San Bernardino Community College District

SAN BERNARDINO VALLEY COLLEGE

INSTITUTIONAL SELF-EVALUATION REPORT - ADDENDUM

San Bernardino
Valley College

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

Submitted by

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

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

September 2020

San Bernardino Valley College ISER Addendum
September 23, 2020

History of San Bernardino Valley College

In September 2020, San Bernardino Valley College is named one of the best online community colleges in California. The campus was recognized for its extensive availability of financial aid assistance, diversity of academic programs, distribution of laptop computers and high-speed internet hotspots to students to facilitate online learning during the COVID-19 pandemic. The article noted that even in the online environment SBVC is continuing to keep the Valley 360 Resource Center (Food Pantry) open on campus so students can pick up a free, pre-packaged bag of food or hygiene items every week.

0.7.1 SBVC Named Top Ten Online School
Also supports II.B & III.C Chromebook and Hotspots for Students; II.C.4 & IV.A.1 Valley 360 Resource Center

COVID-19 also lead to San Bernardino Valley College first online Commencement and Drive-Thru Diploma Pick Up.

07.2 SBVC Class of 2020 Graduates in First-Ever Virtual Commencement Ceremony
07.3 SBVC Distributes Graduate Diplomas in First-Ever Drive-Thru Event

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

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

It is often difficult to fully visualize campus processes when different components are described throughout the standards. The following document contains a graphic illustration of the campus Needs Assessment process. It includes a narrative that details how courses and SLOs are supported by the new equipment purchases and supporting evidence.

1.18.4 Closing the Loops on Need Assessment

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

SBVC is taking a strong stand on anti-racism/anti-hate. The Academic Senate took the lead by passing Senate Resolution SU.01.20, Infusing of Anti-Racism/Anti-Hate Education. At the August 18, 2020, meeting the Academic Senate motioned that all committees place this resolution on their agenda and address how the committee would support these efforts. The Curriculum Committee has added a review of all curriculum through a culturally responsive/equity lens to the Curriculum Process. The Program Review Committee which is revising and revitalizing its processes in 2020-2021 is drafting equity and anti-racism goals. The new campus-wide Presidential Committee on Race, Equity, and Anti-Racism has established seven areas where workgroups will work to improve equity and anti-racism.

2.3.4 Academic Senate Resolution SU.01.20 Infusing of Anti-Racism/Anti-Hate Education
2.3.5 San Bernardino Valley College Adopts Anti-Racism/No Hate Education
2.3.6 Academic Senate Meeting Minutes 08.19.20
2.3.7 Program Review Draft Equity and Anti-Racism Goals
2.3.8 Presidential Committee on Race Equity and Anti-Racism Work Sub-Groups
2.3.9 Addition to Curriculum Process

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

It is often difficult to fully visualize campus processes when different components are described throughout the standards. The following document contains a graphic illustration of the campus SLO process and includes a narrative with supporting evidence.

2.9.1 Closing the Loop on SLOs

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

The following document contains an illustration of strategic planning at work. Feedback from the Campus and Community meetings are aligned with strategic planning to drive improvements on campus that support student learning, achievement, and services.

2.22 Closing the Loop on Strategic Planning
Also supports II.C.3 discussion of Qless software on page 99; II.B.1 & II.C.7, increase in tutoring and supplemental instruction, and QFE Project 1.

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

In support of SBVC's Quality Focus Essay, the Program Review Committee conducted the Program Review Process Feedback Survey in August 2020. After review and discussion of quantitative and qualitative data with committee, and with the support of the Academic Senate, the Program Review Committee is reviewing and revitalizing its needs assessment and program efficacy processes this year.

2.40.4 Program Review Survey Results Overview (Slides 11-30)
2.40.5 09.2.20 Academic Senate Voting Record (Motions 6 & 7)
2.40.6 Program Review Survey Needs Assessment Report

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

3.10.4 Guided Pathway Goals 2020-2021
See Also II.A.6.

Conclusions on Standard I.C.
Steps taken by the campus to address COVID are included in the conclusion of each Standard. SBVC continues to communicate COVID related schedule changes.

3.42 Spring 2021 Message

Standard II: Student Learning Programs and Support Services

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

2.45.1 Closing the Loop – Curriculum

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

The math department sent an email out all of our first-time African American/Black Fall 2020 math student enrollees. Data show that these students have disproportionately low success rates in their math course taking patterns.

4.10.1 You Matter…

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

4.23.1 Umoja Tumaini Program Launches Virtual Study Tools for Student Success

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

SBVC is making great progress on PLOs to ILOs mapping. The Math Department began conversations on PLO to ILO mapping at their September 8, 2020 department meeting. At this time mapping is 92% complete and should be finished by the end of the month. PLO to ILO maps will be uploaded to the SLOCloud and the campus will have seven years of data for ILO assessment.

The ILO to Student Campus Climate Survey and Faculty Campus Survey has been formally and informally discussed on campus. ILOs are grouped in percentiles based on data into top performing 25%, middle 50%, and lowest preforming 25%. Quantitative Skills, in the low preforming bracket. This result is expected as it aligns with student success and retention data for math courses. AB-705 plans are addressing this gap and it will be interesting to follow student and faculty self-reporting on campus climate surveys to track improvement.

4.40.1 Math Department Agenda 9.8.2020
4.40.2 ILO to Campus Climate Survey Mapping with Percentile Rankings
4.40.3 ILO Dialogue A&O Committee Minutes
4.40.4 ILO Dialogue College Council Minutes

Conclusions on Standard II.A
Steps taken by the campus to address COVID are included in the conclusion of each Standard. Professional Development created a 4-day convocation week and virtual opening day. The Curriculum Committee continues to ensure the DE Addendums are in place for all courses and supports faculty with curricular changes.

4.46.4 SBVC Presents its First-Ever Convocation Week and Virtual Opening Day
4.47.1 Spring 21 DE Addendum

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

5.3.2 Library Highlights – Research Assignments
5.3.3 Take a Tour of the Library Online
5.3.4 Library Faculty Collaborate to Bring Services and Resources to SBVC Campus
5.5.1 Chromebook and Hotspot Check Out

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