free Trade Association (NAFTA) available to individuals who have become unemployed when their companies moved out of the United States. Training, counseling, books, transportation, and supplies are provided to the students. Billing is submitted to the state, county, and city for reimbursement to the program. The college is required to submit expenditure reports. The local agencies perform annual audits to insure program compliance. There have been no significant findings or discrepancies in the way the program is administered.

- The Career Academy, part of the state's Career Pathways (SB70) program, is funded by the state chancellor's office. It is a grant in which Los Angeles Community College District (LACCD) serves as the lead and SBVC is a subpart of the grant. The purpose of the grant is for students to develop career pathways leading to postsecondary education.

Annual audit reports are provided to the funding agencies. Electronic reports are also entered into the external funding agencies' electronic programs. These reports and data are audited both by the external agency as well as by external and internal auditors. The external agencies provide audit and compliance reports that insure the institutional compliance with program and accounting regulations. There were no material findings in the last audit report presented to the January 2008 Board of Trustees by the district's external auditor (9.24).

The district provides workshops on the procedures for purchasing and contracting (9.25). The institution's director of Grant Development contracted with an outside trainer to offer workshops to interested staff members on how to write a grant (9.26). The director as well as the Title V accountant have attended conferences on the operation, implementation, and reporting requirements for grant programs.

Evaluation

Evidence exists that the institution practices effective oversight of finances. The success and increase in the amount of financial aid and successful grant proposals is testament to the integrity of the accounting, audit, and financial system of the district.

III.D.2.e. All financial resources, including those from auxiliary activities, fundraising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Description

Student clubs have their expenses approved by club membership and by student leadership and campus staff to insure that expenditures are consistent with the mission and the goals of the institution. Expenditures support student access to the institution and success in completion of educational requirements.

Both internal and external audits of the CBO, which handles the financial transactions of clubs and organizations, are performed annually. Managers or advisors are notified by the supervisor of CBO each year as to the status and funds of each club (9.27).

Grants, such as Title V, furnish an annual performance review (APR) to the federal government to remain in compliance with the objectives of the grant (9.28). In fact, the grant has met or made progress on most of its goals, save one, during the first three years of its existence. The purpose of the grant was two-fold: build capacity for the SBVC Foundation and support technology on campus. Both ideals support the mission and goals of the college.

Most fundraising activities are through the SBVC Foundation. The activities are approved by its foundation board working closely with the SBVC administration to ensure that activities are appropriate and in keeping with the missions of both the foundation and the college. The board includes the president of the college and the auditor from the SBCCD.

Evaluation

Since the external audits must conform to acceptable governmental accounting standards, the audits demonstrate the financial integrity of the institution. There have been no material findings.

Planning Agenda

Establish guidelines for fundraising activities *[College Council]*

II.D.2.f. 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.

Description

The college has agreements that are processed through the district Business Office and submitted to the board of trustees for approval. These agreements allow the institution to provide services to students, and help with the institutional mission and goals.

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 vice chancellor of Fiscal Services provides oversight in the contracting process with the campus. Guidelines and timelines are established and distributed yearly to the college (9.29).
The District Computing Services/Sungard (DCS/Sungard) contract provides computer-management services to the institution. These services manage the various computer applications the institution uses to provide services to students. Recently, an audit of services was performed by PlanNet to ascertain satisfaction with the contract. A lack of coordination between the campus and DCS was highlighted (9.30).

Architectural, program-management, and construction-management contracts/services are contracted by the district, and managed by the district Facilities and Planning Department in coordination with the colleges. These services provide institutional support with ongoing maintenance, new-construction, and reconstruction projects. These projects are outlined in the Facilities Master Plan and the 5-year Schedule Maintenance Plan. When there are material changes in the plan, such as the projects added to the Measure M bond project list, the campus is informed (9.31).

The college uses vendors to provide outside services by contract, such as maintenance agreements with companies that help maintain the plant operations of the institution, including service of boilers, alarms, elevator, fire extinguishers; rodent/pest control; water treatment of water towers; supply of parts; parking lot cleaning; and water purification for science labs. There are also contracts for services that enhance campus operations and/or classroom environments: security (e.g., Brinks Security), maintenance of copy machines and mailing machines, and hazardous waste removal;

In the Athletics Department there are 13 annual contracts which include transportation, game management, and equipment repairs. The college also contracts with local K-12 institutions which provide services to high school students that are dual-enrolled in both their high school and the institution. There is also an agreement with the San Bernardino County Sheriff's Department, allowing student in the academy classes to receive credits and certification of program completion.

Evaluation

The college works effectively with external agencies in a manner consistent with the mission.

III.D.2.g. The institution regularly evaluates its financial-management processes, and the results of the evaluation are used to improve financial-management systems.

Description

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 the institution in the area being audited. The reports make recommendations about internal controls that could strengthen and improve the institution's financial processes and accountability. District offices also provide direction on improving the effectiveness of fiscal planning, implementation, and operation.

Additionally, the district offices and management of the college 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. For example, at one of the recent meetings of the Association of Chief Business Officers (ACBO) the need to document the use of cell phones was discussed, since the Internal Revenue Service (IRS) was auditing staff cell phones that were being funded by colleges.

More than three years ago the district implemented Financial 2000, a financial program that gives managers easier access to financial data. This was in response to the college's request for a financial-management tool that would provide a higher level of electronic oversight.

Evaluation

In the 2007 self-study, survey statement (60), "The college systematically assesses the effective use of its financial resources" found that 4% strongly agreed and 18% agreed with the assertion, whereas 9% disagreed and 4% strongly disagreed. It should be noted that 40% held the most popular position, *neither agree nor disagree* and 20% had no opinion. In the 2008 self-study survey (statement 62), 48% indicated *no opinion*. The two self studies suggest that in the area of financial resources, little is known about the regular assessment and effective use of financial resources at the college.

III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Description

San Bernardino Valley College uses various means to assess its use of financial resources. Assessment is inherent in the work of various committees such as Program Review, Budget, Facilities and Safety, Technology, Vocational Advisory, Professional Development and even Curriculum. In addition, all grants, including Title V, require financial-use assessments and annual performance reviews. Deans work routinely with faculty chairs to assess resource allocation.

An independent auditor ensures that funds are used appropriately, with any audit anomalies being referred to the appropriate department. Printouts are available through fall 2005-2006 to evaluate spending patterns.

Evaluation

In the 2007 self study survey, statement 61 that “the college uses the results of financial assessment as the basis for institutional improvement,” elicited 4% strong agreement and 20% agreement, with 42% neither agreeing nor disagreeing, 12% disagreeing, 5% strongly disagreeing, and 19% without an opinion. Again, there were similar results in the 2008 survey according to responses in statement 63. This suggests that upon review of the 2007 self-study results little was done to improve the assessment and effective use of financial resources between the two evaluations (see discussion under “Evaluation” in Standard III.D.2.).

There is no assessment instrument of the effective use of financial resources disseminated to the college other than the information obtained from the two self study surveys (2007 and 2008). The Budget Committee spent a number of meetings engaged in the development of a benefit/cost model, but the results remain with the committee.

EVIDENCE—Financial Resources

9.1 Developmental Budget Guidelines (District)
9.2 Developmental Budget Guidelines (SBVC)
9.3 Program Review Needs Assessment and Program Efficacy, 2007-2008
9.4 Budget Committee minutes, 2007-2008
9.5 Negative balance memo
9.6 Example of remaining balance report
9.7 Strategic Plan, Facilities Master Plan, Technology Plan
9.8 Sample of district's report to the board on funding and fiscal commitments
9.9 SBVC Planning Model
9.10 Program Review forwards information to Budget, Facilities, and Technology committees
9.11 President's notification to campus on funding priorities
9.12 Financial 2000 information
9.13 Measure P and Measure M funding priorities
9.14 Madrid Study
9.15 Rubric used in program review for internal and external sources of information
9.16 Together Concert advertisements
9.17 Valley Bound Commitment
9.18 Scheduled Maintenance List
9.19 State Chancellor's Office, financial planning website
9.20 Financial statements with Independent Auditors Reports (2004-2007)
9.21 District memos
9.22 Chancellor's Report
9.23 Foundation By-laws
9.24 Eadie and Payne Audit, 2006-2007
9.25 Contract workshop, March 2008
9.26 Grant workshops, 2006-2007
9.27 Notification to Clubs of Trust Account (CB0)
9.28 Annual Performance Review of Title V Grant, 2006-2007
9.29 SBCCD Contract Guidelines
9.30 PlanNet audit of technology support
9.31 Measure M project list changes

STANDARD IV

LEADERSHIP & GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles 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 administrator.

Standard IV. Leadership & Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles 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 administrator.

Summary

College Council serves as the committee of committees at San Bernardino Valley College. Members represent the major standing committees on campus and also include the president, three vice presidents, as well as the presidents of the Academic and Classified Senates. College Council has several functions including the formulation of the strategic plan, reviewing data for decision-making purposes, reviewing policies and making recommendations. It also reviews the mission statement each fall. Its minutes are posted on the president's website so that all employees and students can access the business conducted at College Council.

Communication regarding college governance appears very effective. Academic Senate posited a two-year cycle for its faculty to serve on the same committee. Information about committees is provided to all new faculty during New Employee Orientation, and also at a special lunch at the end of the year. Classified staff contact their supervisors and Classified Senate president to request committee service. Managers may request service on particular committee, but in some cases their jobs specify the committees upon which they serve. The shared governance document was revised and approved in 2005. It will be reviewed again by all committees in the fall for possible updating and changes. Committee lists are available on the campus website under the Academic Senate as well as Research, Planning and Development. The latter updates the list at mid year.

Working relationships between faculty, staff and managers is collegial and cooperative. Managers frequently attend Academic Senate meetings in order to listen to ideas and concerns voiced by faculty. The environment at SBVC is one where all perspectives may be heard and expressed openly. Committee meetings bear witness to the exchange of ideas in a receptive forum. Reaching consensus is by and large not that difficult within campus constituencies. The college has enjoyed a good working relationship with the district and the board. The continuing service of so many board members over the years is particularly noteworthy. This stability provides a foundation for the college which has seen considerable upheavals with construction and numerous vacancies in the vice-presidency positions.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in 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 discussion, planning and implementation.

Description

San Bernardino Valley College has established committees and procedures that encourage participation by representatives of all college constituencies, including administrators, faculty, staff, students, and the community (10.1). Shared governance committees as well as faculty, classified, and student senate are vehicles for making recommendations. In terms of developing new ideas within the process of collegial consultation, administration works with both the Academic Senate and campuswide committees. Instead of simply dictating policy changes, as required by AB 1725, administrators collaborate with these interest groups to get valuable feedback before making any institutional changes as required by AB 1725. Policies have been reviewed and revised on the campus and at the district as needed over the years. The relationships among constituencies are collegial and all viewpoints are encouraged and expressed openly.

The collegial consultation process was revised under the leadership of the previous president and is being implemented by the current president. The committee structure is as follows:

Senates:
1. Faculty
2. Classified
3. Student

Standing Committees:
1. Accreditation
2. Budget
3. College Council
4. Enrollment Management
5. Facilities and Safety
6. Matriculation
7. Professional Development
8. Program Review
9. Diversity and Equity
10. Technology
11. Research

Operational Committees:
Office of the President
1. Awards
2. Public Information

Office of Administrative Services
1. Environmental/Recycling

Office of Instruction
1. Arts & Lectures
2. Honors
3. Vocational Programs (advisory)

Office of Student Services

1. Alcohol & Drug Abuse Prevention
2. Commencement
3. Disables Services
4. Scholarships
5. Student Policies and Scholastic Standards
6. Transfer

Academic Senate

1. Advancement in Rank
2. Curriculum
3. Library and Learning Resources
4. Occupational Education
5. Tenure Review

Management/Staff

1. Administrative Services Supervisors
2. Instructional Cabinet
3. Management Roundtable
4. President's Executive Staff
5. Student Activities Advisory
6. Student Support Staff

Systematic participative practices are employed at SBVC. Each committee is charged with responsibilities outlined by College Council through a collegial consultation process. Each standing committee meets one or more times a month and other committees meet at least once per semester. College Council directs the flow of information from committees to the Office of the President or Vice Presidents to ensure that information is disseminated throughout the campus. Most standing committees have websites and post their agendas and minutes.

The Academic Senate routinely examines new or revised board policies. It is customary for the legislative policy subcommittee of the Academic Senate to study the impact of these policies and compare them to other community colleges. If warranted, revisions and concerns are discussed by the entire body of the Academic Senate and forwarded to the Board. In 2007-2008, the Academic Senate examined intellectual property and copyright (BP 3710), computer and network use (BP 3720), and administrative employment hiring procedures for managers (which is currently in draft form) (10.2, 10.3). In addition, the procedure for developing or changing administrative regulations (BP 2045) was reviewed during the 2007-2008 academic year by the Academic Senate, which outlined the collegial consultation process.

Faculty, staff, administrators and students are encouraged to take initiative in improving practices, program and services by attending training and workshops held at the college. On-going training under professional development is used to address issues brought up by various committees. For example, the Technology Committee provided training on Blackboard and the use of smart classrooms.

Student Services identified customer service related needs and conducted three training sessions in fall 2007 (10.4). In December 2007, a "Tools for Customer Service" workshop was held. The two-hour workshop targeted ideas for being better prepared to interact with people at work, the importance of attitude and advocacy when dealing with students, as well as the important tools to let students know that the college is supportive of their success. Approximately 25 Student Services employees were in attendance. In addition, 36 classified employees from Student Services attended a three hour workshop emphasizing the importance of "Choosing your attitude."

When new faculty are hired, approximately eight (8) orientation sessions are provided (10.5). They benefit from learning about a number of experiences in (a) campus orientation, (b) voicemail and email, (c) campus and district policies, (d) contracts, (e) work reports, (f) what are and how to improve student learning outcomes, and more. Flex credit is given for attendance.

Evaluation

The responses to the following self-study surveys suggest that the college is interested in institutional improvement and has processes in place where employees can engage. Shared governance, the committee structure, and policymaking bodies coexist in a collegial environment at SBVC.

When asked in the 2007 self study survey (statement 62) whether "college leaders encourage all members of the college community to take initiative in improving institutional effectiveness," 61% agreed or strongly agreed, 21% were neutral, 12% disagreed or strongly disagreed. Six percent had no opinion. Statement 64 in the 2008 Self study survey found 74% agreed or strongly agreed with 12% who disagreed or strongly disagreed. This data suggests that improving institutional effectiveness is valued at SBVC.

When asked in the 2007 self-study survey (statement 65) whether "staff involvement on committees assures that they have a voice in college policymaking," 13% strongly agreed, 47% agreed, 8% had no opinion and 18% were neutral. Only 8% disagreed and 6% strongly disagreed. In the 2008 survey statement 69 found 67% agreed or strongly agreed and 13.4 disagreed and strongly disagreed. When viewed in numbers along, the two pole positions of strongly agree and strongly disagree there were 26 eschewing the former opinion and only 8 on the latter position.

When asked in the 2007 self-study survey (statement 66) whether, "In general, I am aware of the faculty/staff role in various governing, planning, budgeting, and policymaking bodies at the college," 17% strongly agreed and 49% agreed, 19% percent were neutral and 6% had no opinion. Only 6% disagreed and 3% strongly disagreed. The 2007 statement was divided into more selections in the 2008 Study so that employees could share viewpoints on planning (statement 70), budgeting (statement 71), and policy making (statement 72). Analyses of results suggest that there was more agreement on their role in planning than in budgeting.

In the 2008 self study survey statement 67, "The faculty/staff exercise a substantial voice in matters related to the development of institutional policies" found 53% in agreement and

16% who disagreed, but 30% had no opinion. When results were disaggregated into employee groups, part-time faculty were the largest group with no opinion.

Planning Agenda

Continue to use self study survey to obtain longitudinal data, however, design a similar survey to be offered to part-time employee in *2008-2009 [institutional research, Academic Senate]*

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a. Faculty and administrators 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. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

San Bernardino Valley College encourages participation in committees and actively uses the mission statement in all areas of planning and decision-making. The flow charts (see "Organizational Structure" section of this self study) illustrate seven areas of leadership within the college and district that work with the Academic and Classified Senates to ensure effective discussion, planning and implementation:

1. The Board of Trustees consists of a president, vice president, clerk, four trustees, and two student trustees, one from each college in the district.
2. The Office of the President includes the president, and administrative assistant II, and a secretary III. Three vice presidents (Instruction, Student Services, and Administrative Services) report directly to the president along with the dean of Research, Planning, and Development as well as the director of Marketing and Public Relations.
3. The Office of Instruction includes the vice president of Instruction along with 11 academic deans
4. The Office of Student Services includes three deans and three secretary IIIs.
5. The Office of Administrative Services
6. District Computing Services.
7. SBVC Associated Students.

The college and the district use AB 1725, the *Education Code*, Title 5 regulations, collective bargaining agreements, and district policies in the decision-making process. The process is guided on the campus by the directives of the College Council which includes the chairs of all standing committees. The Council reports directly to the college president, who along with the vice presidents, serve on this committee.

Governance roles 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 administrator. At the college the collegial consultation policy is specific, in some cases, as to the number of representatives from each employee group or it may state, “interested administrators, faculty, staff and students (10.5). Institutional policies are generally reviewed at both the district level, through District Assembly, and at various committee meetings such as College Council and the Academic Senate. Generally, those committees impacted by a policy change provide input on the policy.

> Planning: The development of the strategic plan was under the auspices of College Council which is charged with strategic planning, issue management and communication. Information on strategic planning emanates from this body to various constituencies. Planning at the division level usually involves deans, faculty chairs and/or faculty. Program review allows for participation at all levels into college planning.
>
> Budget: The Budget Committee is a standing committee in shared governance. Faculty, classified, staff and students attend the twice monthly meetings to share their views. Divisions and faculty chairs have input into the developmental budget.

Faculty

Faculty senate members are active on the campus, district, and state levels Faculty are empowered through shared governance committee structures to actively participate in the decision-making processes. Faculty are reminded of this obligation through evaluation processes, Academic Senate meetings and professional development training, including New Faculty Orientation. The Associated Student Government is active and student input is solicited on all shared governance committees.

Staff

Although a Classified Senate is in place, participation has decreased the past year. Due to the lack of a quorum, written policies are sent via email from the Classified Senate president requesting feedback electronically. Explanation of shared governance occurs during New Employee Orientations. Classified Senate also uses a website for dissemination of information. Managers are encouraged to support the classified staff in their interest to serve on committees.

Students

The Office of Student Life supports the work of the Associated Students (AS), the Inter Club Council (ICC), and individual clubs by facilitating workshops related to leadership development, activities planning, the purchasing process, supervising budgets, and approving the use of facilities and the posting of announcements. The office also produces and/or supports various campus events including welcome week, handle your business day and commencement. The Office of Student Life is also responsible for the production of student identification cards and the distribution of AS discount stickers. In addition, Student

Life manages the vendor permit process, through which off-campus organizations are permitted to use college facilities.

The Office of Student Life assumes a leadership role in creating a campus environment that integrates the learning experience which complements the academic curriculum. Programs and services are provided to enhance a students' ability to learn and develop the life skills necessary to become productive and caring members of the global society. Student participation in the design and implementation of campuswide programs provides opportunities to develop and improve characteristics of leadership, interpersonal skills, and personal growth. The office provides structured activities, programs, services, resources and facilities to accomplish this mission.

The Student Senate constitution is available online at http://www.valleycollege.edu/Student_Government/Files/Associated_Students/Guiding_Documents/AS_Constitution_021207.pdf The Preamble to the Student Constitution states:

> *We, the students of San Bernardino Valley College, in order to establish an effective student government to represent students' interests practices the democratic process, promote personal and civic growth, and to recognize the inherent rights and responsibilities of self-government, do hereby establish this Constitution of the Associated Students of San Bernardino Valley College* (amended fall 1997).

Evaluation

The collegial consultation document was revised in 2005 to broaden representation and further delineate the roles of administrators on committees. The presidents of the Academic and Classified Senates along with the dean of Research, Planning and Development met during the spring 2008 to begin the revision of the document to make it even more inclusive and uniform. For example, the policy now may state "one manager, three classified, and two faculty" but accidentally omit mention of students. The new version, which will be available in draft form and shared with the campus in fall 2008, will incorporate a phrase such as "all administrators, faculty, staff and students."

In order to develop new ideas within the process of collegial consultation, the administration works with both the Academic Senate and campuswide committees. Administrators work within these interest groups to obtain valuable feedback before making any institutional changes. For example, in the last meeting of the year, the Online College Committee discussed a possible policy for the use of online material in lieu of classroom meetings. This issue must balance the concerns of the instructional administration, California Teacher's Association (CTA), and contract negotiations, and faculty members using online instructional components in their classes. While discussing the premise of supplementing classroom instruction with online features, some members of the committee expressed concern that this begins to place the class in the hybrid category, and therefore should go through the process for curriculum changes.

The college has explored various ways to relate areas of expertise and responsibility. For example, from 2003-2005 various professional growth workshops were related to "Follow Your True Colors" which provides a unique lens to view how to work with others who may

have a different work style. As an outgrowth of the Leadership Institute's first year, the Academic Senate and Management Roundtable were provided copies of the book *Six Thinking Hats (deBono)* and framed many discussions using the "*Six Hats*" approach regarding decision-making.

Since 2003 SBVC President's and some managers have attended most Academic Senate meeting to demonstrate how they value the need for collegial consultation and work to maintain open communication between the president's office and faculty. Participation of the senate presidents (Academic and Classified) at College Council is another avenue that encourages shared decision-making.

The Classified Senate has not been as active in 2007-2008 as it has been in the past. The CSEA President is simultaneously filling the Classified Senate presidential seat. The CSEA union probably gets more attention from the classified staff than the senate when it comes to decision-making practices. In addition, information is disseminated via email which may not reach all personnel. Due to a lack of a quorum, the flow of information in the Classified Senate has been difficult. Some individuals do not have access to email and may in fact, wish to contribute to discussions. Many committees may have little or no staff input.

Time away from their (classified) work area is not always possible to attend committee meetings and those meeting times and locations are not always convenient despite the grid of committee meetings distributed each year by the Office of Research, Planning and Development (10.7) which helps employees plan ahead.

Although decision-making roles and processes are encouraged, the process is cumbersome and lengthy. Constituents are limited to the amount of ideas for improvement in which they can actually take part. This limitation is due to the amount of time faculty, staff, and students have to participate on committees that make those decisions.

Despite the role of District Assembly there is still a lack of communication between the district and the campus, so the campus community sometimes functions without awareness of changes in policies. Information such as the *Chancellor's Letter to the District Assembly* and other announcements are sent via email to the campus to keep constituents informed. At times district information may not percolate to the division and department meetings. There is an attempt to make sure that areas such as custodial, receive hard copies of important information since some employees do not access email.

At the college, an area of concern regarding policy changes occurs when a faculty member may not be on a particular committee considering a policy change that would impact his or her job. The shared governance structure does allow for faculty input and for faculty to be informed. Posting minutes of meetings provides information to individuals who are interested in discussions of particular interest that are taking place at committee meetings.

A second area of concern is that policy changes tend to be reactive and not proactive. Committees tend to address current problems and they do not challenge themselves to create programs and policy changes in anticipation of issues (instead of reacting to problems after they occur).

A third concern is the chain of command that had been formalized in the past three years. Some faculty and staff may not feel comfortable addressing senior administrators with issues without going through mid-level administration. Many times, faculty members and staff address the problems at the lowest level, but seek policy and program changes campuswide. These issues are not addressed because they are never carried to the next level. This perspective is changing because the new president is attempting to address these issues by meeting one-on-one with members of the campus to determine a consensus list of concerns across the campus. She presented her initial findings at an all campus meeting January 11, 2008.

Although there are some communication concerns regarding policy changes or processes, there are also positive initiatives that are taking place on campus or at the district. One successful process change occurred when the district adopted a new purchasing system, Financial 2000. This effective change streamlined the signature and approval process, getting requests to district faster and making receipt of purchases more timely.

What is SBVC doing right? SBVC has its own home-grown Leadership Institute, developed in 2004. It begins its fourth year in 2008. The Leadership Institute is an empowering entity on campus. Participants have included faculty, administrators, staff and students. A regular schedule of Friday, "Lunchtime Leadership" forums are held. All employees are invited to become involved. Participants read selected books on leadership by a wide range of authors, entrepreneurs or philosophers. Each month one or more employees act as facilitator(s) reviewing the book and its theories and discussing how the theories might apply to SBVC (10.8). In addition, the college supported a number of managers wishing to attend leadership training at Asilomar, sponsored by the Association of Community College Administrators (ACCA). A three-month leadership program for managers begins in fall 2008.

As mentioned earlier, one book, *Six Thinking Hats* (de Bono), elicited a solution-centered approach to decision-making. It was purchased for all managers, Academic and Classified Senate members. There is a culture of understanding when discussants may say, "We have some 'red hat' thinking going on, but we need some of you to wear a couple of other hats in looking at this challenge." The second book and accompanying film, *Abilene Paradox* (Harvey), emphasized the importance of decision-making with accompanying buy-in. Various employee groups have read the book or watched the film to understand the perils in making a trip to Abilene in decision-making.

Positive empowering changes are also occurring in departments across campus. For example, the Mathematics department has taken the lead in organizing and developing partnerships and conferences that stress the importance of mathematics for students. Through their first Mathematics Appreciation Day held on November 16, 2007, participants engaged with the topic, "When Am I Ever Going to Use Math?" In addition, the third Annual Celebrating Women in Mathematics and Science Day, organized by the Mathematics and Science divisions working in partnership with the University of California, Riverside and the Alliance for Education for San Bernardino County Schools was held on February 29, 2008 (10.9).

The Mathematics Division has also embraced student learning outcomes and assessment. Minutes of their meetings demonstrate dialog, accountability and improvement (10.10). In fact, over the past four years the percentage of students who have improved (have taken

and passed a lower level basic skills course then taken the next sequenced course and passed) have demonstrated some of the highest improvement in the state. Breaking courses into modules and using mastery learning to move students from skill to skill has brought significant results (10.11).

Planning Agenda

Update shared governance document to reflect changes in *fall 2008 [Academic and Classified Senate presidents, dean of research, planning and development, College Council, appropriate committees]*

IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

The Academic Senate includes two representatives from each division. They play a leadership role in recommending instructional policy and changes in instructional programs and student services. Meetings are held twice a month along with executive committee meetings on alternate Wednesdays. Academic Senate forwards policy recommendations to the college president. The following is a list of committees that share reports during the senate meetings: educational policy, student services, personnel policy, career and technical education, financial policy, equity/diversity, legislative policy, elections, curriculum, professional development and program review. Many administrators attend Academic Senate meetings to support SBVC faculty by staying informed on policy and concerns in Instruction and Student Services.

Faculty have an important role in faculty hiring (see Standard III.A.1.a.), in faculty evaluation (see Standard III.A.1.b.) and in departmental program reviews (see I.B.4. and II.A.2.a.), which impacts student learning programs and services. Faculty are represented on all hiring committees where their opinions are sought and valued. Academic administrators serve and actively participate on all shared governance bodies where they also act as resources.

Evaluation

Faculty play a central role in decision-making, hiring, and consensus at SBVC. The 2008 self study survey statement 65, “The faculty/staff exercise a substantial voice in matters related to the hiring of faculty and other personnel,” found 62% agreement and 15% who disagreed. Since faculty play such an important role in the first level of the hiring process, it is interesting to note that 23% had no opinion on the matter.

The Academic Senate has taken the leadership on a number of initiatives on the campus. Recently, their efforts on behalf of basic skills are noteworthy and commendable. All employees of the campus were invited to attend break out sessions at the January 11, 2008, in-service day on basic skills and three other basic skills forums were held during the year.

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Description

According to Administration Regulation (AR) 2225 collegial consultation is defined as a process involving faculty, administrators, classified staff and students in deliberations regarding day-to-day and long-range planning and policies for the college. These deliberations lead to recommendations that the chancellor carries forward to the Board of Trustees for final approval. In issues related to academic and professional matters the board relies primarily on the Academic Senate. Other areas of decision-making in regard to board policy are mutually agreed upon between the governing board, Academic Senate, administration, staff, and students.

Board Policy 2225 addresses the board's commitment to the definition of academic and professional matters as stated in Title V regulations. The chancellor created the document, "Organizational Map of Functional Services" that directly addresses the Standard IV decision-making roles and processes (10.12; see also Self Study Organization in this document).

The college's strategic plan was approved in May 2007. The plan was shared with the Academic and Classified Senates and all managers. These representatives are expected to disseminate this information to their constituents. According to the 2008 survey, when asked in question 2, "Are you familiar with the Strategic Plan Initiatives?" 71% of respondents indicated they were. The strategic initiatives can be found in most college planning documents as well as in the 2006-2007 and 2007-2008 Year End Reports, and self evaluations of most managers (10.13). The plan will continue to be embedded in all planning efforts of the college.

Information is disseminated regularly by email; however, not all classified staff have access to email, although computers are made available in all work areas. The communication is effective at the committee level because of collegial consultation, but faculty and staff who are not members of core committees are not always "in the loop" or seek out missed information. The current administration is encouraging change from the top down to empower staff and faculty to participate in the decision-making process. If successful, this initiative will solve many identified problems and facilitate a change in campus culture.

The campus consultation structure is charged with making recommendations on issues affecting the institution. The District Assembly or other constituent group may initiate discussion, review progress, or initiate a subcommittee to discuss needed policies or administrative regulations. The college and district units review drafts and make final recommendations to the District Assembly through the constituent groups. Once a consensus is reached the chancellor is charged with carrying the approved recommendations forward to the Board of Trustees.

The district created the District Assembly to serve as a vehicle for collegial consultation with the constituent groups of the colleges and district. District assembly gives voice to all

constituents at the district as advisory to the chancellor. Each constituent group elects representatives to the assembly. District Assembly elects officers and a faculty member chairs the group. The chancellor is an ex-officio member of the assembly. The Executive Committee of District Assembly determines its own agenda and in most cases this group initiates issues of policy discussion. The Assembly acts on recommendations through committee reports. Once policy discussions are completed, proposals go back to the constituent groups. When policies and administrative regulations relate to academic and professional matters, each Academic Senate provides recommendations to which the board, through its chancellor, responds.

- Academic and professional matters are referred to the Academic Senate.
- Each campus has a student trustee who is charged with providing information to the student senate. The Associated Students have a representative on District Assembly.

Typically, prior to graduation the campus has a "state of the college" meeting. All constituents are required to attend. Every fall, a districtwide meeting is held to discuss the state of the district. Break-out sessions at each campus provide updates for all constituents.

Professional development workshops allow for further discussion on important matters. This was the case when the college was concerned with retention issues. Dr. Vincent Tinto was brought to campus and a Student Success Café was held in December 2006 (10.14). Dialog also occurred while working on various presentations surrounding Student Learning Outcomes as well as assessment.

Evaluation

This college does not suffer from "shared governance avoidance." Rather it looks for ways to communicate effectively with all employees. This communication may take the form of workshops, training, email, committees, posted agendas and minutes on the website, campuswide meetings, and user groups to name a few. The various results from the self study respondents attest to the fact that more than half of all employees agree with how SBVC addresses governance.

Information regarding board decisions is available the day after each board meeting. The chancellor also communicates regularly via email and newsletters. The SBCCD website is also available to the public. Other district personnel use email and regular mail to communicate matters of importance to the college.

Statement 67 in the 2007 self study survey, "the college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies" found 49% approval and 10% disapproval. There were 20% neutral and 10% with no opinion. In the 2008 self study survey (statement 73) discovered 58% in agreement and 13% who disagreed, however 29% had no opinion. Results suggest that governance structures and communication are working for almost 60% of the employees. When asked (statement 63) whether "the faculty/staff exercise a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies, 13% strongly agreed and 42% agreed. There were 22% neutral and 8% had no opinion; 11% disagreed and 4% strongly disagreed.

When asked in the 2007 self study survey (statement 63) whether "the faculty is sufficiently involved through committees, such as the Curriculum Committee or Vocational Education Advisory Committee, in decisions involving curriculum development," 18% strongly agreed and 50% agreed. Only 11% had no opinion and 16% were neutral. A minimal number (3%) disagreed and 2% strongly disagreed. Results of the 2008 survey (statement 68) found 67% who agreed and only 7% who disagreed. It can be inferred from the results that there is general agreement that faculty are involved in curriculum development.

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationship with external agencies. It agrees to comply with accrediting Commission Standards, policies, and guidelines and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

San Bernardino Valley College has numerous relationships with outside agencies. For example, the college partners with two school districts, San Bernardino Unified School District (SBUSD) and Rialto Unified to provide on campus degree programs for high school students. The Middle College High School (MCHS), in cooperation with SBUSD, is one of the most successful programs of its kind in the state. It has received a designation as a "Distinguished School" in the State of California. Over the past few years, graduates of MCHS have had passage rates on the CAHSEE test of 100%.

As a result of the successful passage of two bond measures (P and M) the college has developed a working relationship with the required Oversight Committee to address the many facilities changes that have occurred on the campus (10.15).

The Mathematics and Science Divisions continue to work with the Alliance for Education, University of California, Riverside, various unified school districts, California State University, San Bernardino to get students involved in math and science (10.16).

Vocational programs have benefited from the many advisory programs with business and industry. Students from SBVC have garnered many honors over the years with the local, state, and national VICA competitions (10.17).

The Child Development Department has a proud history of implementing grant programs that serve children, families, caregivers and providers in the community for the past 28 years. The department contributes over $50,000 to SBCCD annually (about 5%), as indirect charges. In the 2007-2008 Year End Report the Child Development Department listed 10 grants totaling $1,308,370 (10.18). This attests to the faith and ability outside agencies have placed in the program.

Another successful program, Nursing, has 100% placement in its graduates each year by area hospitals and medical facilities. The Nursing Program received an eight-year accreditation by the National League of Nursing Accreditation Committee.

As a result of the 2002 Accreditation visit and subsequent evaluation report, the college needed to address a number of its deficiencies (10.19). Campus constituencies worked diligently to address changes that needed to be made as a result of the 2002 evaluation. A

follow up Focused Progress Report in March 2004 and visit was requested (10.20). The Focused Progress Report cited evidence of those changes. As a result of the Focused Progress Report, the letter of evaluation cited two additional areas to be addressed, namely program review and student learning outcomes (10.21).

Again, the college grappled with changes to one of its venerable processes, namely program review. Program Review changed its model from one of simply resource allocation to that of a thorough review of programs. There have been some iteration to the review process, but all changes were the result of a continual improvement and refinement to the process. In 2008-2009 program review will complete its three-year pilot of its process.

A mid-term report was sent to the Accrediting Commission which reviewed not only the remaining deficiencies from the earlier 2002 visit, but also the two additional requests of the Focused Progress Report and visit in March 2004 (10.22). The commission cited the college for the "progress it had made and the quality of its report" (10.23). The letter regarding the Midterm report was viewed by the campus as a positive sign that progress was being made. None of the positive reporting would have been possible if the campus had not taken the recommendations of the commission as seriously as it did. In the years since the 2002 Accreditation Visit, SBVC has had "accreditation" as a line agenda item at all College Council and Management Roundtable meetings.

The college has come to embrace student learning outcomes and many divisions take pride in the progress they have made (see earlier discussion in of the Mathematics Division). Since 2002 a new shared governance document was developed and revised in 2005 with approvals from all groups. Meaningful dialog has led to emphasis on the strategic plan, basic skills, retention and enrollment management to name a few.

Annual Reports to the Accrediting Commission on distributed education, SLOs, and financial information are prepared by the Office of Research, Planning and Development, in conjunction with the district office, and have been submitted in a timely manner. There have been very few Substantive Change Reports submitted since the college does not offer off-campus programs in new areas since the 2002 Accreditation. However, due to the number of distance education courses being offered the Instructional deans have reviewed programs in their areas where close to 50% or more are offered via alternate delivery. The aforementioned areas have submitted a report to the Accreditation Liaison Officer who is sending the most current information (summer 2008) to the Accrediting Commission.

Evaluation

The college continues to increase its emphasis on some core values such as transparency, accountability, ethics, honesty and integrity. The positive relationship the college fosters in the community—with school districts, business, industry, and other educational institutions—is a result of these values.

SBVC is in full compliance with past Accreditation Commission's recommendations as evidenced by the Focused Progress Report and visit (March 2004), and the Midterm Report (October 2005). The college has not only been responsive to recommendations, but has

been proactive in many areas to not only sustain improvement, but to seek continual quality improvement.

Planning Agenda

Review programs where 50% or more are nearing the threshold of being offered through distance education each year *[instructional dean, vice president of Instruction, curriculum chair, accreditation liaison office]*

IV.A.5. The role of leadership and the institution's governance and decision-making structures 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 of improvement.

Description

Regularly scheduled evaluations are in place for all employees according to an established timelines (see Standard III.A.1.b.). Typically, the vice president's office notifies managers of impending evaluations for employees in his/her area. Human Resources notify managers when new or continuing classified employees are up for evaluation.

The purpose of employee evaluation is viewed as an opportunity for improvement and to make commendations. Structured evaluations strengthen good practices. Evaluations are conducted on a cycle for the president, deans, managers, faculty, and classified staff.

Some processes are regularly evaluated either formally through a survey (professional development, grant training workshops) or informally such as a debriefing of an event (e.g., Super Saturday, the Awards Banquet, etc.). In each case the purpose of the evaluation is to use the results as a basis of improvement. In almost all cases the results are disseminated campuswide on the institutional researcher's website, or to the participants in an event. Program Review normally holds a meeting of its committee to debrief it process at the end of a cycle. In spring 2008 the Program Review Committee was surveyed by using the accreditation rubric to evaluate its process (10.23).

Evaluation

Evaluation is on-going, systematic, and communicated to constituents. What is obviously not communicated are the personnel evaluations conducted for administrators, faculty, and classified staff.

The SBVC website is rich in evidence of data based on surveys directly related to campus improvement. Presentations of the data are disseminated to various committees and discussions are held to review the data. Despite evidence of on-gong evaluations campus wide, the 2008 self study survey statement 75, "The decision-making structures and processes are regularly evaluated and the results are widely communicated to all members of the college community" found only 36.5 % agreement, 30.7% disagreement and 32.8% with no opinion. The results suggest only one-third of the campus agrees that this process is occurring.

Planning Agenda

Conduct evaluations of decision-making structures and processes and distribute results; demonstrate how evaluations lead to improvement *[institutional researcher, College Council]*

Evidence—Decision-Making Roles and Processes

10.1 Collegial Consultation, AR 2225
10.2 BP 3710, 3720, 2045
10.3 Draft, Management Hiring Policies
10.4 Workshops on customer service, fall 2007
10.5 New Faculty Orientation
10.6 SBVC Collegial Consultation
10.7 Committee meeting grid
10.8 Examples of Leadership Institute's programs for the year
10.9 Mathematics Appreciation Day
10.10 Mathematics Department minutes
10.11 Histogram of improving math scores
10.12 SBCCD Organizational Map of Functional Services
10.13 SBVC Strategic Plan
10.14 Student Success Café program
10.15 Oversight Committee information
10.16 Women in Math and Science program
10.17 Various Advisory Committees (agendas and minutes)
10.18 List of grants in Child Development program
10.19 January 2003 letter from Dr. Barbara Beno to Dr. Tom Harris, Interim SBVC President
10.20 Focused Progress Report
10.21 Evaluation letter based on the visit and Focused Progress report and visit
10.22 Midterm Report, 2005
10.23 Evaluation by Program Review Committee of its process, May 2008

IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.[6]

Summary

The San Bernardino Community College District was formed in 1926, originally as the San Bernardino Valley Union Junior College District and the first union district formed in the state. A union district was defined as one made up of two or more contiguous high school districts. The San Bernardino district was formed from the San Bernardino and Colton high school districts, which then joined forces to create the junior college district, elect trustees, establish curriculum and provide facilities and instructors for Valley College. In 1967, the district office began the development of a new campus in Yucaipa. Crafton Hills College opened in 1972, serving the East Valley.

The mission of the San Bernardino Community College District (SBCCD), under Board Policy (BP 1100), *is to promote the discovery and application of knowledge, the acquisition of skills, and the development of intellect and character in a manner that prepares students to contribute effectively and ethically as citizens of a rapidly changing and increasingly technological world.*

Over the last few years the chancellor has provided the campuses with an Organization Map of Functional Areas which delineates the roles at the district and campus (11.1). Multi-college districts benefit from these clearly defined organizational roles.

Although the SBCCD Board is elected, its board members have served from two to 37 years. This stability within the board translates to an understanding and knowledge of the processes governing both colleges as well as financial, legal, and budgetary matters. The board is involved in various activities on campus such as graduation, groundbreaking for new buildings, and campus events. Recently, the board conducted a search for a new chancellor, visited the candidate's college, and submitted the name for board approval.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Description

The mission of the San Bernardino Community College District (SBCCD) is "to promote the discovery and application of knowledge, the acquisition of skills, and the development of intellect and character in a manner that prepares students to contribute effectively and ethically as citizens of a rapidly changing and increasingly technological world." Affirming that mission is BP 4025 which provides that the "programs of the colleges in the District are consistent with the institutional mission, purposes, demographics and economics of the community" (11.2).

This mission is achieved through the district's two colleges, the Professional Development Center (PDC) and a public broadcast system (KVCR) by providing high quality, effective and accountable instructional programs and services.

The Board of Trustees of the San Bernardino Community College District is the governing body of the District. The Board is established by, and derives its power and duties from, the Constitution of the State of California and the Statutes of California as adopted by the Legislature and issued in the California Education Code, and the directives of the Board of Governors, California Community Colleges, listed in Title 5, California Code of Regulations.

Board Policy (BP 2050) stipulates that:

- The Board consists of seven members elected at large for terms of four years. Terms of members expire for four members in every other even-numbered year and three members the alternate even-numbered year.

- In general, the following provisions are in effect for elected board members: resident of California, 18 years of age, and registered voter (E.C. Section 72103).

- Trustee elections shall be held on each even-numbered year in accordance with provisions of the *Education Code.*

- The term of office of members of the Board shall begin on the last Friday in November following their election.

Seven trustees elected from the local communities, and two student trustees elected by their respective campuses (BP 2060). The student trustee is each granted an advisory vote (BP 2070). Trustees serve a four-year term, while the non-voting student trustees serve a one-year term. Currently the Board includes the following members:

- Dr. Charles S. Terrell, President
- James C. Ramos, Vice President
- Allen B. Gresham, Clerk
- Marie Alonzo
- Charles H. Beeman
- Carleton W. Lockwood, Jr.
- Dr. Donald L. Singer

- Stefan Colvey, CHC Student Trustee
- Javier Alcarez, SBVC Student Trustee

The members of the board and a their brief biographies are listed at http://www.sbccd.cc.ca.us/index.php?CurrentDir=Board/trustees

The district has the following administrators:

- Dr. Noelia Vela, Chancellor
- Robert Temple - Vice Chancellor of Fiscal Services
- Renee Brunelle - Vice Chancellor of Human Resources
- Frank Reyes – Executive Director of Governmental Affairs
- David Salazar - Executive Director of Facilities & Planning
- Penny Ongoco - Director, Fiscal Services
- Ron Gerhard - Business Manager
- Angie Ontiveros - Payroll Supervisor
- Donna Hoffmann - District Director, Marketing & Public Relations
- Dr. Matthew Isaac - Executive Director, Professional Development Center
- Dr. Glen Kuck - Executive Director, Office of Distributed Education and Technology Services
- Larry Ciecalone- President/General Manager, KVCR-FM/TV
- Dio Shipp – Interim Director, Human Resources
- Joshua Feudi – Director of IT Operations for District Computing Services

The college has had a significant turnover in leadership over the past decade. The current president has been at SBVC since September 2007. Since the last accreditation visit there have been three presidents and one interim president; three vice presidents of Instruction and two interims; two vice presidents of Administrative Services and one interim; and three vice presidents of Student Services and four interims

Unlike the leaderships at SBVC, the Board of Trustees membership has been very stable with five of the seven board members serving multiple consecutive terms. One of the many ways the board stays in communication with the college is through the monthly board agendas, which includes regular reports by both college presidents. The new software, BoardDocs makes dissemination of board information easier to the campus as well as during the meetings of the Board **(**see website for BoardDocs at: http://www.boarddocs.com/ca/sbccd/Board.nsf/Public?OpenFrameSet).

The district does have policies (BP 2000 and 2045) that establish the board's role but does not indicate a specific schedule in which policies are revised. The chancellor directed that all board policies be revised in a timely manner and hired a consultant to direct the revision in 2004 (11.3)

- Policies of the board may be adopted, revised, added to or amended at any regular board meeting by a majority vote. Proposed changes or additions shall be introduced according to Administrative Regulation 2045 and require collegial consultation (BP 2225).

Board Policy 2000 sets forth a statement about quality of programs as to "establish policies and approve long range master plan; promote orderly growth and development of colleges; establish academic standards, policies, and graduate requirements; approve courses; collegial consultation."

Board policies indicate the responsibility for the establishment of policies to assure the quality, integrity, and effectiveness of student learning programs and services and the financial stability of the institution. Under the Board Policy 4000 series it states that "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, degrees, certificate and course approvals are addressed as well as minimum graduation requirements for degrees and certificates (BP 4100) and the responsibility for scholarship, including who is responsible for making decisions (AR 4220), effectiveness of student learning programs (BP4100), and student services (5000 series).

In accordance with BP 3250 the "Chancellor shall ensure that the District has and implements a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research" (11.4).

Since 2006 the Chancellor established a series of District Imperatives which includes research on institutional effectiveness (11.5). Yearly, board study sessions review the imperatives with the institutional researchers from both campuses. In addition, analysis of ARCC data occurs at other board study sessions which provide comparison information of the colleges in the district with similar institutions in the state. The ARCC and District Imperatives' study sessions help the board in reviewing the institutional mission, purposes, demographics and economics of the community.

Neither the district, nor the college, has an educational master plan. The district does have five imperatives which it uses as its planning mechanism. The chancellor tracks the imperatives through the study session, typically in August, with the Board of Trustees (11.6). The chancellor takes the goals set by the board and the imperatives and evaluates progress. Goals then may be reset for the following year. These actions are reported in the *Retreat Book* for the board.

- Imperative 1 - Implement policies, programs, and innovative practices that make learning the highest priority.
- Imperative 2 - Create an educational environment open to and supportive of diverse backgrounds and learning styles.
- Imperative 3 – Sustain joint efforts with other educational segments in the region to advance student learning and success.
- Imperative 4 - Foster relationships with business and community partners and forge new partnerships to meet marketplace demands.
- Imperative 5 – Design, implement, evaluate and maintain technological currency in education and training.

The chancellor encourages the board to get involved in reviewing the quality of the instructional programs. This opportunity occurs at the retreat with a focus on the presidents' report, KVCR, and reports from district managers.

Evaluation

Board members work collegially to support the interests of the college. The board takes an active interest in the college and the students they serve. The Board of Trustees members have held office for various lengths of time ranging from two to 37 years. Stability in service to the district is attested by the fact that three trustees have held office for 16 years or more. Another two have been members for more than 6 years. One was elected in 2005 and one was appointed in 2006. The board minutes reflect a cohesive board with most decisions made unanimously.

The support of the San Bernardino Community College District has been demonstrated by the public in the past six years by the successful passage of two bond measures.

In the 2007 self study survey statement 73 "the governing board's decision making reflects the public interest found 35% who agreed and 12% who disagreed. Of the 190 respondents 34% neither agreed nor disagreed and 12 % had no opinion. The following year (statement 79) 40.1% agreed, but 9.3% disagreed with 41.2% having no opinion.

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

The mission of the San Bernardino Community College District (SBCCD) is *"to promote the discovery and application of knowledge, the acquisition of skills, and the development of intellect and character in a manner that prepares students to contribute effectively and ethically as citizens of a rapidly changing and increasingly technological world."*

The SBCCD Board of Trustees exercises oversight of the college by means of board rules and administrative regulations that establish standards for the college. The college's education programs, graduation requirements, curriculum development and the faculty's role in educational matters are all dictated by the district's mission.

The board has policies related to the curriculum approval process. Changes to the curriculum are brought to the Curriculum Committee and the vice president of Instruction before being included in the board agenda.

The board policy on student learning (4000 series) and student services (5000 series) reflects that emphasis. The District is also committed to preparing students ". . . in an increasingly technological world" in its approach to distributed education.

- The district has grouped distance education, telecourse/video streaming, and instructional technology under the umbrella of *distributed education*. The strategic technology plan identifies some of the activities for the campuses and the District. Based on needs for distributed education, the functions can be identified below.

- The district centralized the distributed education coordinating activities under the Executive Director of Distributed Education and Technology Services, who chairs the Distributed Education Coordinating Council. This council has representation from the two campuses, KVCR, the Professional Development Center, and Sungard. It defines the district activities and ensures that course and program content and responsibility remain under the control of the two colleges. Other district functions are listed below.

    - KVCR Telecourses – The telecourse offerings of the colleges are broadcast by KVCR. The offerings and the schedule of classes are the responsibility of the Executive Director of Distributed Education and Technology Services.
    - District Computing Services – Sungard Higher Education Managed Services has been contracted for the management of core administrative computing services of the district. This organization maintains the district's infrastructure, including phone systems, the network and provides a variety of additional services including programming, web-services, remote monitoring, student help-desk, etc.
    - Staff Training – The Executive Director of Distributed Education and Technology Services coordinates the staff training opportunities available to staff who want to participate in the distributed education environment.

The board's responsibility to the financial health of the college is periodically reviewed along with the colleges' mission statements. Budget reports are also made available to this elective body. Through the district's administrative offices the board ensures that compliance with all state, federal, and local policies are followed.

Evaluation

The SBCCD Board of Trustees is active in local and state educational organizations. Members meet frequently with lawmakers and educational leaders. Board members attend many events on campus whether it is to honor scholarship recipients, opening a new building, or related to employee awards. Board member support and advocacy for two bond measures enhanced learning for all students in the district.

In the 2007 self study survey (statement 71) "the governing board establishes policies to assure the quality, integrity, and effectiveness of the programs and services received the following responses: 42% agreed, 11% disagreed. In 2008 statement 77 found 49% in agreement with 14.8 disagreement.

The 2007 (statement 80) and 2008 (statement 86) surveys inquired about District Office support to the colleges in various areas: Business, District Computing, Facilities, Human Resources, Instructional and Student Services. They found "agree" the most popular selection with greatest disagreement of 20% and 29% respectively in Human Resources.

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Description

The Board of Trustees of the San Bernardino Community College District is the governing body of the district. The Board is established by, and derives its powers and duties from, the Constitution of the State of California and the Statutes of California as adopted by the Legislature and issued in the California *Education Code* (70902) and set forward in board policy 2040. The roles and responsibilities of board members are further described in *Code,* and the directives of board policy 2000. The code of ethics is set forth in board policy 2010. The board does delegate authority for day-to-day operations to the Chancellor and senior executives in board policy 2170.

The board monitors progress on student learning and the district imperatives at its annual retreat. The board oversees the accreditation process and receives copies of all major accreditation reports. The board is apprised and assumes responsibility for all legal matters associated with the two campuses. Financial integrity is paramount and the district has maintained significant reserves which helps it weather state funding fluctuations.

Evaluation

The Board of Trustees has final authority regarding district policies, administrative regulations, contracts, legal and budgetary matters and personnel decisions within the guidelines set by district policy and state statutes.

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Description

District board policies and administrative regulations are available on the district website. (see also the discussion in Standard IV.B.1.a of this document.) The board size (BP 2050), duties (BP 2000), responsibilities (BP 2000), structure (BP 2100) and operating procedures (BP 2120) are addressed within SBCCD Board Policy. In addition other areas are also considered namely public participation (BP 2140), minutes (2150), inspection of public records (2160), delegation of authority to chancellor (BP 2170), evaluation of chancellor and presidents (2175), 2180 authorized signatures, gifts to the district (2190), board negotiations representative (BP2200), public presentation of collective bargaining proposals (BP 2210), committees of the board (BP 2220), collegial consultation (BP 2225), compensation for board members (BP 2230), board health benefits (2240), board travel (BP 2250), and conflict of interest (BP 2260).

Evaluation

The district website can be accessed through the San Bernardino Valley College, www.sbccd.or or www.sbccd.cc.ca.us.

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Description

The Board of Trustees uses district policies to guide its functioning and inform its practice as a board. The board invites thorough review of polices and regulations and considers the advice of whatever constituencies or individuals offer. For polices and regulations that affect academic and professional matters, the board relies primarily on the advise of the Academic Senates of both institutions; on matters defined as with in the scope of bargaining interests, the board follows the requirements and conventions of negotiations. Over the last four years a number of policies and administrative regulations have undergone revision and have been reviewed through District Assembly and other governance structures before final approval by the board. Board policy and administrative regulation 2045 describes the process for review of policies and regulations.

Evaluation

The board began the process of reviewing and revising the board policies and administrative regulations starting in 2004. A consultant was hired to assist the board and district staff in this process using the guidelines provided by the Community College League of California (CCLC). All board policies except the Human Resources section were revised within the last three years. SBCCD subscribes to the CCLC (Community College League of California) policy service, which updates the district on necessary changes to board policies.

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Description

The Board of Trustees consists of seven members elected at large for terms of four-years. Terms of members expire for four members in every other even-numbered year and three members the alternate even-numbered year (BP/AR 2050) (11.7). This mechanism provides for continuity of board membership with staggered terms of office. Trustee elections shall be held on each even-numbered year in accordance with provisions of the *Education Code.*

Any vacancy on the board shall be filled by special election or provisional appointment in accordance with the provisions of the *Education Code*. Vacancies are caused by any of the events specified in the *Government Code* or by failure to elect. Any resignation must be filed in writing with the County Superintendent of Schools

Vacancies for the student board member are filled for the unexpired term by the Associated Students. A vacancy exists in the student board position when the student board member resigns from the board. A vacancy may occur if the student board member misses three consecutive board meetings without authorization, is enrolled for fewer than twelve (12) units, or does not maintain a cumulative grade point average of 2.5. The unit load and the GPA are to be maintained during the entire term of office.

The board holds annual retreats involving the chancellor, other key district personnel and, when appropriate the college presidents with the intention of addressing annual strategic

planning and goal setting. Board members are encouraged and supported to attend meetings, conferences and workshops that contribute to their professional development. Orientation of new members is provided by the chancellor and through board member participation in the Community College League of California (CCLC) new member workshops.

Evaluation

Board members participate in a variety of conferences, workshops and events to further their understanding of issues and concerns related to governing the colleges of the San Bernardino Community College District. Orientation to the board is provided by the chancellor along with their opportunity to attend CCLC new member workshops.

IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Description

The board is committed to assessing its own performance as a board in order to identify its strengths and areas in which it may improve its functioning. 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.
- 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 submitted at the board retreat.
- Each board member will complete the self evaluation instrument and submit it to the chancellor.
- 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 board.

Planning Agenda

Develop and distribute an evaluation instrument that will address functions and responsibilities of the Board of Trustees by *2009* [*institutional researchers and presidents at SBVC and CHC, chancellor, Board of Trustees, District Assembly*]

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Description

BP 2010 presents the code of ethics (11.8) along with 13 Responsibilities (11.9). 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.

There have been no ethical issues that have arisen or been addressed by the board.

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Description

Administrative Regulation 3200 states the following:

- 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. SBVC has been focusing on accreditation since 2004 and preparing for the self study for over two and a half years.
- The college president shall appoint an accreditation liaison officer (ALO), who will be responsible for coordinating all necessary activities in preparation for the visit by the visiting team and subsequent reports and visits. At SBVC the officer is Dr. Troy Sheffield.
- Each college shall have an Accreditation Steering Committee with members from faculty, management, the classified staff, and students. Committee chairs for the 2008 self study consists of:
    - Standard I. A. Dr. Horace Alexander, Faculty, English
    - Standard I. B. Dr. Troy Sheffield, Administrator, Dean of Research, Planning and Development
    - Standard II. A. Dr. Kay Weiss*, Administrator, Dean of Humanities
    - Standard II B. Rebeccah Warren-Marlatt*, Administrator, Dean of Student Development
    - Standard II. C. Ginny Evans-Perry, Faculty, Librarian
    - Standard III. A. Dr. Susan Bangasser*, Administrator, Dean of Science
    - Standard III. B. Bill Rankin, Classified, Supervisor Maintenance and Operations
    - Standard III. C. Rick Hrdlicka, Classified, Network Administrator
    - Standard III. D. Dr. Odette Salvaggio, Faculty, Academic Advancement and Mike Perez, Administrator, Vice President of Administrative Services
    - Standard IV. A. & B. Dr. Diane Dusick, Faculty, Radio/Television and Film

    *Began on the committee initially as faculty and subsequently became deans

- The Accreditation Steering Committee will meet at least 6 times a year to support the writing of the self-study and any other reports required by the ACCJC. The Accreditation Committee has met over six times a year since 2003. The Steering Committee has met via Blackboard and in many conferences and presentations during 2007-2008 (see Timeline for Organization of the Self Study in section I of this document).
- The self-study report shall be made available to the faculty, classified staff, managers, and student leaders for review and comment before it is sent to the Board of Trustees for approval. The drafts of the self study were made available to the campus in March 2008. They were reviewed at Academic Senate, by the Associated

Students, Management Roundtable and College Council. In addition a series of forums on the drafts occurred during "Accreditation April" 2008. The results of the 2007 and 2008 self study survey were made available to the campus, placed on the research website, and discussed at various meetings.

- The 2008 Reaffirmation of Accreditation Self Study was reviewed by the Board of Trustees at their July 24, 2008 study session.

The following requirements apply to all other activities in preparation for accreditation or reaffirmation of accreditation:

- Preparation for accreditation activities must begin no less than one year before that activity. SBVC has been rich in activities related to accreditation since 2003. First, preparation for the Focused Progress Report involved the ALO along with the Accreditation Committee. The Midterm Report involved a broad representation of the campus in reading and correcting information in the draft of the report. Flex activities, workshops, SLO presentations are some of the ways the constituents of the college availed themselves of accreditation information. Accreditation April events in 2008 included faculty, administrators, classified staff and students.
- The college president, after consultation with the president of the Academic Senate, is responsible for appointing someone to coordinate the accreditation activities. Dr. Troy Sheffield was appointed in 2003 at the Accreditation Liaison Officer and has remained in that position the past five years.
- The development of all supporting materials shall involve appropriate faculty, management, classified staff, and students. Regular meetings of the Accreditation Committee have occurred at least six times a year. Information and materials have been provided committee members and the college. During 2006-2008 the committee attempted to meet electronically using the Blackboard platform. All employees and interested students could obtain access to the threaded discussions on Blackboard.
- Accreditation reports shall be approved by the Board of Trustees before they are submitted to an accrediting agency on behalf of the college. The 2004 Focused Progress Report was submitted to the Board of Trustees as well as the Midterm Report. The board took the opportunity to discuss both reports with the Accreditation Liaison Officer at the time of submittal.

The SBCCD Board of Trustees participates in training about the accreditation process. This district follows the League for Community Colleges and the CCC Trustees' group in gaining information on accreditation. Every board member is given a full orientation, including a meeting with the chancellor and the board chair; the board process; a trustee handbook for board members was developed and revised in 2007 by the CCC Trustees' league. Every board member receives a copy. Dr. Don Singer serves as a CCT board member and Dr. Chuck Terrell serves on its legislative committee. On July 24, 2008 the board conducted its study session and the campuses were asked to present their self study. The chancellor and board president signed off on the report after its review.

The board stays informed about the accreditation standards with timely reports distributed by the chancellor or through information obtained during their study sessions. The Board

does not work through committees, but through leadership on the board. They stay informed when individual members report actions on programs (e.g., study session on instructional technology at the campuses, annual meeting on the budget and funding priorities). The board does not micro-manage, but there is a requirement that they "stay on top" of things through communication and study sessions. The board assesses its own performance using the model from the CCC Trustees league which is closely related to the accreditation standards. They also have a Retreat Book which provides guidelines for board members.

Evaluation

The board has been aware of the evaluations from previous accreditation visits. The ALO presents all reports to the board first before sending them to the Accrediting Commission. The board typically addresses accreditation at one of its study sessions each year.

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Description

The job description for the chancellor details the responsibility and authority granted to this individual to administer board policies. The board holds this person accountable for the operations of the two colleges and district office.

- The board 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.
- 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 chancellor is empowered to reasonably interpret board policy. In situations where there is no board policy direction, the chancellor shall have the power to act, but such decisions shall be subject to review by the board. It is the duty of the chancellor to inform the board of such action and to recommend written board policy if one is required.
- 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 in consultation with the chancellor shall develop the job description and goals and objectives for performance.

- The chancellor shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion.
- The chancellor shall make available any information or give any report requested by the board as a whole. Individual trustee requests for information shall be met if, in the opinion of the chancellor, they are not unduly burdensome or disruptive to district operations. Information provided to any trustee shall be provided to all trustees.
- The chancellor is delegated the authority to act on behalf of the board in an emergency for the protection of life, health, and safety of individuals and the protection of property.
- The chancellor is delegated the authority to confer with district counsel in addressing legal matters of the district with the exception of legal matters directly affecting the board relationship with the chancellor.
- The chancellor is delegated the authority to accept written resignations.
- The chancellor shall act as the professional advisor to the board in policy formation.

Although all employee groups have hiring criteria and a set of evaluation procedures the board has no written policy or procedure for hiring its chancellor. Rather, the board accepts full responsibility for the selection, and termination if necessary.

Evaluation

The chancellor is evaluated regularly. An evaluation committee is formed with representatives from both colleges and from all employee groups. A survey is sent to all constituents at the college along with his/her job description. Information from the survey along with a self evaluation is used by the committee to write the formal evaluation.

The board accepts full responsibility for the selection, and termination if necessary, of the chancellor. The board has no written policy or procedure for hiring the chancellor (11.10). The current SBCCD Chancellor announced his retirement effective June 30, 2008. As a result, a search committee to find a new chancellor was formed that consisted of three board members, the president of Crafton Hills College along with representatives from both colleges and all employee groups. Some concern was raised by the SBVC Academic Senate when they learned there would not be an open forum candidates where could share information and be asked questions. Recently, SBVC underwent a search for a new president which included a forum and recommended this model to the board. The Academic Senate president addressed the board on this issue and after consideration, they denied the request. The Board of Trustees has only one employee: the chancellor in a multi-college district, who is a “CEO”. The model is up to the board in conducting the search for a chancellor. Prior to the decision to hire a new chancellor the board visits the top candidate’s campus.

The board (BP 2170 and 2175) gives authority to the chancellor to make decisions in the interim between board meetings. These result in a ratification (e.g., in personnel areas, wanting to get a new instructor started before approval by the board) by the board. This delegation is clear to all parties through board policy.

The SBCCD Board of Trustees is effective in dealing with policy matters because they follow CCC Trustee's guidelines. Most policies have been reviewed, but there are some outstanding administrative regulations that have not been reviewed. The board is committed to an ongoing review in order to be consistent with law as informed by the CCC Trustees. Administrative regulations in this district are approved at District Assembly. The board receives new administrative regulations as an information item. Administrative regulations are the implementation level of board policy.

The chancellor's evaluation is conducted every three years and includes constituents throughout the district in accordance with board policy. The board sets clear expectations for regular reports from the chief administrator on institutional performance. "Friday letters" are written by the chancellor along with reports to the board and supplying annual board goals through the planning imperatives. To evaluate the chancellor's performance on implementation of board policies and achievement of institutional goals, BP 2175 states that the process includes evaluation of the goals and objectives for his position and the degree to which they have been met. The board requires a self evaluation (11.11).

The board ensures sufficient information on institutional performance, educational quality, and financial integrity to meets its high expectations. The expectations are set at the start of the year and throughout the year. For example, the board reviews all purchases over $50,000. All information from board meetings is available online to the public. Through its study sessions the board is updated on the district imperatives (BP 2000 states that a report will be completed by the chancellor on accomplishments and board goals and objectives). In addition, institutional researchers from both campuses provide yearly updates on ARCC data (and previously through Partnership for Excellence data).

IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Description

The SBVC President reports directly to the chancellor. The president works with College Council, on strategic planning, issue management and communication. She delegates authority to administrators and others consistent with their responsibilities.

The president addresses the entire campus at regular intervals throughout the year. At the campuswide events she discusses the strategic initiatives for the institution, institutional progress toward those goals and how her personal goals align with those of the institution. Throughout the year she supports activities that promote the achievement of the institutional goals. She models the values of the institution. For instance, in order to foster communication, a monthly President's Board Report is sent to the board and distributed campuswide (11.12). The new president held 15 minute meetings throughout the year with

all employees who wished a meeting. She had the opportunity to hear their views regarding their perspectives on the campus and any suggestions for improvement. These meetings were synthesized for the campus during her welcome address on opening day, January 11, 2008.

The past two presidents have encouraged employees to attend the once-a-month Leadership Institute by proclaiming a "meeting free zone" during lunch-time leadership presentations. Presidents, the chancellor and even board members have attended these sessions which encourage the "grow our own" concept for employees.

The college updated its mission in 2002 and 2005. The president, as one of the co-chairs of College Council, makes the review of the mission a priority in the fall of each year. Each representative is asked to review the mission with his or her constituents.

Adoption of Goals and Putting them into Practice

Prior to 2004 the college had a mission statement and a set of tenets. There were no formal goals articulated campuswide. This made it difficult to set a direction for the college. In May 2004, with a revitalized College Council, a retreat was held to begin writing a strategic plan. First goals were needed and a number of them were suggested. In August 2004 a consultant from Future Search worked with College Council members to further refine goals and establish a strategic plan. The college thought it could develop a plan on its own and decided not to pursue a consultant after its initial foray.

Goals were more difficult to communicate to the campus because it took until 2006 to have a set of goals upon which College Council could agree. Prior to that time the Year End Reports (2003-2007) allowed divisions to report on their respective goals since the college did not have overriding goals. However, even the name "goals" was changed in the strategic plan to strategic initiatives. This was necessary to differentiate the wide use of the term "goals" across campus. Currently, within the strategic initiatives there are at least two goals for each initiative along with benchmarks. Divisions now reported their goals and accomplishments in accordance with the six initiatives.

In 2006, with the decline in enrollment, each division was asked to emphasize one initiative—student success—and an additional initiative of its choice. Within the initiative of student success each area was asked to have a goal of increasing student retention. Each division, in the Year End Report 2006-2007 was to address two initiatives and their respective goals.

The president was instrumental in working on the strategic plan with not only the dean of Research Planning, and Development but also College Council. In fact, every other College Council meeting in 2006-2007 was a planning meeting to develop a strategic plan. The SBVC Strategic Plan was approved in May 2007 with goals that need to be measured in accordance with benchmarks. The college is now in its first year of implementation. Baseline data will be obtained during the summer of 2008 so that the college can report on the data and begin to make progress on achieving its goals (11.13).

Data and Decision-making

The past four presidents at SBVC have called upon the institutional researcher for information and data on college performance. In addition, several times throughout the year the institutional researcher makes presentations before various groups such as College Council, Management Roundtable, Academic Senate, Matriculation and other committees (11.14). Data may be from surveys, ARCC reporting, community demographics, or topics of a timely nature (e.g., enrollment figures). Data and discussions about the low college going rate for African American men led to the establishment of the Tumaini Program.

The president routinely reviews institutional performance data and uses it to guide decisions. She supports the use of data analyses for all governing processes such as program review, strategic and budget planning. The institutional researcher has prepared a Fact Book every year since 2003. Earlier versions were in hard copy, but now all information can be obtained electronically.

A body of data under girds many facets of decision-making. In the past the president used data to determine the allocation of funds in the Partnership for Excellence (PFE) program. Over the last few years, the president, working with her VP cabinet has been using recommendations and prioritizations from Program Review to make determinations on staffing, equipment, and budget augmentation.

Student Learning

Student learning outcomes are now being captured not only on the campus website, but also in program review documents. The recent purchase and use of eLumen technology will enhance the tracking of information at the course and program level. Student learning outcomes have been more the purview of the VP of Instruction reporting on progress to the president. However, Program Review documents have asked about student learning outcomes in the past, but this year's program efficacy will mine even more information than was previously obtained.

Resource Allocation

Until the 2004 Focused Progress Report with visit, program review was the vehicle for resource allocation. The report stated that "in addition, the Commission asks that the college report on development, implementation, and evaluation of its Program Review processes . . . ." As a result, program review has attempted to move from a resource allocation model to one that actually evaluates program effectiveness.

It is still difficult for program review to "wean" itself from its previous model despite revamping and piloting new approaches (needs assessment and program efficacy). The element of prioritization is still in the process. Upon the request of the president, this year's program review needs assessment phase was aligned with the strategic initiatives. Presidents have used the results of program review to support the recommendations, as to the extent that funds are available, for staffing, equipment, and budget augmentation.

The institutional researcher normally prepares the data for program review and provides it to faculty chairs. In May, District Computing Services, working with the campus researcher, now can provide a standardized format for reporting program review data.

Shared governance

Shared governance is embraced at SBVC and supported by the work of committees on campus. Classified staff, students and administrators are asked to participate in committees; whereas with faculty, it is a required part of their contract. Committee assignments for Academic Senate are on a two-year basis to increase the stability on a committee. Meeting days and times have not changed appreciatively over the last four years. This stability allows individuals, especially faculty, to better plan their contractual commitment of service on committees. The days and times for meetings appear on a list of time blocks produced by the dean of Research and Planning each year (11.15). Administrators are assigned to a committee either by their specific job description or according to their interests. Classified staff members notify their senate president of their choice of committee assignment. This egalitarian approach to committees allows for broad-based participation. As a result, decisions are made collaboratively which enhance more buy-in and generally leads to improvement.

Workshops have been conducted to encourage collaborative efforts for institutional improvement. The most recent example is the Basic Skills Initiative of the Academic Senate beginning in the fall 2007. In the past an Appreciative Inquiry, "Becoming a Model Learning Centered College," involved all divisions (11.16). In 2006 Dr. Vincent Tinto was invited to campus to make a presentation on retention (see discussion in Standard I.B.). Following Tinto, workshops were held in the Campus Center entitled "Student Success Café". Tinto stayed for the roundtable discussions which were so successful that he asked to receive the results and literature on this effort. Another example of working collegially for institutional improvement was the effort to develop a Facilities Master Plan. Meetings of the Core Committee, Extended Core Committee and those held campuswide involved all user groups and kept the campus informed as each iteration of the planning stages evolved.

Evaluation

The new president has been instrumental in integrating the strategic initiatives into all planning documents. At this writing she has been at SBVC for less than a year. She did meet with constituents for 15 minutes to discuss information that was important to them. She has worked with the Foundation to develop a Valley Bound Commitment to fund the education of eligible high school seniors from Colton High (11.17). She is visible in the community and attends many events to demonstrate the college's presence in the community.

In the 2007 self study survey (statement 74) "The college's administrative structure is organized and staffed to reflect the institution's purpose, size, and complexity, found 32% in agreement, 19% disagreed, 35% neither agree or disagree, and 14% with no opinion. In 2008, (statement 80) showed most respondents, or 33%, had no opinion. There was agreement among 34% of the respondents, but 33% who disagreed. Basically, the college is equally divided by a third on the college's administrative structure.

In the 2007 self study survey (statement 75), “The college president provides effective leadership in selecting and developing personnel,” found 52% agreement, 21% neutral, 15% disagreement and 13% with no opinion. In 2008 (statement 82) the survey found 43% who agreed, only 7% who disagreed, but 50% had no opinion.

Within two statements in the 2007 survey (74, 75) and 2008 (8, 82) the respondents were evenly divided in their opinions on administrative structure and college leadership. This may be due in part to having the departure of one president and the arrival of another.

In the 2007 self study survey (statement 78), “The college president works and communicates effectively with the communities served by the college found 44% in agreement and only 11% who disagreed. In 2008 (statement 84) 47% agreed and 7% disagreed. The data suggest agreement that the president communicates effectively with the population served by the college.

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- *establishing a collegial process that sets values, goals, and priorities;*
- *ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and*
- *establishing procedures to evaluate overall institutional planning and Implementation efforts.*

Description

The president guides the strategic planning process and through the College Council reviews mission, values, goals and priorities on an annual basis. Through the program review process, institutional needs that support the strategic initiatives are established and programs are reviewed. In both processes research data is required in the evaluation documentation and student learning outcomes are evaluated. The outcome of program review is a priority list of institutional needs and program evaluation. Both the priority list and program evaluation results are submitted to the president for review by the Budget Committee and College Council for funding review.

Evaluation

Procedures are in place to evaluate overall planning. Because the strategic planning cycle is a new process baseline data is being obtained to use in future planning efforts. Program review is entering the third year of the 3-year cycle.

In order to develop effective plans, managers and their administrative assistants attended Microsoft Project training in the summer of 2008. Action plans related to the strategic plan will support the college in reaching its goals.

Planning Summary

Employ a meta-evaluation of college processes and planning *2008-2009 [president, institutional researcher, appropriate committees]*

IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Description

The president is a member of District Assembly which reviews governing board policies and routinely evaluates the alignment of institutional practices to board policies through discussion in College Council and Management Roundtable. The president, in conjunction with the vice presidents, monitors the implementation of the statutes and ensures that college practices and policies are updated to reflect changes as they are adopted. The mission of the institution is always at the heart of all decision-making.

IV.B.2.d. The president effectively controls budget and expenditures.

Description

The president reviews budget summaries on a monthly basis and holds the responsibility centers for their budgets accountable for appropriate expenditures to support their respective areas. Because of this approach to budget control, the college maintains a balanced budget.

Through the program review process institutional needs that support the mission and strategic initiatives of the institution are prioritized. The president and executive staff, in conjunction with College Council, reviews the prioritized list and funding sources. For instance, this year the president was able to fund the first and second personnel priority requests and more than $250,000 in technology requests from the priority list.

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

Description

In her first year as President of SBVC, the president has embedded herself in the community. She routinely meets with the leaders of higher education, K-12, and business leaders. She is a member of a local Rotary and is an active member of several Chambers of Commerce. She developed a project called the Valley Bound Commitment that funds the first-year of college education for economically disadvantaged students and is currently piloting the project with Colton High School, in the college's service area.

In the 2007-08 year, the college went through a branding exercise that had broad representation from the college community, students and community members and the effort resulted in revamping the college's marketing approach and materials. Additionally, in 2007-2008 the college Foundation was revitalized. First a new Director was hired and clear

goals and expectations were established. The Foundation had a concert, its first large fundraiser in years, to support the Valley Bound Commitment (11.18).

Evaluation

The president does an exceptional job of representing SBVC and communicating with the community. She will need to continue getting to know the leaders in the area and maintain her schedule of speaking engagements.

IV.B.3. In multi-college districts or systems, the district/system provide primary 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. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IV.B.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Description

The most recent iteration of the SBCCD Organization and Functional Areas Map was distributed at the 2007-2008 opening day activities. The map clearly delineates and communicates the operational responsibilities and functions of the district (see 11.1). The district organizational chart outlines its governance structure (see Organizational Structure in this document).

As outlined in Administrative Regulation 2225, SBVC has a written collegial governance document that includes (a) the vision; (b) a compliance statement with the California Education Master Plan and Education Code; (c) the college mission statement; (d) the college values statement; (e) the governance philosophy; (f) the structure of the collegial consultation process; (g) the charge of the College Council; (h) standing committees, including their charge, membership, and reporting structure; and (I) management staff and reporting structure (11.19).

The Board of Trustees has set forth the following goals in addition to the district imperatives.

1. The Academic Senates and campus constituencies will address the identification and measurement of student learning outcomes and implement a system for tracking success and determining areas for academic improvement.

2. The colleges will expand the utilization of instructional technology with the intent of providing college access to students in remote areas of the district.

3. The college campuses will continue to develop programs and services that will deal with reduction of dropout and increased retention both at the high school and college level.

4. The Academic Senates will review the requirements for encouraging all graduates to acquire language skills in a language other than English.

District Operations Issues

1. The campus police conversion to district police with POST certification will be completed.

2. The district shall expand the marketing presence of the district within its service area and the state.

3. The district Governmental Relations Office will provide its support to the colleges and other district units in acquiring state and federal external resources.

4. The district shall present a state and federal legislative program that will address legislative needs for the district.

5. The district will improve the transfer rate of community college students into public and private four-year colleges and universities and track this success through the transfer centers.

Staff Relations Issues

1. The district will maintain the continuous review of policies and administrative regulations and will revise the board policy on ethics to address consequences of violations.

2. The district will begin work on the successor agreements to the bargaining units starting with the 2007-2008 academic year.

3. The district will develop and implement a plan to provide staff development opportunities for management and classified employees of the district

IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.

Description

District Assembly was created to provide a feedback system between the district and the colleges to review district policy. Members are elected to serve and the presidency of the group rotates each year between the two colleges (11.20).

Chancellor's reports are shared with the campuses and provide updates on information that supports the functions of the college (11.21). Board retreats and goals setting allow for an assessment of the effectiveness of system services.

There are mechanisms in place that regularly evaluate the support for institutional missions and their functions. For example, District Cabinet, which is composed of the chancellor,

college presidents, vice chancellors and district director of marketing, meet on a regular basis. The Collegiate Cabinet which includes college presidents and the institutional researchers often uses this forum to discuss data and reports. The Distributive Education Council and Technology Council, Marketing Council and Economic Development Council centralizes activities but allows input from the campuses. District Assembly is a mechanism to review district policy.

IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Description

The district's distribution of resources is dependent upon the source of funds. For the most part, the largest source of revenue that comes to the district is in the form of general apportionment from the state chancellor's office. The most significant factor in determining the amount of general apportionment is the generation of full-time equivalency of students (FTES). The District calculates a three year rolling average of FTES generated by each campus. General apportionment is then allocated based on this average. In recent years, this amounted to 70% to SBVC and 30% to CHC. The district does receive other sources of revenue from local, state and federal sources that either is allocated 100% to one particular campus (i.e. grants), 60%/40%, or 50%/50% (i.e. safety money and block grants). The rationale behind the last two allocation splits is mainly due to economies of scale. Historically, base budgets have been identified as accounts (11.22).

IV.B.3.D. The district/ effectively controls its expenditures.

Description

The District follows the Budget and Accounting Manual (BAM) guidelines at the state level produced at the state chancellor's office (Title 5). Standard good practice is covered in policy and administrative regulations (first of 6000 series).

The institution consistently ends its fiscal year with a "significant" solid positive ending balance (11.23). This is the first year in a decade the district adopted a deficit budget, spending 1.4 million more than current revenue because the college's lost so much enrollment. Last year the district was on stability funding. It lost 1.4 million but did not want to reduce the budget with the hope that the district would recover FTES. The district has a strong ending balance because of (a) one-time monies, (b) being very prudent about vacant positions and (c) not allowing salary savings to be used for other things other than substitute to help recover the deficit. It is anticipated that the District may end up recovering at least part of the deficit through careful spending (11.24).

The audit report reveals no material weaknesses. Ongoing findings include things such as people ordering without purchase order.

Evaluation

The district effectively controls its expenditures. District reserves, when used, minimize the impact of state budget cuts on the colleges.

IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district policies without his interference and hold them accountable for the operation of the colleges.

Description

The college president serves as a member of District Assembly, Chancellor's Cabinet, and Collegiate Cabinet which provide a mechanism for communication between the district, the chancellor and the president. The president is evaluated by the chancellor and the evaluation is predicated on the tenets of the position description which outlines the responsibility of the president for the operation of the college. The SBVC president, the president of Crafton Hills College, and the chancellor meet together each month to discuss issues pertinent to the operation of the colleges.

IV.B.3.f. The district acts as a liaison between the colleges and the governing board. The district and the colleges use effective methods of communication, and they exchange information in a timely manner.

Description

There are several vehicles available for the district to communicate with the colleges:

- District Assembly - The district created the District Assembly to serve as a vehicle for collegial consultation with the constituent groups of the colleges and district. Each constituent group elects representatives to the Assembly. The assembly elects officers and a faculty member chairs the assembly. The chancellor is an ex-officio member of the Assembly. The Executive Committee of the District Assembly determines its own agenda and in most cases this group initiates issues of policy discussion. The assembly acts on recommendations through committee reports. Once policy discussions are completed, proposals go back to the constituent groups. When policies and administrative regulations relate to academic and professional matters, each Academic Senate provides recommendations to which the board, through its chancellor, responds.

- Chancellor's Cabinet – The presidents, the vice chancellors, the district director of Marketing, the general manager of KVCR, and the chancellor make up the Chancellor's Cabinet. This body reviews the board agenda, general administrative issues, and policy development from an administrative perspective.

- Collegiate Cabinet – The Collegiate Cabinet is composed of the members of the Chancellor's Cabinet and the vice presidents of the colleges. In addition, the business manager, the assistant to the chancellor for Governmental Relations, the executive director for Facilities and Planning, the executive director for Distributed Education and Technology Services, the Sungard manager, and the college institutional researchers are members of this group. The Collegiate Cabinet addresses administrative issues that need to be discussed among the colleges, and generally, this forum is used to share administrative input on policy and administrative regulations.

- Public Board Meetings – The San Bernardino Community College District Board of Trustees meets at least once each month. Six study sessions on specific issues are scheduled between September and May. One study session is dedicated to establishing goals for the year and conducting the board evaluation. Members of the public and constituent groups of the district can speak to agenda items or present other topics. The board establishes and reviews all board policies and performs other board functions as required by statute.

- College Collegial Consultation Process – The self-study defines the collegial consultation process on the campuses. This process establishes planning, budget development, academic and professional standards, and other functions as established under AB 1725. The colleges have slightly different structures to address campus issues or to respond to district policy issues.

Evaluation

The district has put into place a number of effective processes to communicate with the campus. Emails, newsletters, BoardDocs, and its website continue to provide information for the campus (11.25).

IV.B.3.f. The district regularly evaluates district role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district widely communicates the results of these evaluations and uses them as the basis for improvement.

Description

The chancellor and district use several mechanisms for communicating with the colleges. The district provides annual reports pertaining to finance, personnel and demographics. district-wide committees such as Chancellor's Cabinet, Collegiate Cabinet and District Assembly facilitate the sharing of information, which is brought back to the college.

Communication also takes place through the collegial consultation process via the Academic, Classified and Student Senates at the college. The chancellor sends out by email to all district staff, a monthly letter discussing local and statewide decisions and issues facing the district and colleges **(**11.26). Information resources include the district's computer information system. This system holds student information that may be used by the college for operations and budget information through the district financial information and purchasing software, Financial 2000. The district website also provides a variety of information about the district and the board for staff and public use. In particular there is access to board agendas and minutes. The district director of Marketing also provides actions of the board the day after the board meeting via email to the colleges (11.27). In addition, "District in the News" from area newspapers is emailed to the campuses (11.28).

Evaluation

In the communication model used by the district, effectiveness of the communication relies heavily on the assumption that consistent and timely sharing of information between entities

occurs and that that information will be shared vertically with college staff who are responsible for the day to day operation of the colleges. There are no regular communication structures or clearly stated expectations that assure that sharing occurs on a consistent basis. In some cases, as in the communication of changes to fiscal and human resource procedures, changes may be instituted prior to information or training of staff.

Recently, District Computing Services provided more user friendly data for program review purposes after many years of requests by the institutional researcher.

IV.B.3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis of improvement.

Description

The Organizational Map of Functional Services was reviewed and updated by the various district managers to evaluate the delineation of duties. However, the district managers who report to the chancellor such the vice chancellor of Fiscal services, vice chancellor of Human Resources, directors of Distributive education, Facilities and Planning, KVCR, Economic and Workforce Development, and Marketing) must set goals annually and report progress at year-end to the board. This self-evaluation should indicate whether changes need to be made in structure or process. The reports are posted on BoardDocs as a way of communicating to the campuses (11.29).

Evaluation

Although the District does not provide a formal evaluation or survey of its role, structure or processes, SBVC did include this information in its 2008 self study survey. Statement 86, "The district office provides sufficient support to the colleges in the following areas—Business Services, Facilities Services, Human Resources, Instructional Services, Student Services—found "agree" received the most support among respondents. Over half strongly agreed or agreed to the role of Business Services and their support to the college. Human Resources received the most responses from those who disagree (20.8%) and strongly disagree (8.7%). In District Computing Services respondents agreed with the "help desk services" but disagreed with "graphic design."

Planning Agenda

Evaluate district services to include methods of communication and other services provided by the district *[institutional researcher, Research Committee]*

EVIDENCE—Board and Administrative Organization

11.1 Organization and Functional Map of District Services
11.2 BP 4025
11.3 BP 2225
11.4 BP 3250
11.5 District Imperatives
11.6 Progress on District Imperatives
11.7 BP/AR 2050
11.8 BP 2010
11.9 13 Responsibilities
11.10 Hiring the chancellor
11.11 Evaluation of the chancellor
11.12 Examples of President's Board Report
11.13 Progress on achieving goals of strategic plan
11.14 Minutes of meetings related to presentation of data
11.15 Time blocks of committee meetings
11.16 Appreciative Inquiry Booklet with summary of discussions
11.17 Valley Bound Commitment information
11.18 Together Concert fundraiser
11.19 BP 2225 Collegial Consultation document
11.20 District Assembly information and membership
11.21 Chancellor's reports to the campuses
11.22 General apportionment to the colleges
11.23 Positive ending balance
11.24 District plan to recover part of the deficit
11.25 Examples of emails, newsletters, BoardDocs and website
11.26 Examples of Chancellor's monthly District Assembly newsletter
11.27 News from the District--summaries of board meetings
11.28 District in the News
11.29 BoardDocs and reports

PLANNING AGENDA SUMMARY

PLANNING AGENDA SUMMARY

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

PLANNING AGENDA SUMMARY

Institutional Effectiveness

(II.B) Initiate discussion and planning for an educational master plan in *2009* [*president, College Council and appropriate committees*]

(I.B) Encourage broad-based participation in information about the college.
- Host community event in late *fall 2008* to discuss data, strategic plan and year end report of the college *[SBVC managers, faculty, staff, community members].*
- Provide report to community based on discussions in *spring 2009 [SBVC president, dean of research, planning and development, and institutional researcher]*

(I.B) Develop a handbook for part-time employees to ensure key information is available on how the college works in *2008-2009* (budgeting, planning, and so forth)
- Consider basic information employees need about the institution concerning collegewide plans, budgeting, emergency information, contact information and so forth *[coordinator of professional development in consultation with committees and employee groups].*

(I.B) Conduct meta-evaluation of College Council, Budget and Program Review Committees and processes during the *2008-2009* academic year [*institutional researcher and appropriate committees*]

(I.B) Inform campus on results of baseline data on meeting the goals of the SBVC Strategic Plan in *fall 2008*
- Publish results of data on website [*institutional researcher*]
- Discuss how college will meet its goals [*appropriate committees*]
- Collect data on results of first year implementation of strategic plan *fall 2008*

Instructional Programs

(II.A) Continue review of SLOs and their assessment
- Dialog concerning SLOs and assessment for relevance and appropriateness to their content and trends of student learning [*faculty, appropriate committees, managers*]
- Communicate established timelines for addressing SLO cycles and assessment in faculty meetings, orientation for full and part-time faculty, Instruction office website in

2008 [*Academic Senate, division and department, instruction office, instructional cabinet, professional development coordinator*]

(II.A) Conduct pilot study of assessment instruments (home-grown, Compass and Accuplacer) in *2008-2009 [institutional researcher, faculty and managers in applicable departments]*

(II.A) Continue to explore first-year-experience programs in the form of learning communities (3.31) [*Academic Senate and appropriate administrators*]

(II.A) Implement key recommendations for the basic skills initiative in accordance with the strategic plan and budgeting realities

- Develop action plans in *2008-2009* [*Academic Senate and appropriate faculty and staff*]

Student Support Services

(II.B) Publish admissions policies in Spanish by fall *2009* in college catalog *[dean of student development]*

(II.B) Update *Student Handbook* place it on the college website in *fall 2008 [director of student life, students, and appropriate administrators and staff]*

(II.B) Reexamine the links between the shared governance committees and budgeting in *2008-2009*

- Clarify the budgeting process for entire campus in *spring 2009*
- Develop publication on "How The Campus Works" for all personnel in *2008-2009* [appropriate administrators and staff]

(II.B) Link budgeting with strategic initiatives in *2008-2009*

- Reexamine links between the shared governance committees and budgeting [appropriate committees]

(II.B) Strengthen support for use of online processes, such as application, registration, and free application for financial student aid (FAFSA) during peak enrollment periods in *2008-2009* for Big Bear [*associate dean of enrollment, director of evening, weekend, and mountain center, district computing services*]

(II.B) Develop a One-Stop to meet needs of weekend and evening college students in *2008-2009* [*director of Weekend College, financial aid, admissions and records, and counseling*]

(II.B) Finalize board policy on free-speech areas by the end of *2009* [*director of student life, vice presidents of student services and administrative services, district assembly, and board of trustees*]

(II.B) Expand Counseling Department website in *2008* [counseling, District Computing Services, applicable managers and staff]

- Provide online orientation, to increase online counseling, and provide specific information regarding certificate, associate degree, and transfer information. In addition, the use of teleconferencing to deliver counseling services to off-site students will be explored.

(II.B) Conduct pilot study *2008-2009* of placement instruments and communicate results [*institutional researcher, appropriate faculty and administrators*]

Library and Learning Support Services

(II.C) Develop cost-benefit analysis of 24/7 chat reference services for research in the fall *2008* [*library staff*]

(II.C) Distribute results from the Library Users Survey *each year* [*library staff, institutional research, College Council*]
- Use results of evaluations as basis for improvement

Human Resources

(III.A) Review and discuss consistency in hiring adjuncts in 2008-2009 [*vice presidents of Instruction and Student Services, division deans and faculty chairs*]

(III.A) Finalize draft on hiring policy for classified staff in *2008-2009* [*representatives of classified staff, District Assembly, vice chancellor of Human Resources, Board of Trustees*]

(III.A) Finalize document, *Administrative Employment Hiring Procedures for Managers* and submit to Board of Trustees for approval in *fall 2008* [*vice chancellor, Human Resources*]

(III.A) Review proposed noninstructional faculty evaluation in fall 2008 [*Tools Committee of Academic Senate*]

(III.A) Strengthen leadership opportunities on campus with advent of management training workshop beginning in *fall 2008* [*SBVC managers*]
- Continue to encourage managers to attend the Leadership Institute one Friday each month
- Investigate a Great Managers Institute comparable to the Great Teachers Seminar [*Professional Development Committee, managers*]

Physical Resources

(III.B) Conduct annual survey of employees as well as campus climate surveys for students with questions regarding safety and facility concerns [*institutional research, vice president of Administrative Services, Facilities and Safety Committee*]
- Communicate survey information on buildings and infrastructure each year [*institutional researcher*]

(III.B) Communicate disposition of renovation requests sent to the Facilities and Safety Committee from Program Review each year [*Facilities and Safety Committee, Program Review, and vice president of Administrative Services*]

Technology

(III.C) Improve coordination of campus technology needs [*District Computing Services, MIS, SunGuard, campus and district technology committees and executive director of Distributed Education*]

(III.C) Integrate Technology Plan with the SBVC Strategic Plan initiatives, *fall 2008 [Technology Committee]*

Financial Resources

(III.D) Conduct a meta-analysis of the budgeting process as part of the planning cycle in *2008-2009 [Budget Committee, vice president of administrative services, appropriate administrators and faculty]*

- Communicate budget processes and financial information more effectively with all employee groups

(III.D) Establish guidelines for fundraising activities in *2008-2009 [College Council]*

Decision-making Roles and processes

(IV.A) Continue to use self study survey to obtain longitudinal data, however, design a similar survey to be offered to part-time employee in *2008-2009* [*institutional research, Academic Senate*]

(IV.A) Update shared governance document to reflect changes in *fall 2008 [Academic and Classified Senate presidents, dean of research, planning and development, College Council, appropriate committees]*

(IV.A) Review programs where 50% or more are nearing the threshold of being offered through distance education each year *[instructional dean, vice president of Instruction, curriculum chair, accreditation liaison office]*

(IV.A) Conduct evaluations of decision-making structures and processes and distribute results; demonstrate how evaluations lead to improvement [*institutional researcher, College Council*]

Board and Administrative Organization

(IV.B) Employ a meta-evaluation of college processes and planning *2008-2009* [*president, institutional researcher, appropriate committees*]

(IV.B) Evaluate district services to include methods of communication and other services provided by the district [*institutional researcher, Research Committee*]