



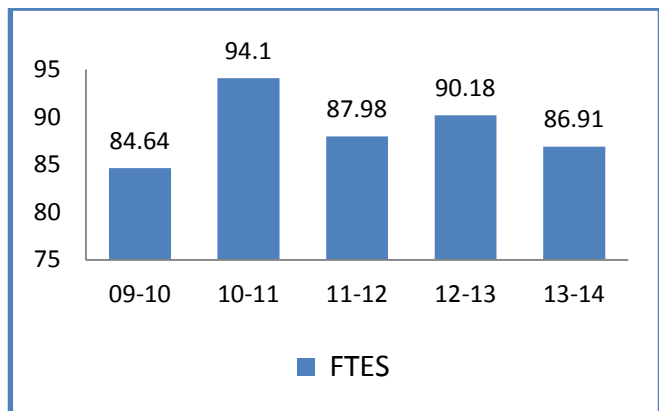
San Bernardino
Valley College

Research, Planning & Institutional Effectiveness

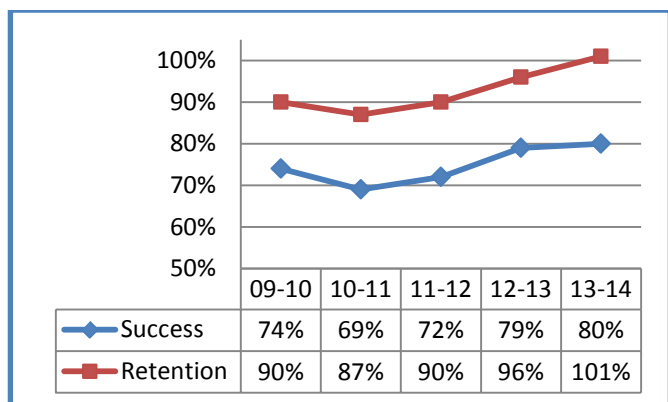
SAN BERNARDINO VALLEY COLLEGE EDUCATIONAL MASTER PLAN 2013-2014

APPLIED TECHNOLOGY, TRANSPORTATION & CULINARY ARTS DIVISION (INSTRUCTION)

AERONAUTICS — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	431	477	417	431	304
FTEF	7.02	7.02	6.82	6.09	5.69
WSCH per FTEF	362	402	387	445	458



	09-10	10-11	11-12	12-13	13-14
Sections	20	20	19	17	12
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	2	2	2	0	3
Certificates Awarded	36	40	36	39	42

Description:

The Airframe and Powerplant Technician program prepares students for employment in the aviation industry as a certified Airframe and Powerplant Mechanic. The curriculum encompasses 1900 hours of instruction, 750 hours in airframe, 750 hours powerplant, and 400 hours in the airframe and powerplant general curriculum. The program is certified by the FAA under Federal Aviation Regulation Part 147. The industry analysts predict that 556,000 new mechanics and 498,000 pilots will be needed by 2032.

Assessment:

FTES increased 27% over five years:

- WSCH per FTEF has increased 47% in five years. WSCH is nearing peak due to the class size limit and the lab/lecture ratio which is 60% lab instruction
- Student success and retention are higher than the campus average
- Program is #4 on campus in number of certificates issued
- Zero (0) F/T faculty for 6 FTEF, additional F/T needed to maintain and expand the program.

Department Goals:

- Focus on close association with industry representatives in a continuing effort to meet the needs of a changing workforce.
- Update instructional technology and teaching aids to meet these industry needs
- Adapt and implement new regulatory and environmental requirements
- Hire more full time faculty
- Fill the vacant laboratory assistant position
- Update laboratory facility to meet industry standards
- Bring back the composites class, and private pilot ground school classes.

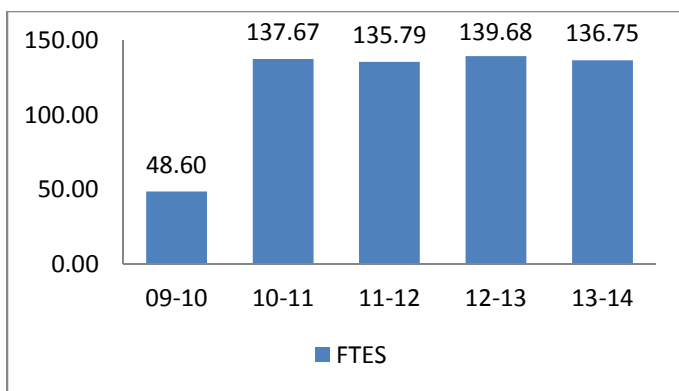
Challenges & Opportunities:

- Increased regulatory demands and high FTEF demonstrate the importance of additional F/T faculty
- Difficult to recruit part time faculty due to high employability in industry and low adjunct faculty pay
- Lab Assistant is needed to ensure continued student safety and to prepare lab for improved student learning and efficiency
- Due to severe space constraints 2 lab sections are taught in one lab at the same time
- Getting students to take the oral/practical test due to the cost of the test. We are exploring ways to help students to be able to pay for these tests.

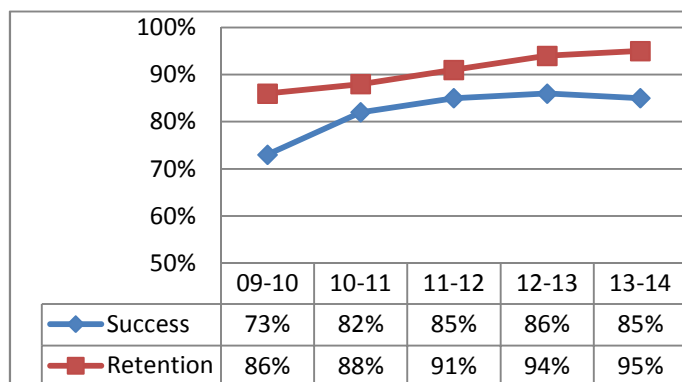
Action Plan:

- Expose student to data that explains advantages of degree Programs over minimum CTE course offerings.
- Demonstrate the need and importance of additional full time faculty based on institutional and industry driven data. Hire lab assistant for safety and success.
- Pursue procurement of new technology environmentally friendly alternative fuel power plants, newer power plants and high technology nano-composite structures.

AUTOMOTIVE/COLLISION REPAIR — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	243	584	555	575	580
FTEF	3.74	9.38	9.38	10.19	10.44
WSCH per FTEF	390	440	434	411	393



	09-10	10-11	11-12	12-13	13-14
Sections	11*	23*	23*	25*	25*
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	0	0	0	1	0
Certificates awarded	18	15	48	31	35

Description:

The collision repair, refinishing & street rod program instructs student's collision repair, frame straightening, refinishing, estimating, and vehicle restoration. Students acquire job skills that range from minor repairs and uni-body frame replacement to spot jobs and complete vehicle refinishing. The newest edition to the program is the auto estimating in Fall 2014 and street rod Fall 2015. The automotive department and instructors are certified by ICAR which is a nationally recognized organization.

Assessment:

- The collision, refinishing and street rod program data shows increases in enrollment since 2009.
- The success rates are 85%, well above the school average at 79%
- The retention rate is 95%, well above the school average at 89%
- Certificates have doubled from 2009-10
- WSCH per FTEF average 444 because of duplicate enrollment
- The FTEF data indicate need for additional full time faculty as well as lab assistances.

Department Goals:

- Skills learned in the collision, refinishing and street rod program overlaps into other industries, with 72% of the San Bernardino population employed in blue collar jobs SBVC.
- The department will continue to offer quality education and increase in vehicle restoration and in green technology. This includes clean air refinishing techniques for collision and hybrid/alternative fuel body repair classes. To do this we will need the latest technology and equipment.

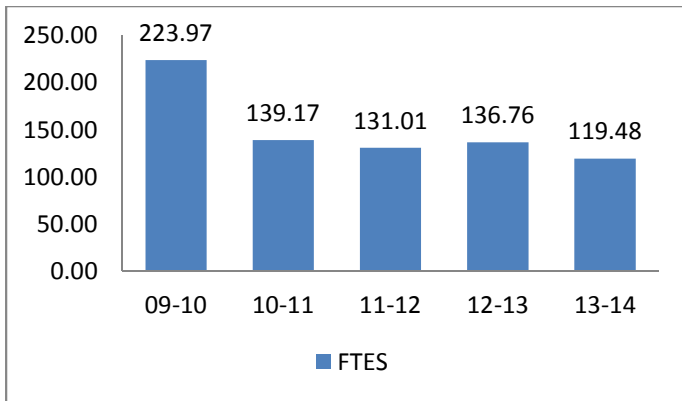
Challenges & Opportunities:

- As with all programs located in the outdated tech building, we are challenged with inadequate facilities.
- The numbers of seats in the classrooms do not meet the expectations of the administration in regards to increasing enrollment.
- The collision program teaches outside under an awning without walls.
- The opportunity is to rebuild the economic base of San Bernardino by educating and training the people of our city and county.

Action Plan:

- The collision, refinishing and street rod program is continuing to grow with additional classes throughout the semester, two summer school classes, two new estimating classes and two new street rod classes opening in fall 2015; however is underfunded. We are requesting an additional budget under the 0949 tops code.
- The automotive department and instructors are certified by ICAR and ASE which are nationally recognized organization. The fastest growing industry in the Inland Empire is transportation; this will help the program to continue to grow.

AUTOMOTIVE TECHNOLOGY — 2013-14



Description:

The automotive program provides the students with the needed skill in order to be successful in today's industry. The courses offered apply towards a certificate and allow the students to work day or evening in order to complete the required courses. The FTES dropped in 2013-14 due to cuts in course offerings and courses that were put on shelf waiting to be part of a certificate. With approval the department can offer one or two more courses but is challenged by lack of space.

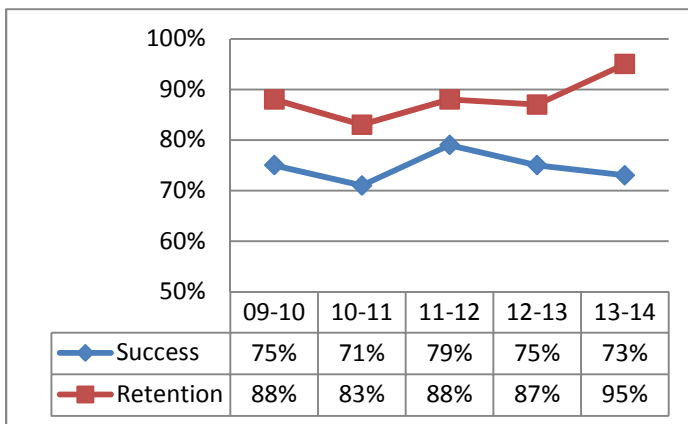
Assessment:

- The department is moving forward and providing the students the skills to obtain a job in both collision and automotive repair
- The success rate has risen to 81% and the retention to 96%, which means the plan that the department has established to increase both areas is working.

Department Goals:

- Help each student succeed and obtain their goal of work in industry and completing the automotive certificates
- Continue to recruit underserved population and to provide a shop with tools and equipment used today in the industry.

	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	873	618	567	599	531
FTEF	15.01	9.16	8.41	9.16	8.45
WSCH per FTEF	448	456	467	448	424



Challenges & Opportunities:

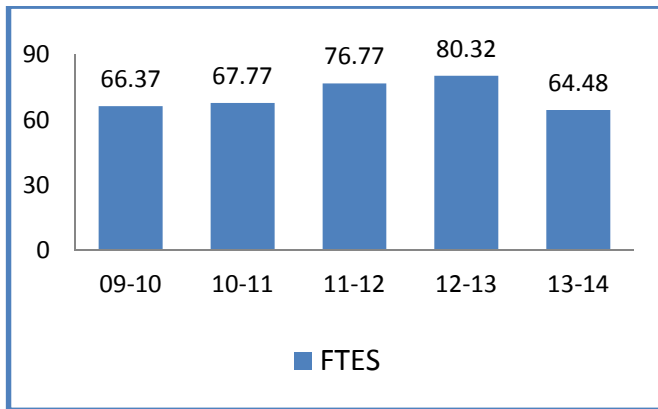
- The department building is old and outdated
- We are in desperate need of a new facility.

Action Plan:

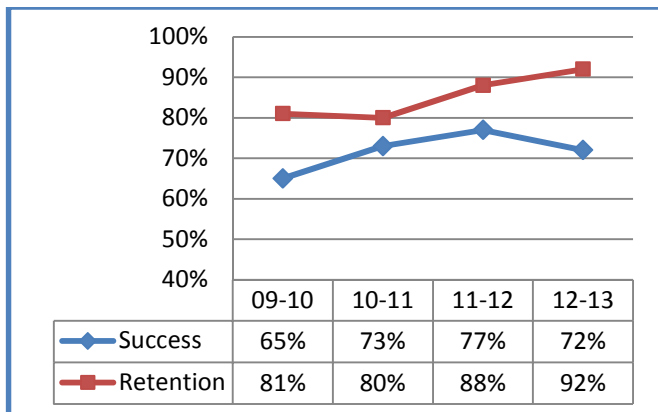
- Continue to recruit and promote our programs to all group ages gender and nationalities.
- Continue provide the students with the skills and knowledge to be successful in industry and continue to encourage students to complete a certificate.

	09-10	10-11	11-12	12-13	13-14
Sections	50*	31*	28*	30*	22*
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	3	0	0	0	3
Certificates awarded	9	6	5	20	16

CULINARY ARTS — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	293	307	326	375	362
FTEF	3.68	3.32	3.73	3.93	4.19
WSCH per FTEF	541	612	618	613	461



	09-10	10-11	11-12	12-13	13-14
Sections	11	9	10	11	17
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	0	1	0	4	3
Certificates awarded	8	2	8	17	14

Description:

The culinary art department trains students for jobs in the restaurant industry. The focus is on becoming a chef, restaurant management, and baking and pastry. When the students have gone thru the courses, they should be ready to either work for someone, manage a restaurant, become a chef in a restaurant and/or transfer to a four-year institution.

Assessment:

While FTEFs are rising we still only have one F/T faculty to run the department and to meet the needs of the students. When the students meet with the counselors, they are told to stop their culinary training and complete their general education requirements first, so that transfer becomes a possibility for the students. When this happens, the students forget what they were taught within the program and must start their training over again. They lose focus because they could have been done with this section of study but since they were told to stop taking culinary when they restart their studies the frustration comes in when they have to be taught concepts over again.

Department Goals:

- Graduate more students
- Have more students acquire their certificates
- Hire another full time faculty
- Restructure the program so that it can be taken within a block
- Retain more students- currently lose students to jobs within the industry
- Increase students within the program
- Create a stable general budget of \$80,000 per fiscal year for the department.

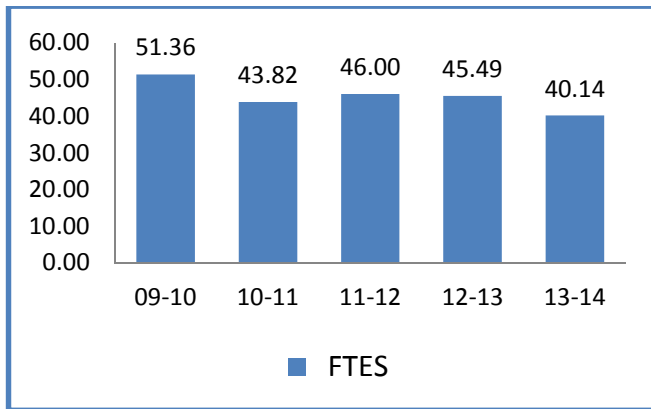
Challenges & Opportunities:

- Keeping students enrolled in the program in order to complete the program instead of leaving to complete general education courses or leave when they become employed
- This department has been under budget for the last nine years. The students are not being exposed to all aspects of the industry due to the budget deficit
- Need more F/T faculty
- Budget is not adequate
- Opportunity--cater off-site to grow revenue and secure the program.

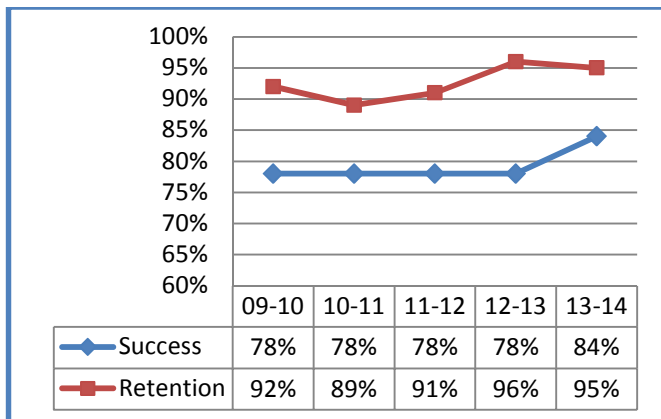
Action Plan:

- Create a catering program that will make money for the program
- Hire a second F/T faculty
- Hire a professional expert to help with student graduation and certificates and recruitments
- Look for grants and donations for the program
- Create and ensure a budget that is sustainable for the years to come in order for the students to be successful.

DIESEL TECHNOLOGY — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	330	245	240	274	217
FTEF	4.42	3.74	3.4	3.9	3.94
WSCH per FTEF	349	352	405	350	305



	09-10	10-11	11-12	12-13	13-14
Sections	16	12	12	14	12
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	13	10	2	4	8

Description:

An Associate degree program has been added to the certificate program. The curriculum is aligned with National Automotive Technicians Foundation (NATEF). SBVC is the only public college in the area that offers a diesel program in the Inland Empire Desert Region. Logistics is one of the five sectors that is targeted for workforce development by Vice Chancellor Van Ton Quinlivan. The trucking industry in the Inland Empire is expanding with the growth of logistic industry and warehouses.

Assessment:

- Year-to-year, student enrollment has increased by 14%--as jobs increased in the IE the enrollment have decreased. In 2014, jobs have increased within the IE area and this is shown in the FTES by about 5% decrease
- There is a 1% decrease in the retention rate while the success rate has increased around 6%
- The efficiency will still be an issue because in order to comply with the fire code requirements due to the size of the building the classroom will be limited. Hoping the old uninhabited buildings will be removed from the property and new classrooms will be installed, so the diesel program can grow into the hybrid and electric vehicle training
- The number of seats in the class limits the growth of the program
- WSCH/FTEF will continue to be low as class enrollment cannot be increased without violating fire codes occupancy limit.
- Certificates awarded have increased by 50% within one year.
- Students understand that graduating means jobs.

Department Goals:

- Bring the classroom and labs facility to minimally acceptable standards for an instructional facility
- Update the facility to standards which include lighting, tooling and outdoor lab coverage to protect from the elements
- Expand customized not-for-credit training for incumbent workers
- Encourage students to achieve newly created AS degree
- Broaden the Industry Advisory Board membership pool
- Purchase adequate number of tools to allow optimal hands-on training for all students
- Update training equipment to teach 2014-16, GHG14 emission standards for diesel program.

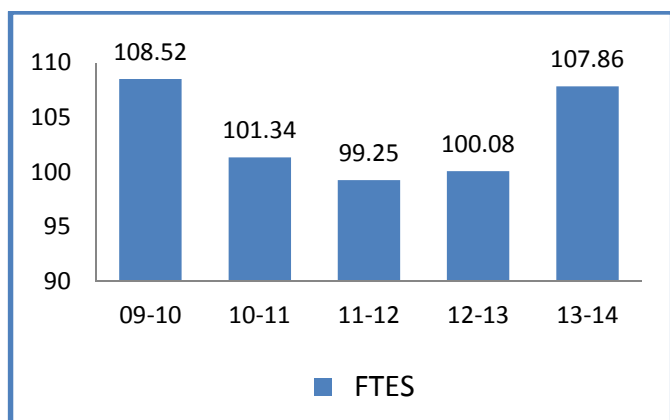
Challenges & Opportunities:

- The current facility is inadequate for the program needs; class cap of 19 makes it inefficient
- The breakroom and the meeting room were repurposed as classrooms without any modifications.
- Newer teaching modules and tools are needed to keep up with the new emission standards for trucks
- The parking lot where students perform lab is unprotected to students.

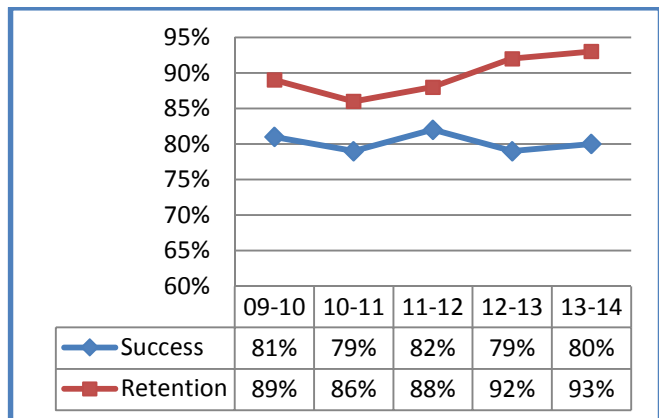
Action Plan:

- In the process of collecting new NATEF records for review by NATEF representatives on the program that is offered in fall 2013
- Continue to request the budget to adequately meet the basic minimum facility requirements
- Prepare for NATEF accreditation
- Renovate the current facility to meet the program needs which would include better lighting and acoustics in the classrooms as well as lab. Also add two new buildings on the property after the old uninhabitable buildings are torn down and new ones installed
- Increase the number of certificates awarded in the diesel program.

ELECTRICITY/ELECTRONICS — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	791	755	738	752	789
FTEF	8.09	7.57	6.96	7.10	7.86
WSCH per FTEF	402	402	427	423	394



	09-10	10-11	11-12	12-13	13-14
Sections	37	32	29	30	34
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	8	11	13	4	10
Certificates awarded	28	30	18	23	19

Description:

The department provides an educational program that prepares and enables students to obtain entry level positions as electricians or electronic technicians in a variety of fields such as electronics technology, computer technology, communications, industrial electronics, as well as electricians training. The core courses common to electrical and electronic fundamentals are articulated with four-year university for BS in engineering technology.

Assessment

- Enrollment has greatly improved and has reached 2009-10 and should continue to trend upwards
- Retention rate has improved to its highest rate in five years
- Success rate has increased back to 2008-09 levels and should trend higher because more attention will be focused on the basic concept classes such as Tecalc (technical math), DC and AC Circuits
- WSCH per FTEF has dropped because of adding morning sessions and also is still considered at a normal rate given the lab intensive curriculum that is customary in our program.

Department Goals:

- Add more morning class sessions to enable women and public transportation users to attend the program as well as to maintain the evening courses to cater to the working public
- Hire more qualified faculty to teach updated curriculum materials relating to the specific subject matter
- Continue to update curriculum by adding more industrial automation, communication, and updated microcontroller classes
- Continue to update laboratory equipment and materials.

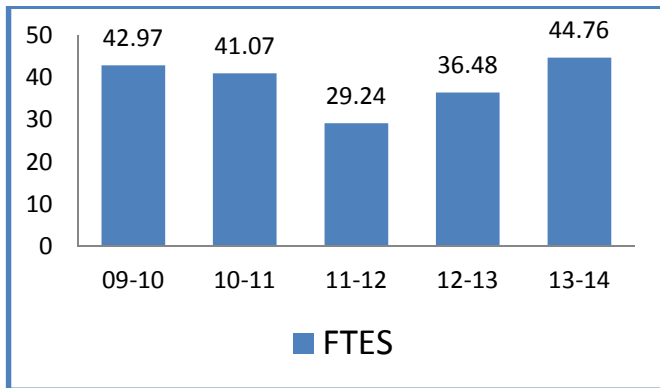
Challenges & Opportunities:

- Continue to update the lab equipment and also to update simulation software needed
- FTEF is at 7.86 which strongly justifies hiring new F/T faculty since last F/T faculty never replaced after retirement
- Hard to find qualifying P/T faculty to teach during daytime
- Two distinct fields: Electricity power systems and Electronics should have one full time faculty per field.

Action Plan:

- Hire another F/T faculty for the electrical power systems program
- Purchase newer electrical test equipment for the laboratory typically seen in the field
- Add more morning classes to attract new student population since all our classes were previously offered in the evenings, thus inducing growth
- Purchase newer automation trainers and equipment for more comprehensive lab training to coincide with industry requirements.

FOOD & NUTRITION — 2013-14



Description:

This department is nutrition based, is designed to educate, and graduate student that are able to supervise special needs diets at many different levels.

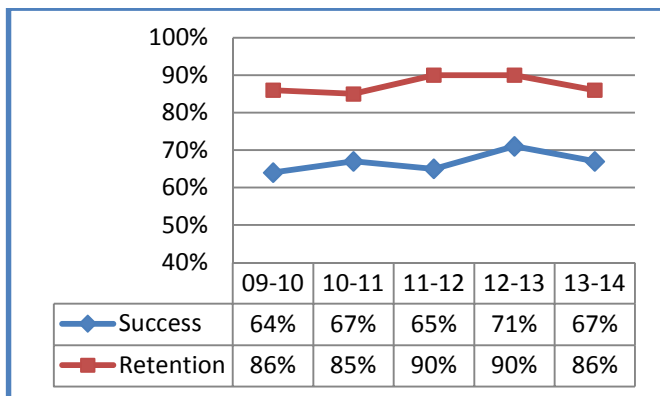
Assessment:

- This department is in a growing phase once more after being in a decline. The department does not have any F/T faculty and is run by two adjunct staff
- The courses need to be analyzed in order to come up with a revision for this program
- Many students are interested in health; this program needs to have more than three courses.

	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	422	411	278	354	443
FTEF	2.00	1.60	1.20	1.80	2.20
WSCH per FTEF	644	770	731	608	610

Department Goals:

- To meet with the adjunct and discuss the future of this department
- Revise the curriculum making the program sustainable for the students
- Graduate more students or have more students that request completed certificates
- Increase enrollment.



Challenges & Opportunities:

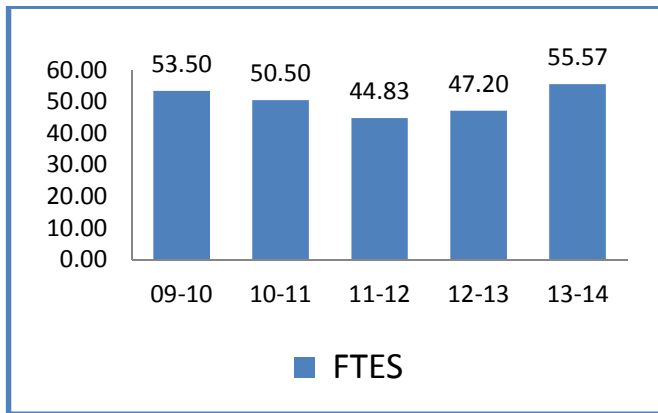
- To keep student success high with no F/T faculty in the department
- Run courses that need to be run due to adjunct schedule
- Dietetic courses can only be run at night due to lack of staffing
- Rebuild the curriculum and offer more classes during the day
- Market the program so we can draw more students.

Action Plan:

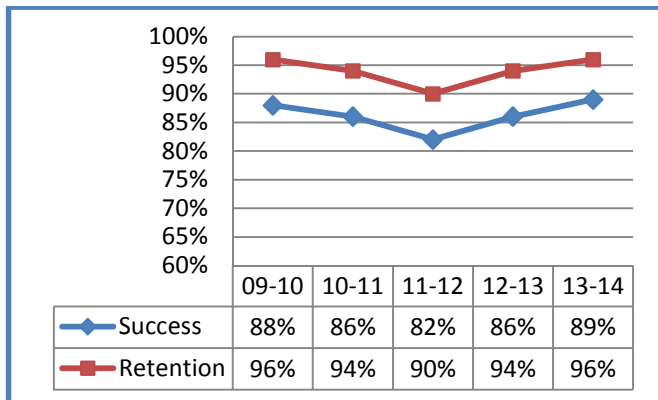
- Have a brochure for the program.
- Hire an adjunct that can teach during the daytime hours
- Restructure the program
- Recruit more students to the program.

	09-10	10-11	11-12	12-13	13-14
Sections	16	11	6	9	11
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	5	12	1	0	2

HEATING, VENTILATION, AIR CONDITIONING & REFRIGERATION — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	286	258	218	229	271
FTEF	4.48	3.98	3.44	3.34	4.48
WSCH per FTEF	358	381	391	425	372



	09-10	10-11	11-12	12-13	13-14
Sections	14	12	10	10	13
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded*	2	2	1	0	2
Certificates awarded*	18	14	6	8	8

Description:

The program prepares students for entry level employment in the residential and commercial HVAC/R repair and installation. With climate change and longer dry periods in the west, HVAC/R technicians are in demand. Many have their own business or work as independent contractor for box stores. The department offers Environmental Protection Agency (EPA) certification, required for handling refrigerant gases used in the industry. The course curriculum has essentially remained the same in years.

Assessment:

- FTEF has improved to 2009-10 levels even-though the number of sections offered has been reduced from a peak of 14 in 2010 to 10 sections
- WSCH/FTEF has declined due to lab intensive classes but is within the norm compared with previous years
- The student success rate is at 89% which is higher than the campus average
- The number of certificates awarded stayed at its previous level; more sections are needed to improve ability of students to graduate. They were cut after 2009-2010
- Single, inadequately equipped lab serves the program and that continues to limit its growth.

Department Goals:

- Update the laboratory by purchasing advanced trainers that better serves the curriculum to help bring it up to current industry standards
- Provide standard climate control in classroom and some protection from elements when working outdoors
- Increase the number of sections offered so that students can complete their HVAC/R program in three or four semesters. Improving completion rate
- Update course content to include smart technologies and develop an industry recognized certificate program to be integrated with our existing program.

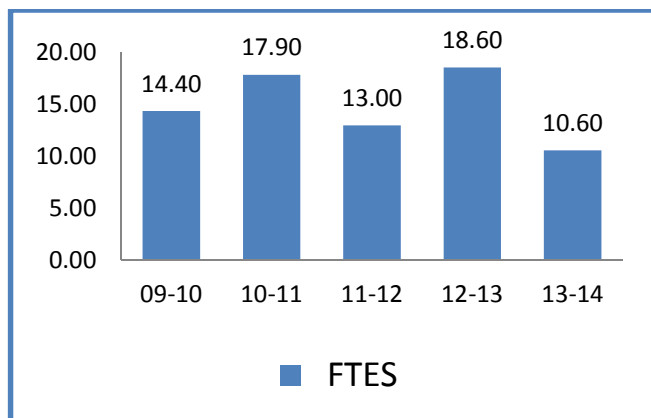
Challenges & Opportunities:

- The full time faculty retired in 2009; position was eliminated; no real budget ever allocated to program
- Hard to find faculty to teach morning sections
- Lab space and outdoor covered patio were contracted to be built when program was moved to the technical building in 2008; however the work is yet to be completed
- Lab does not have ceiling, proper air-conditioning, or eyewash station.

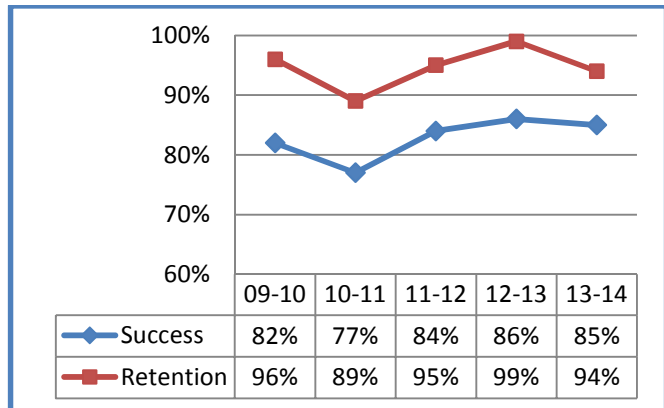
Action Plan:

- Complete the lab construction to provide ceiling and adequate air-conditioning/heating; build outdoor awning.
- Develop industry recognized certification.
- Hire a F/T faculty and purchase updated trainers
- Offer more sections of core courses
- Create a pool of P/T faculty who may be available to teach in the day time
- Provide the adjunct faculty with training opportunities to stay current with emerging technologies.

INSPECTION TECHNOLOGY — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	144	179	130	186	106
FTEF	1.40	1.20	1.20	1.40	1.20
WSCH per FTEF	309	448	325	399	265



	09-10	10-11	11-12	12-13	13-14
Sections	7	6	6	7	6
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded*	5	3	1	1	3
Certificates awarded*	7	4	1	5	3

Description:

The program, based on Title 24 of the California Code of Regulations, provides training in all facets of construction inspection. The curriculum covers testing of construction materials, non-structural plan review, interpretation and use of building codes, and related laws. It takes two years to complete the certification program. Graduates of the program work as building inspectors for government agencies. The housing bubble in 2008 adversely affected job prospects for graduates of the program.

Assessment:

- This program resides within the welding department and has no F/T faculty
- The success and retention rate in the program is very high
- The collapse of housing market in the Inland Empire led to lower enrollment in the program
- WSCH/FTEF have declined because of the weak housing market
- Housing market is recovering and there is a lot of pent up demand for homes
- Several sections were cut.

Program Goals:

- Increase number of sections offered each semester to allow students to complete the program in one year
- Offer short-term classes for incumbent workers to update their skills as building codes change
- Update curriculum with entrance and exit points as well as appropriate pre-requisites
- Course content to include the California Building Codes rather than International Building Codes
- Get minimum funding required for the program to grow and thrive.

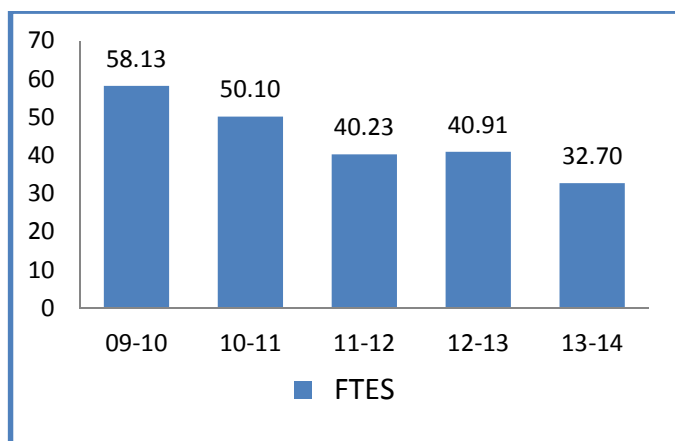
Challenges & Opportunities:

- In 2013, Title 24 changed significantly with respect to Residential Building Energy Efficiency Standard
- The new standard have been enforced in January 2014
- Incumbent workers need short term retraining to understand and comply with the new standards
- The curriculum has no entry exit points or short-term courses
- No F/T faculty to update the curriculum
- The program has no funding except adjunct salary.

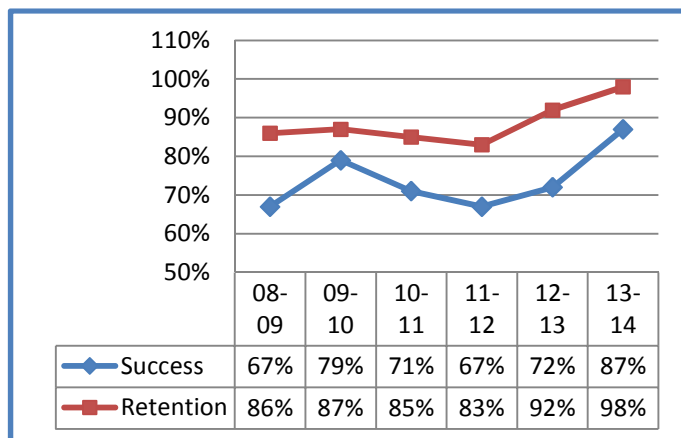
Action Plan:

- Get general funding for the program to pay a P/T faculty to update courses, degree and certificate
- Update curriculum creating a definite entrance and exit point and the current California codes
- Purchase a set of current codes as reference for classroom and faculty
- Apply for funding and resources for a program that has potential to grow significantly
- Provide short term training for incumbent workers.

MACHINIST TECHNOLOGY — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	337	260	206	220	190
FTEF	5.15	4.69	3.02	3.08	3.10
WSCH per FTEF	339	320	400	399	316



Description: The program is designed to train first-time students and to re-train those employed in the machine trades industry. Curriculum includes: conventional machining, computer numerical control (CNC), computer aided drafting (CAD), computer aided manufacturing (CAM), tool & die, metrology, inspection, and print reading. The program offers AS degree and certificates in machinist technology. The program offers students the opportunity to obtain National Industry Metal Skills (NIMS) credentials accredited by the American National Standards Institute (ANSI)

Assessment:

- Unnecessary prerequisites and corequisites were appropriately removed, this caused low enrollment by preventing students from registration for courses that other California community college also do not require prerequisites and co-requisites for the same courses
- FTEF has declined due to early retirement of F/T faculty, reduction of adjunct faculty, and sections offered
- WSCH per FTEF has declined due to courses being cancelled because of unnecessary prerequisites and co-requisites preventing enrollment
- Success and retention is high and has continually risen for three years in a row due to adjunct faculty streamlining schedule for maximum facility use and sections being offered at nights and weekends.

Program Goals:

- Hire F/T staff
- Permeate NIMS standards into curriculum for all machine trades courses
- Update tool and die curriculum with NIMS standards and offer Mach 061 jig and fixture making, and Mach 160 tool and die
- These specialized courses are required to obtain degree and/or certificate for tool and die program (has not been offered in more than three years)
- Develop curriculum and add sections for advanced manufacturing in automated and robotics manufacturing
- Develop advisory committee to provide up-to-date relevant standards and processes for curriculum implementation.
- Certify machine trades staff with NIMS
- Increase program awareness, partnerships with industry and improved networking with the community and local high schools, continuations, and options for youth.
- Create new curriculum for quality assurance inspector certificate.

Challenges & Opportunities:

- There is no F/T faculty to resolve all current machine trade needs
- All conventional machines are in working condition and only require maintenance and curriculum development
- The program has five operational computer numerical control (CNC) machine tools and has up to date software that keep the advanced manufacturing program going however since the program has not implemented new machine tools since 2008 the program needs to update to new machine tools (multi axis, five axis) to keep current.
- There are not enough CNC machine tools for each student, program needs to acquire more CNC machine tools, automated, and robotics equipment
- Most advanced manufacturing jobs require 9600 hours of experience, additional advanced manufacturing courses and extra lab time needed to increase student experience hours so they can be competitive in the work place
- Qualified NIMS F/T faculty needed to update curriculum with NIMS for entire program
- F/T additional staff needed to teach Mach 160, Mach 061
- F/T faculty needed to develop curriculum for advanced manufacturing

MACHINIST TECHNOLOGY — 2013-14

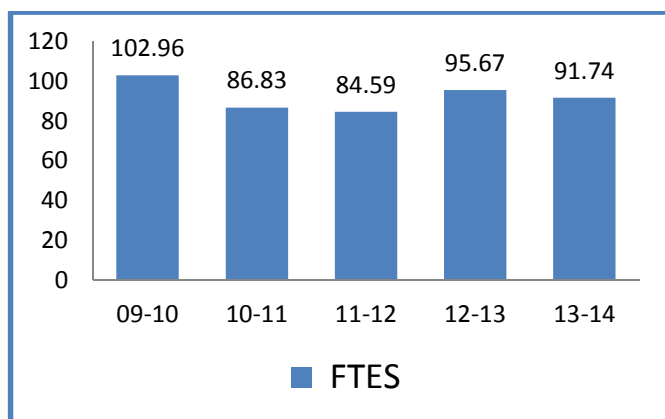
	09-10	10-11	11-12	12-13	13-14
Sections	33	27	16	17	16
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	0	2	0	2	4
Certificates awarded	12	8	10	21	3

- F/T faculty needed to network and build partnerships with industry to develop advisory committee, and internships
- Funding required to certify staff with NIMS credentials
- F/T faculty needed to continually work with the youth education systems for recruitment and form articulation agreements
- F/T faculty needed to bring exposure to the program through advertisement, CTE events, and live school demos
- F/T faculty needed to develop curriculum for quality assurance program. The program has some quality assurance equipment but additional equipment is needed to up to date and create certificated program
- Computer lab chairs outdated wheels falling apart to be changed, shop floor needs to be renovated and painted

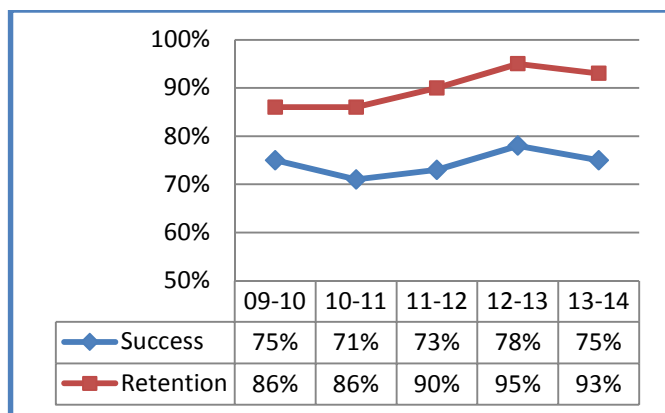
Action Plan:

- Hire qualified machinist instructor F/T that can transcend all facets of machine trades scope: NIMS, conventional machining, computer numerical control (CNC), computer aided drafting (CAD), computer aided manufacturing (CAM), tool & die, metrology, inspection, and print reading
- Develop curriculum work with industry, schools and the community. Request funding to purchase equipment.

WATER SUPPLY TECHNOLOGY — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	1,083	1,015	852	952	933
FTEF	6.61	7.04	5.76	6.39	8.09
WSCH per FTEF	467	370	441	449	340



	09-10	10-11	11-12	12-13	13-14
Sections	41	47	37	39	45
% of online enrollment	2%	2%	0%	3%	0%
Degrees awarded	6	3	4	8	20
Certificates awarded	33	14	9	12	5

Description: The water supply technology program is designed to serve students who are employed or interested in employment in the field of water/wastewater. The program provides technical courses in water distribution, water treatment, wastewater collection, wastewater treatment, water use efficiency, as well as backflow prevention and cross-connection control. The courses prepare students to upgrade their skills and/or prepare them for licensing examinations and certifications from the California State Water Resource Board, American Water Works Association, California Water Environment Association, and other agencies. The program offers both vocational certificates as well as an Associate Degree.

Assessment:

- From the lows in 2011-12, the enrollment has increased by 8%.
- Overall student success/retention has improved in five years though it fell in the last year.
- Number of degrees awarded more than doubled but the number of certificates awarded fell by half.
- Efficiency has fallen to an all-time low for a program with mainly lecture courses. This is highly troubling.
- Many courses have low enrollment and the number of sections offered is at an all-time high

Department Goals:

- Obtain a stable, permanent budget from general funds in order to fund tutors, workshops, lab supplies, and field trips.
- Track students who complete the courses to determine if they are receiving state certification and jobs in the field.
- Closely track and monitor the students in the work experience program to determine if they are receiving relevant experience that enables them to obtain jobs in the field.
- Increase partnership with industry to place all the interested students in work experience programs.
- Schedule courses at time when convenient for students to attend.
- Provide nurturing and adequate support service to adjunct faculty and students to sustain/improve the quality of the program

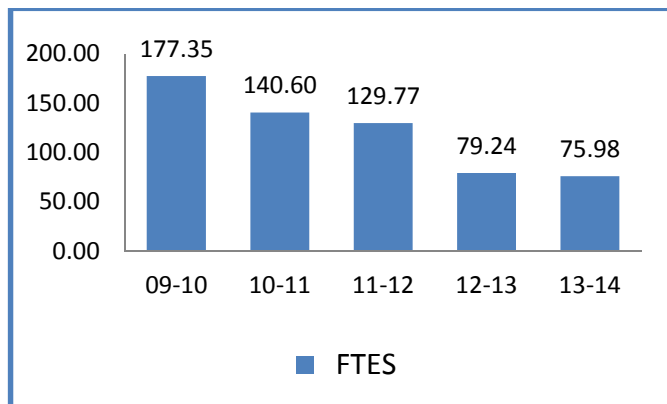
Challenges & Opportunities:

- The backflow lab with six stations is inadequate for 25 students
- Lack of a stable permanent budget hampers long term planning
- It is difficult to track students longitudinally who go to work before completing a SBVC degree or a certificate.
- Continued curriculum development does not always include input from industry advisory boards.
- Sudden move of the program to the technical division in the middle of last academic year led to uncertainty and uneven support services.
- Due to lack of classrooms in the technical division, courses are taught in many different buildings on the campus.
- The current age and state of the technical building imposes serious constraints on lecture, laboratory, office, and meeting spaces.

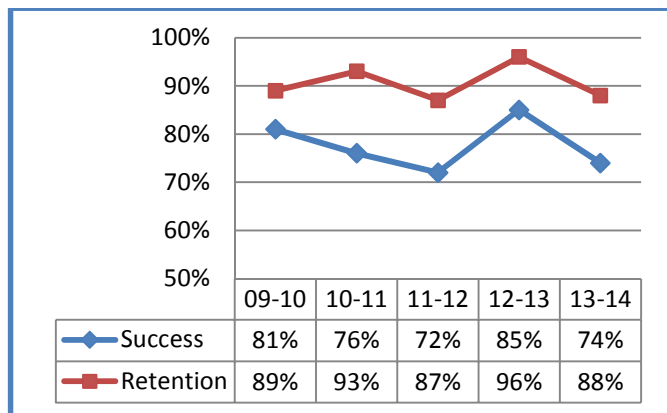
Action Plan:

- Add a minimum of two stations to the backflow lab so that there are three students/station. The ideal students/station ratio is two.
- For existing and future grants, the institution must commit to support the program with clerical staff, timely equipment purchases, and adequate faculty reassigned time.
- Provide office space comparable to the faculty office space on campus and adequate support services for fulltime/part-time faculty in the technical division or move the program to a division that can adequately support it.
- Hold all the water classes in one building and in a limited number of classrooms, which allows students to form informal community and network.
- Schedule classes when it is convenient for students and cancel the sections with very low enrollment to improve efficiency.

WELDING TECHNOLOGY — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	624	506	374	429	463
FTEF	8.56	8.05	8.47	6.59	7.84
WSCH per FTEF	622	524	460	361	291



	09-10	10-11	11-12	12-13	13-14
Sections	66	52	34	32	39
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	2	0	0	1	1
Certificates awarded	6	6	3	4	1

Description:

The program provides training in all areas of welding technology including oxy-fuel, shielded metal arc, gas metal arc, flux-cored arc, gas tungsten arc and prepares students to become American Welding Society (AWS) certified welding inspectors or LA City certified structural welders. The department strives to provide industry relevant technical training to train students for the welding profession. The program offers an A.S. degree and academic certificates in welding technology.

Assessment:

- The curriculum was revamped to provide sequential courses with clear entry and exit points and logical pre-requisites
- Consolidated welding courses with 12 units each and repeatability were deleted only a year ago. This caused the number of sections/enrollment to drop significantly but it is slowly rising
- WSCH/FTEF is very high for a lab intensive program
- Only one full time faculty for FTEF of 7.84
- Hired an adjunct with expertise in pipe welding.

Department Goals:

- Hire a F/T faculty with specialization in pipe welding
- Promote program by creating better advertisements, signage, and networks with our local high schools and community
- Diversify the curriculum and purchase equipment in areas such as robotic welding, welding simulation, metal crafting/sculpting and local industry needs.
- Form a more active industry advisory board
- Increase certificate/degrees awarded.

Challenges & Opportunities:

- Due to space limitations, large heavy materials must be handled in small confined spaces indoors or in exposed areas outdoors.
- Strength of material lab has outdated equipment
- Front lab needs painting and thorough renovation due to confined work spaces and lack of maintenance.

Action Plan:

- Hire a P/T classified assistant and F/T faculty with specialization in pipe welding to meet the needs of the oil and gas industry
- Build an outdoor awning and fenced area on west wall of both the front and back lab for the handling and cutting of material.
- Update and expand front lab facilities to include Strength of materials lab and to OSHA standards to provide a safe and healthy environment for students, staff, faculty
- Expand internship opportunities for students similar to the successful summer 2014 program with California Steel Industries, Inc.



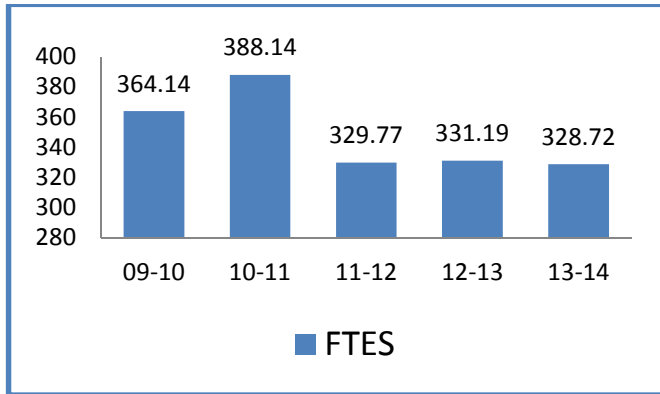
San Bernardino
Valley College

Research, Planning & Institutional Effectiveness

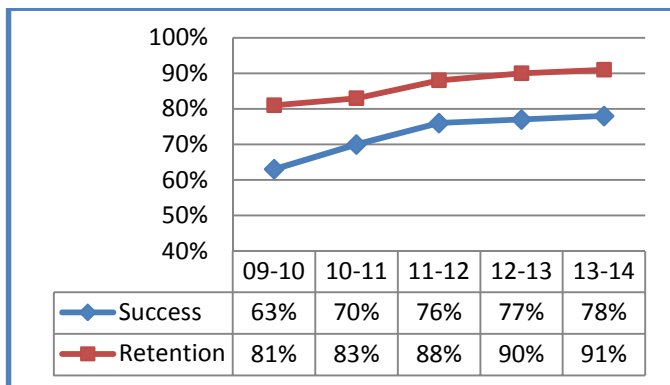
SAN BERNARDINO VALLEY COLLEGE EDUCATIONAL MASTER PLAN 2013-2014

ARTS & HUMANITIES DIVISION (INSTRUCTION)

ART — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	2,583	2,754	2,224	2,152	2,209
FTEF	20.26	20.66	18.12	17.66	19.00
WSCH per FTEF	539	564	546	563	519



	09-10	10-11	11-12	12-13	13-14
Sections	91	95	75	73	80
% of online enrollment	4%	4%	0%	3%	3%
Degrees awarded	6	10	13	9	16
Certificates awarded	2	3	9	9	7

Description:

The art department provides quality art education to a diverse community of learners. Courses in art are designed to serve lower division, transfer and general education students at the two-year college level, students interested in careers in graphic design, web design, computer animation and three-dimensional disciplines, and the personal interests of our community members. Art courses provide critical thinking skills and multicultural experiences that can be usefully applied in other areas of education and life.

Assessment:

Comparing the 2012-13 and 2013-14 academic years indicates:

- There has been only a slight variance in enrollment from 2011-12 through 2013-14. There was a 1% decrease in enrollment during the 2013-2014 academic year
- The numbers for duplicated enrollment increased by 1% from 2012-13 to 2013-14 and the WSCH per FTE decreased by less than 1% during the 2013-14 year
- The decline in FTES, Duplicated Enrollment and FTEF are linked to section cuts. During the 2009-10 the art department offered 91 sections. Eighty sections were offered during the 2013-14 academic year
- Success rate increased by 8% 2009-10 to 2013-14 and retention rate increased by 9% from 2009-10 to 2013-14.

Department Goals:

- Increase the number of sections offered
- Increase online course offerings
- Evaluate and implement changes to the SLOs
- Increase the number of degrees and certificates awarded
- Develop a transferable 3-D foundations course.

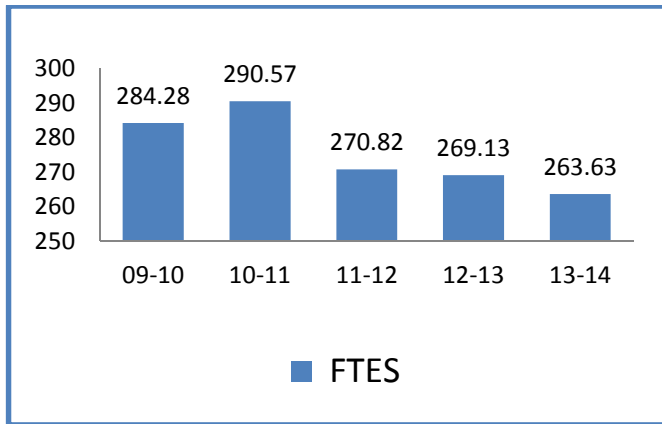
Challenges & Opportunities:

- The challenges are lack of F/T faculty, especially an art historian. There are FTEFs for nine F/T faculty, yet we are a department of only three F/T faculty. Additional challenges are a decrease in sections offered and students who lack reading and math skills
- The opportunities are to develop new curriculum, improve access to classes for students who need a flexible schedule, and increase educational partnerships with transfer destinations (four-year colleges and universities)

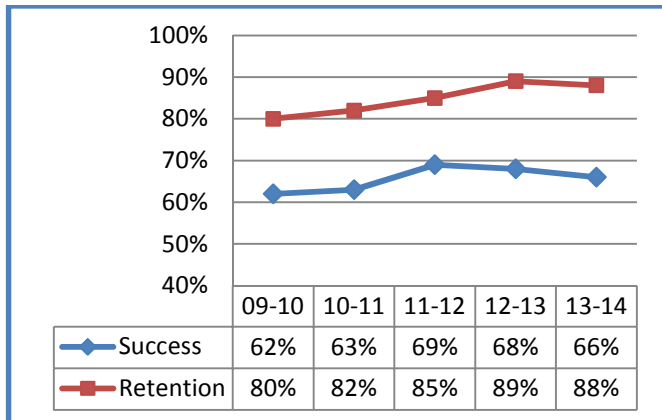
Action Plan:

- Develop a strategic plan for growth
- Continue regular department meetings to discuss department goals and strategies
- Continue regular advisory committee meetings
- Continue to request an additional full-time faculty member through program review
- Continue SLO assessments and summaries and revise SLOs as necessary.

COMMUNICATION STUDIES —2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	2,889	2,932	2,725	2,613	2,636
FTEF	17.80	17.80	17.00	17.00	17.40
WSCH per FTEF	479	490	478	475	455



	09-10	10-11	11-12	12-13	13-14
Sections	92	91	85	85	87
% of online enrollment	13%	13%	12%	9%	12%
Degrees awarded*	N/A	N/A	N/A	N/A	4
Certificates awarded	N/A	N/A	N/A	N/A	N/A

*A.A.-T Degrees were established in 2013.

Description:

Communication studies has a FTE load equivalent to 9 FTEF. However, the department functions with four FTF, and nine adjunct faculty. The department offers a variety of 100-level communication courses that meet general education requirements. Courses are taught in various learning environments, including traditional face to face classes, various late-start schedules, online hybrid, morning, mid-day, and evening classes.

Assessment:

- Between the academic years of F09 and S11, the department experienced approx. 3% growth
- FTEs started to drop 2011-12 due to budget cuts and class reductions across campus
- Department maintains FTEF load of nine, but functions with four FTF and nine adjunct faculty
- Department WSCH per FTEF continued to increase each year prior to budget cuts in 2011-12
- Retention for the past five years has experienced a steady increase, with the exception of a 1% drop in 2013-14, which did not seem to be significant enough to be concerned
- Success rates have increased 4% in the past five years.
- The AA-T in communication studies was recently state approved in 2013, which has already resulted in four degrees awarded!

Department Goals:

- The communication studies department will continue to promote the recently state approved AA-T in communication studies. The department will continue to monitor the number of degrees awarded
- Continuing our partnership with Hunt Elementary, working with elementary students on acquiring public speaking skills
- Continue to host our annual speech and debate tournament.

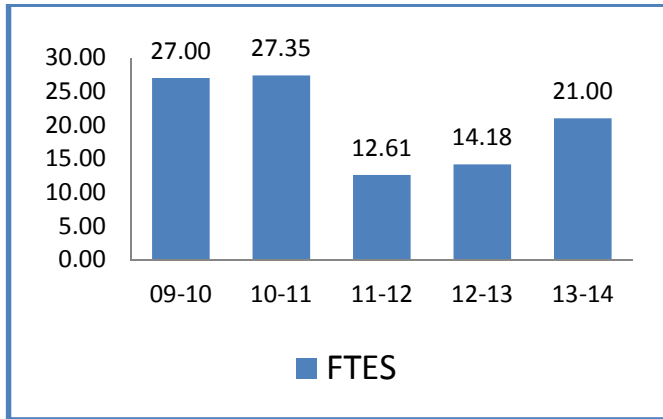
Challenges & Opportunities:

- ACCESS and STUDENT SUCCESS will be jeopardized if the communication studies department continues to function with four FTF and nine adjunct faculty, but with an FTEF load equivalent to nine FTEF
- We are not capable of fully accommodating our students at peak offering times
- Our department is committed to advertising the AA-T in communication studies, helping students succeed in their educational and career goals.

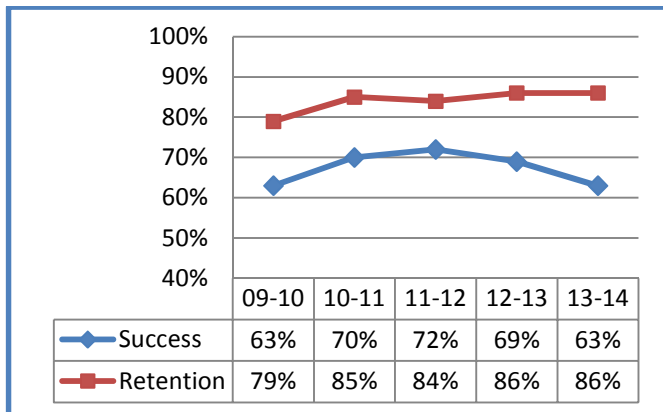
Action Plan:

- The communication studies department plans to continue to assess student needs regarding course offerings in order to continue serving our students to the best of our ability
- We are moving toward a time of growth, and look forward to expanding our offerings
- We will continue to distribute our department brochures to help inform students of our department offerings and our AA-T.

DANCE — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	134	128	61	72	105
FTEF	1.81	1.16	1.00	1.16	1.14
WSCH per FTEF	448	707	378	367	551



	09-10	10-11	11-12	12-13	13-14
Sections	9	10	5	8	8
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

Dance is one of the most rewarding of all human endeavors, and the faculty and students in the department share a deep love for their art and a common desire to achieve excellence in it. The curriculum provides basic preparation for further study in dance at the community or university level. The goal of the dance department is to help students develop their dance potential to the highest possible level.

Assessment:

- The dance program has increased the FTES by 150% this last year. Our duplicated enrollment increased by more than 150% and while our productivity is above the statewide goal of 525 at 551 we are struggling in finding a "home" for our dance program. Our success rates have declined since being dislocated from the auditorium. We have been in a temporary home in the gym for a few years. A dance studio is required to fully maximize both the dance and theatre programs.
- Due to limited offerings, we have just two instructors who have been allowed to teach only three classes (eight classes when considering stacked sections) between them. This is NOT because we haven't had an interest but because the budget cuts and facility issues have forced reductions.

Department Goals:

- We hope to add ballet to our offerings utilizing an exceptional instructor already teaching for us in other classes.
- We need to offer additional sections in other areas of dance. Our performances are very well attended and class sizes (depending upon the facility) are growing because of the increased size of the facility provided. The floor in the gym is NOT adequate for any dance requiring leaps of any kind!

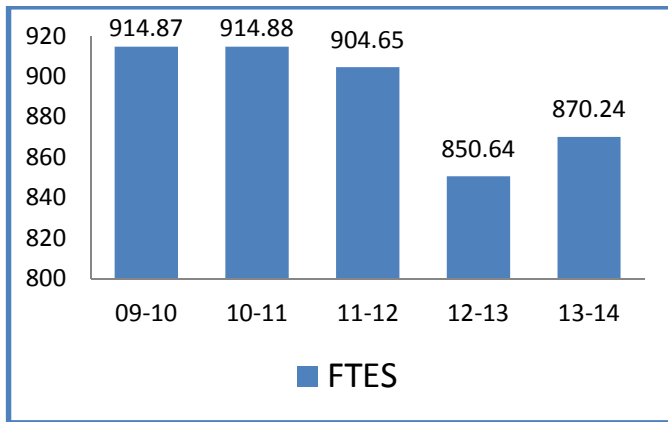
Challenges & Opportunities:

- The largest challenge facing the department is the loss of a dedicated space when the auditorium was renovated. The program requires a permanent dance studio, with an appropriate, safe floor.
- The department has had a loss of success rates linked with the loss of their facility. Students are not in an educationally appropriate environment in their temporary home in the gym, with classes offered only when the PE department is not using it (early morning.) The department wants to expand offerings, improving access to alternative days and times.
- The department has collaborated with the theatre department on numerous occasions to produce a musical which includes complicated choreography and dance skill from our students.

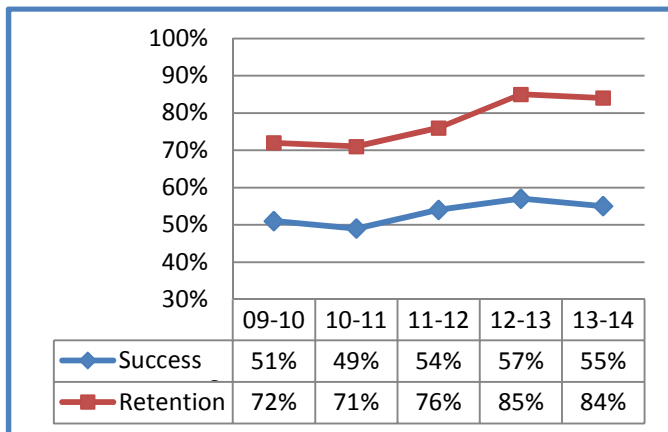
Action Plan:

- The department will continue to grow as sections are available and an appropriate facility is identified. Additional disciplines are necessary (ballet, tap, ballroom, etc.)
- The department will continue to collaborate with theatre and music in support of its educational philosophy which features dance as a performance art form.

ENGLISH — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	7,055	6,999	6,894	6,461	6,679
FTEF	64.50	64.91	65.83	63.58	64.10
WSCH per FTEF	426	423	412	401	407



	09-10	10-11	11-12	12-13	13-14
Sections	262	260	260	257	270
% of online enrollment	11%	9%	9%	11%	10%
Degrees awarded*	N/A	N/A	N/A	N/A	2
Certificates awarded	N/A	N/A	N/A	N/A	N/A

*A.A.-T Degrees were established in 2013.

Description: The English department offers a comprehensive program of classes designed to help students improve literacy levels and study skills. Our courses are designed for transfer students, students seeking an AA Degree or Career Certificate, basic skills students, TMC English AA degree majors, and ESL students. Our courses are designed to foster practical and academic writing, critical thinking, comprehension skills, and communication skills.

Assessment: The slight increase in FTES reflects the addition of a few sections for SP14 and FA14, also reflected in the total number of sections graph

- There is a slight increase in the WSCH number, but this number should be adjusted to reflect the contract negotiated lower class caps (25), which the formula does not account for
- Both success and retention percentages are minimally different than 2012/2013 but likely reflect the legislative and local changes, including 3 strikes, moving up of census date, and priority registration changes
- The percentage of online enrollment is in line with the department's pedagogical philosophy
- Since implementation of the TMC AA Degree in FA13, two students have been awarded this degree.

Department Goals:

- Hire two F/T faculty members to replace retirees and ensure program integrity
- Maintain comprehensive program that includes a college newspaper, required transfer-level composition and literature courses, and an ESL program
- Validate assessment cut scores to provide students accurate placement into English classes
- Increase number of ENGL 101 and ENGL 102 sections
- Review, revise, and promote TMC AA Degree
- Add PLSLOs to syllabi addendums
- Stabilize funding for the writing center so we can hire more tutors to maintain quality service to a diverse community of learners
- Expand our ESL program.

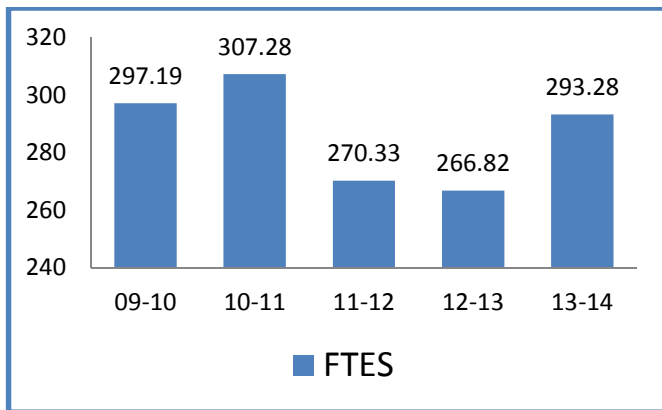
Challenges & Opportunities:

- Two vacant F/T faculty positions
- Competition with disciplines in the Humanities Division and across campus for sections and classrooms
- Allocation of classrooms for the largest department on campus
- Maintain program integrity despite section cuts
- Operating a resource center to accommodate all students within the current 2014-15 budget
- Continue to offer degree required literature classes to meet demand and match the increase in the number of English majors, up 50% from 2013, so students are not delayed in completing a sequence which delays their transfer/degree
- Increase # of 101 & 102 sections despite the current push to offer more basic skills classes,
- Two degrees were awarded in 2013, but the number of declared English majors has doubled, going from 23 in 2013 to 46 in 2014, which should lead to more degrees.

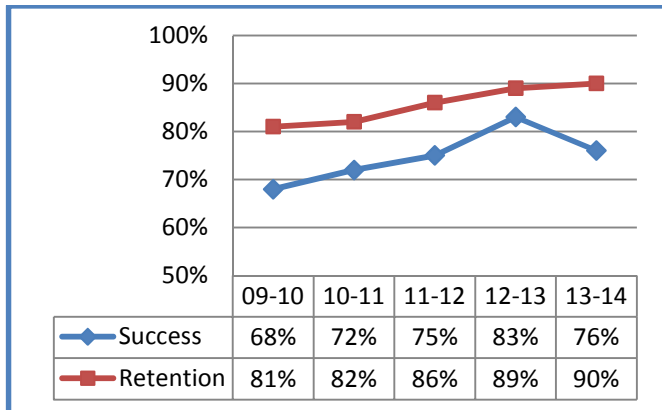
Action Plans*:

- Analyze assessment data and make necessary adjustments to placement cut scores
- Schedule degree classes so they do not overlap
- Use LA217B as a library/workshop space to counsel English majors and hold discussions and informative workshops
- Create student survey to identify potential English majors
- Purchase and implement a more accurate ESL placement/assessment test
- Actively seek funding for the writing center
- *Form limitations prohibit us from listing all action plans.

MODERN LANGUAGES — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	1,963	1,993	1,755	1,677	1,879
FTEF	18.08	17.75	15.48	15.47	18.06
WSCH per FTEF	493	519	524	517	487



	09-10	10-11	11-12	12-13	13-14
Sections	61	59	51	52	59
% of online enrollment	7%	9%	16%	14%	9%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description: The modern languages department offers a range of beginning, intermediate, and advanced Spanish, French, Arabic and ASL courses for non-native and native speakers. The goal for non-native speakers is to learn these languages for personal or professional reasons, and/or to meet foreign language degree requirements. The goal for native speakers is to improve their reading, writing, listening and speaking skills. All transfer level courses are articulated with CSU/UC system.

Assessment:

- FTEs increased gradually from 2009-10 to 2010-11; however, 2011-12 and 2012-13 FTEs decreased significantly due to budget constraints that forced the MLD to offer fewer sections. 2013-14 saw an increase in FTEs as the budget allowed for more sections.
- The WSCH decreased from 517 in 2012-13 to 487 in 2013-14
- Pass rates and retention levels increased from 68%/81% in 09-10 to 76%/90% in 2013-14 respectively. The retention rate is the highest in the last five years.

Department Goals:

- Review and update transferability requirements for Spanish 157 to articulate with UC/CSU.
- Continue to expand online and Honors courses (SPA 103, SPA 101 (H)/SPA 102 (H), ASL 109
- Improve student pass rates for all MLD courses
- Expand partnerships with community organizations/Student Services to improve MLD visibility
- Review the sustainability and expansion of the SI program through Program Review
- Continue to support the Spanish and ASL Clubs
- Revise ASL SLOs to reflect course expectations.

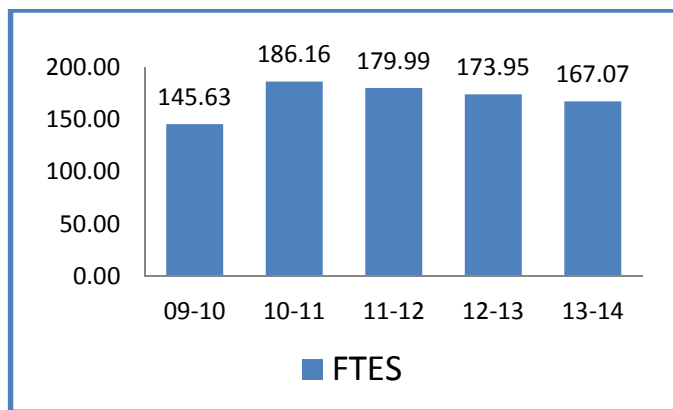
Challenges & Opportunities:

- Take the opportunity during Content Review to revise and adopt uniform textbooks for ASL 109/110
- Find ways to reinstitute a study abroad program
- Create a more comprehensive language program to offer intermediate courses (SPA 104), FRE 101, to continue offering beginning Arabic courses and to create SPA 156 as a prerequisite for SPA 157
- Continue to expand online language offerings without reducing the number of on-campus classes.

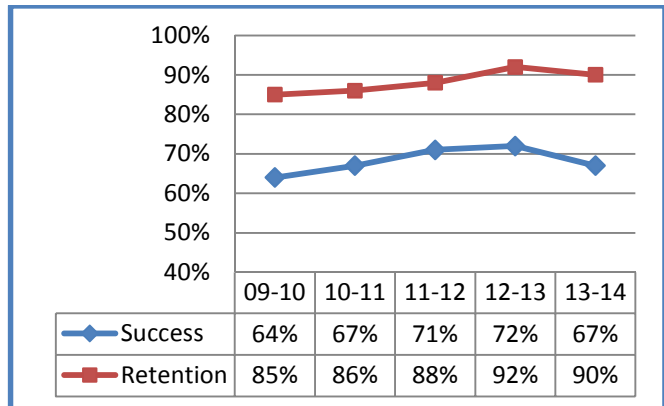
Action Plan:

- Create Spanish 156 as a pre-requisite for 157 in Curricunet
- Offer SPA 101/102 (H) in spring 2015. Create ASL 109 (H) course
- Refer students to Student Success center as well as SI program
- Continue to outreach and participate in community events
- Use the needs assessment process to request continuous/expanded assistance with the SI program in the MLD Dept.
- MLD faculty keep serving as advisors to SPA/ASL clubs
- ASL faculty will meet to discuss, review and revise ASL SLOs.

MUSIC —2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	1,289	1,588	1,424	1,313	1,312
FTEF	8.99	9.14	9.23	8.76	9.58
WSCH per FTEF	486	611	585	517	523



	09-10	10-11	11-12	12-13	13-14
Sections	59	57	53	50	55
% of online enrollment	0%	0%	0%	0%	6%
Degrees awarded	1	0	0	0	2
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description: The faculty and students in the music department share a deep love for their art and a common desire to achieve excellence. The curriculum provides preparation for careers in music or further study at four-year institutions. It provides a balanced education in the many facets of musical experience. The goal of the music department to help students develop their musical and intellectual potential to the highest possible level.

Assessment:

- Figures for 2013-14 represents a drop of six FTEs from the previous year of 2012-13. Like the rest of the college we experienced a decline in the spring 2014. Because of budgetary constraints, we have not been able to offer as many sections as in the past.
- We are still working to replace all the offerings deleted from our schedule in past years!
- Our enrollment is virtually unchanged from the previous year while our need for another F/T faculty has grown.
- We have one F/T professor in the music department with a load for 4.79 for the department!
- A note that our productivity is again increasing towards the goal of 525.
- We are showing a success rate of 67%, a drop of 5% from the previous year, but are maintaining a high retention rate of 90% of our music students.

Department Goals:

- Increase the number of music majors and degrees awarded
- Fully implement a new TMC degree (AA-T Music).

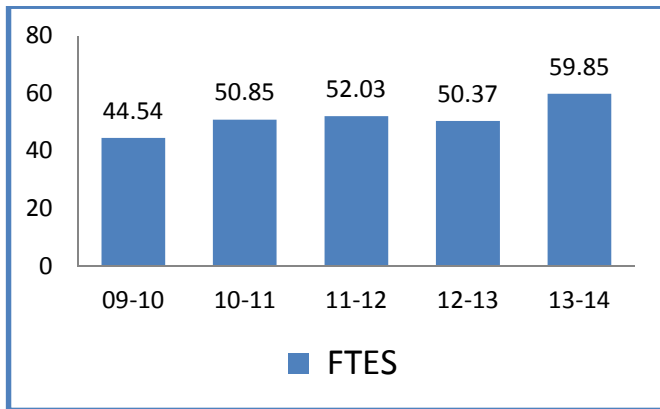
Challenges & Opportunities:

- One of the challenges to our department is the load and responsibility of leading nine adjunct professors, sculpting a program, maintaining a music major emphasis in an era of diminishing class size, and growing the performance level of opera, choral and vocal studies! It is overwhelming without additional faculty participation. A successful performance program requires a F/T faculty to manage concerts, contracts, and other performances. In order to have a fully developed music majors program, another F/T faculty, equally dedicated to theory, appreciation and world music curriculum is needed.
- An additional challenge is the lack of support from the theatre technicians due to the limited availability we have with only P/T technicians.
- One member of the department is utilizing supplemental instruction (SI)
- There have been many opportunities to collaborate with the theatre and dance programs for performances.
- This year, the choral groups are being given an opportunity to perform with an orchestra (SB Symphony) as part of the auditorium grand opening.

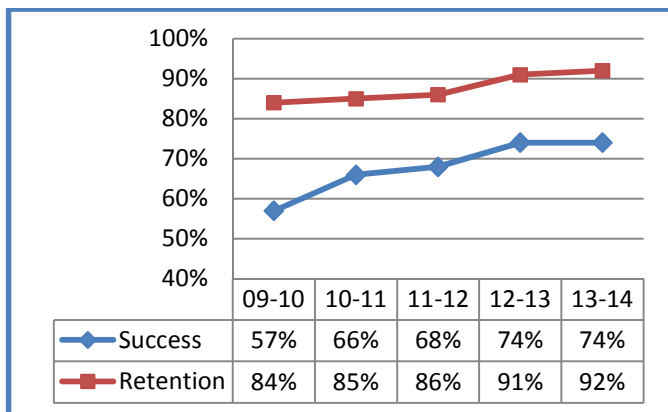
Action Plan:

- Explore strategies to improve success rates, including the use of SI in the program.
- Market the new AA-T degree in order to increase degrees earned and transfer
- Collaborate with theatre and dance to produce quality productions on campus.

RADIO, TELEVISION & FILM — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	305	353	376	388	424
FTEF	3.82	4.20	3.92	3.81	5.05
WSCH per FTEF	350	363	398	396	355



	09-10	10-11	11-12	12-13	13-14
Sections	32	37	33	32	39
% of online enrollment	44%	49%	61%	41%	23%
Degrees awarded	5	0	2	5	7
Certificates awarded	2	0	3	3	1

Description: The radio/television/film department offers a comprehensive instructional program in radio and television broadcasting, digital film production, and digital audio and video production, including a two-year curriculum for students majoring in the field resulting in the Associate of Arts degree and/or transfer to a four-year institution and provides elective courses for students interested in related fields such as journalism, theater arts, and multimedia. Students may opt for 21-unit certificates in radio, television, film, or RTVF. The IE Media Academy, through RTVF, offers specialized workshops and educational activities to high school, community college, and university students.

Assessment:

- Enrollment continues to increase from a low of 230 in 2006-07 to 424 in 2013-14
- The media academy (part of RTVF) continues to add MOUs with local schools and held the third annual film festival in 2013 with partners in television and film
- Media academy interns and students produced the first Cold Case program in cooperation with Rialto police and aired several half-hour and hour specials on KVCR
- Students continue to be turned away from full classes. We have little room for growth; we eliminated one stacked class to increase enrollment in video editing
- Our one-year teaching agreement with Emmy award winning actress Lindsay Wagner brought prestige to the department, district, and media academy.

Department Goals:

- Our success rate continues to increase from a low of less than 50% in 2008-09 to a high of 74% in 2013-14, exceeding the goal of 70% set by the faculty
- Our original goal of retention was 88% set in 2012. We exceeded that goal in both of the last two years
- Our revised goal for the 2014-15 school year is a 75% success rate and maintain our retention rate of at least 92%.

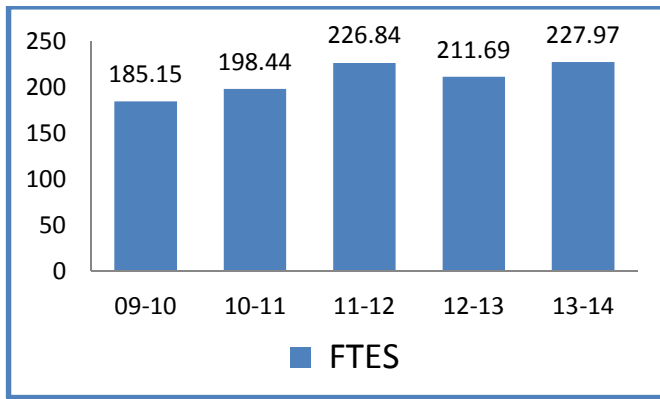
Challenges & Opportunities:

- The RTVF department/Inland Empire media academy is currently working with CSUSB to bring professional news set to the KVCR studio.
- Using this news set, RTVF students will have the opportunity to produce interview style and news style programming for the campus television station and create portfolio projects for their digital resumes as well as broadcast programming for KVCR-TV.
- In addition, the IEMA will offer at least one digital workshop to expand students' knowledge and opportunities.
- The fourth annual student film festival will be held in September 2015.

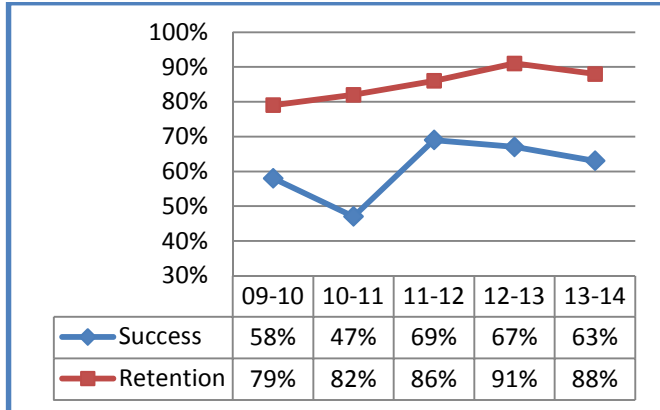
Action Plan:

- The RTVF department and the IEMA will continue to establish partnerships with businesses and industry professionals, including Sony, Avid, and Entertainment Partners (Movie Magic scheduling and budgeting) to support the student film festival and other IEMA events
- IEMA interns and RTVF students are producing a new video program, Inland Unsolved, in cooperation with the Rialto police department to assist Inland Empire police solve cold murder cases
- RTVF students and interns are researching and producing a one-hour special on the ongoing drought threatening the west coast for KVCR-TV.

READING & STUDY SKILLS — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	991	1,043	1,183	1,150	1,255
FTEF	12.18	12.70	15.08	15.62	17.53
WSCH per FTEF	456	469	452	407	390



	09-10	10-11	11-12	12-13	13-14
Sections	38	39	46	48	53
% of online enrollment	11%	8%	20%	17%	15%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

The reading and study skills department offers courses in reading improvement and study skills designed to prepare students to succeed in college. Entering students are placed in developmental reading classes based on their individual assessment scores. In addition to the basic skills series, the department offers college-level reading courses: READ 100, Academic Reading, a course designed for students who want to improve academic reading, comprehension, and vocabulary development; and READ 102, Critical Reading for Critical Thinking, which meets the CSU requirement for "A3, Critical Thinking."

Assessment:

- Over the past five years, enrollment has increased from 991 in 2009-10 to 1,255 in 2013-14
- FTEF has also increased from 12.18 in 09-10 to 17.53 in 2013-14
- WSCH per FTEF has decreased from 456 in 2009-10 to 390 in 2013-14
- Retention has increased from 79% in 2009-10 to 88% in 2013-14
- Success rate has increased from 58% in 2009-10 to 88% in 2013-14
- The department has load for nine F/T faculty, but operates with four F/T faculty.

Department Goals:

- Increase the number of sections offered in both remedial and college-level reading and study skills classes
- Create more accelerated reading and study skills learning communities designed to support qualified students, wanting to quickly matriculate through the reading and study skills sequence
- Strengthen reading and study skills curriculum, better preparing students enrolled in reading classes for the English sequence of classes
- Increase student success and retention
- Improve part-time/full-time faculty ratio.

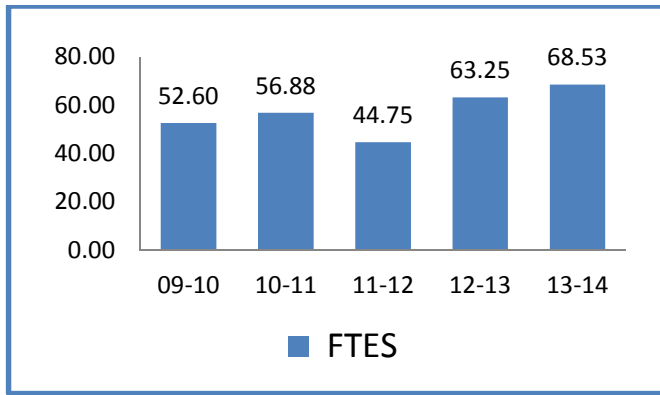
Challenges & Opportunities:

- Assessment data indicates need for additional reading courses
- With the anticipated implementation of basic skills prerequisites, the department will need to increase the number of remedial course offerings. This will necessitate the hiring of additional F/T and P/T faculty
- Improve department's WSCH per FTEF ratio.

Action Plan:

- Offer a variety of classes: morning, afternoon, evening, weekend, and online
- Improve technology resources, including purchasing an updated, web-based reading program
- Fully participate in the SI program, staffing an SI tutor in more than 2 out of 27 sections of reading and study skills
- Implement strategies to improve retention

THEATER ARTS — 2013-14



Description: Theatre arts is the study of human expression which culminates in live performance. The play is the medium used to tell a story performed by actors. Theatre arts includes the study of the literature and related disciplines and technologies required for performances. The theatre arts department coordinates several student performances each year.

Assessment: The theatre arts department experienced an increase in enrollment during the 2013-14 academic year, as the department was able to increase the number of sections offered. A slight decrease was seen in the success and retention rates for the year. The lack of a facility during the auditorium renovation negatively affected student retention and success.

Department Goals:

- Reestablish itself in the auditorium and rebuild the student and audience base
- Establish a schedule enables students to complete a degree in two years
- Continue to integrate online offerings, serving a larger, more diverse population
- Seek out opportunities to increase exposure and recognition for its students, the department, and the college
- Offer a variety of productions to the community including drama, comedy, musical theatre, etc.

Challenges & Opportunities:

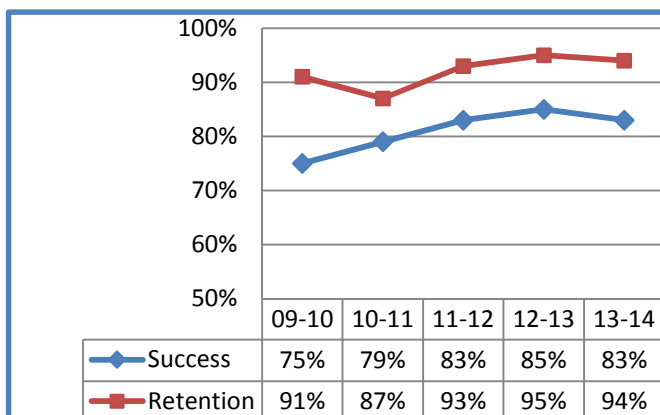
- The renovation created spatial challenges as well as decreased production audience. For instance, the technical students worked in an outside tech yard and the location and weather negatively affected student retention and success
- Loss of the dance studio from the auditorium leaves classes without a facility and reduces collaboration
- Loss of office space for theatre faculty and technical staff creates communication, efficiency and safety difficulties.
- The technical theatre staff assist with campus events, spreading their time thinly
- Theater arts department worked with other departments for artistic collaboration and space utilization
- SBVC theatre created a partnership with Redlands Theatre Festival
- SBVC acting students performed at local high schools and at 2nd City in Hollywood and participated in a workshop offered through Center Theatre Group in LA.

Action Plan:

- Promote theatre in the Inland Empire by connecting with students in the K-12 schools.
- Promote SBVC theatre students, the department, and the college by entering productions into the Kennedy Center American College Theatre Festival and the Inland Theatre League competition
- Establish and maintain connections with local theatre groups.
- Promote the arts on campus by supporting the SBVC Performing Arts Club.

	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	316	371	338	398	447
FTEF	4.65	3.64	2.38	3.44	4.35
WSCH per FTEF	289	469	564	552	472

	09-10	10-11	11-12	12-13	13-14
Sections	20	15	13	14	18
% of online enrollment	0%	0%	0%	0%	6%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A





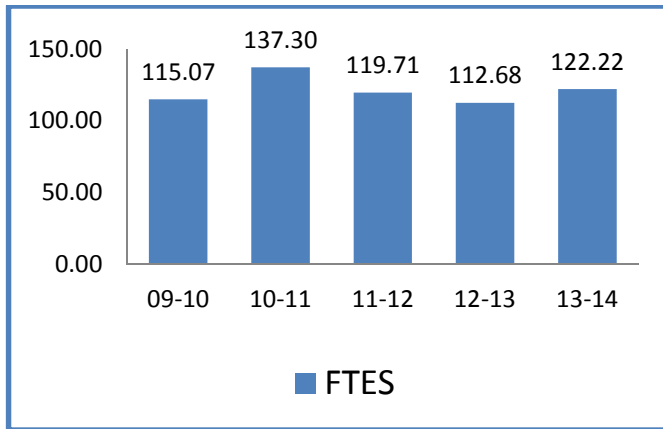
San Bernardino
Valley College

Research, Planning & Institutional Effectiveness

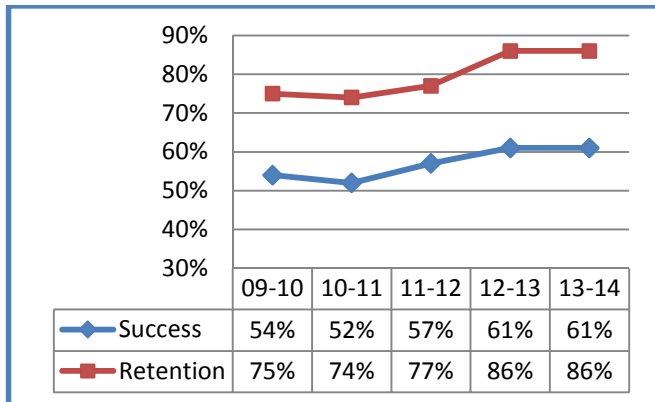
SAN BERNARDINO VALLEY COLLEGE EDUCATIONAL MASTER PLAN 2013-2014

MATHEMATICS, BUSINESS & COMPUTER TECHNOLOGY DIVISION (INSTRUCTION)

ACCOUNTING — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated enrollment	963	1,166	1,008	935	1,025
FTEF	6.52	7.52	6.45	6.52	7.14
WSCH per FTEF	529	548	557	519	514



	09-10	10-11	11-12	12-13	13-14
Sections	28	32	28	28	30
% of online enrollment	32%	31%	43%	38%	50%
Degrees awarded	6	6	12	23	29
Certificates awarded	4	7	8	11	28

Description:

The accounting department offers high quality accounting programs which will prepare our students for successful careers in business and government. We provide students with a broad based understanding of the concepts of the accounting field. The courses offered satisfy transfer requirements and/or offer the specialized training required by the industry for successful employment.

Assessment:

We experienced an 8.5% increase in FTES as a result of increased course offerings. We were able to continue to offer the two classes added in 2012-13 and add two additional courses this year (total 30 sections). Our online enrollment increased by 32%. Our success and retention rates remain strong at 61% and 86% respectively. In addition, we awarded 26% more degrees and 155% more certificates in the current year than in the prior. The additional online course offerings were a leading factor in the increased FTES.

Department Goals:

- Increase the accounting offerings to meet community needs
- Continue to evaluate the accounting programs for possible re-configuration to meet the needs of students
- Continue to increase the use of technology to improve learning skills
- Develop materials for accounting ethics
- Strengthen the accounting program through strategic allocation of funds, development of community connections, and recruitment in the local communities.

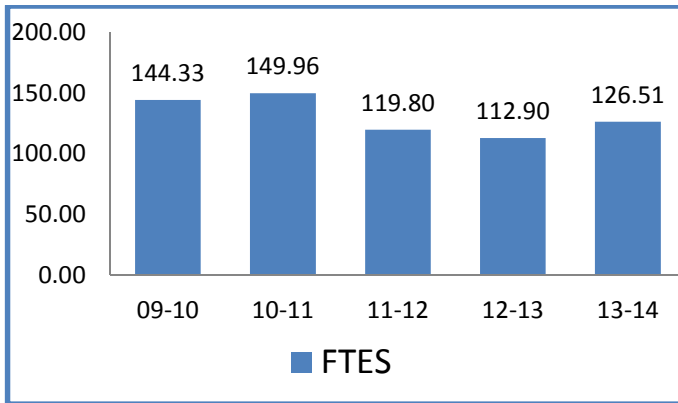
Challenges & Opportunities:

- The budget crisis here in California has caused the district to be more frugal with funds. Proposition 30 passage has mitigated this to some extent. We will continue to reevaluating our course offerings to increase efficiency and effectiveness in all accounting courses
- Our biggest challenge is staffing classes. We have one F/T faculty member, a CPA. We continue to search for qualified adjunct instructors who can teach during the day and evening. This has proved close to impossible.

Action Plan:

- Continue to develop new course/program offerings or improve existing courses as recommended by the community advisory board.
- Continue to increase the Degree and Certificate rates
- Continue to assess the accounting SLO's at both the program and course level.
- Develop a plan to communicate current information about careers in accounting to students.

BUSINESS ADMINISTRATION — 2013-14



Description:

We inspire our students to pursue productive careers in the business world. We provide them with high-quality learning opportunities in business and business related topics. The program serves students pursuing transfer, certificate, and skill upgrade objectives. The program offers an AA and soon AA-T degree in business administration. The program also offers certificates of achievement in business administration, retail management and management/leadership.

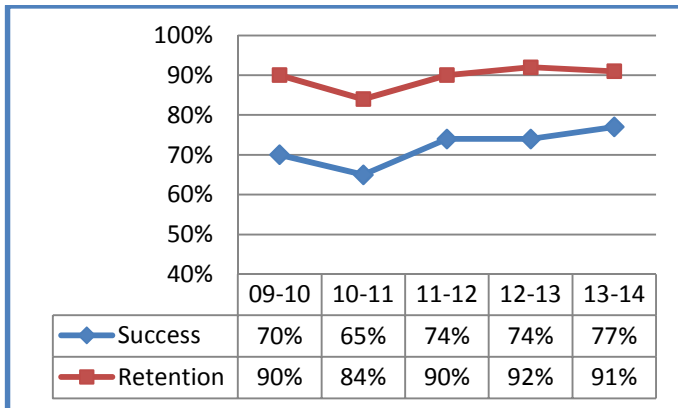
Assessment:

As a result of unemployment (reported August 2014) being at 8.7%, many employees are returning to school to better their odds of employment. Local employers are requiring employees to further their education for personal/business growth. Through continual efforts to offer distributed education (hybrid and/or online), community involvement and counseling (on campus and local universities), our efforts have continued to garner a 15% growth in degrees/certificates awarded.

	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	1,445	1,502	1,198	1,097	1,259
FTEF	7.00	7.00	5.80	5.80	7.20
WSCH per FTEF	619	643	620	584	527

Department Goals:

- Continue to increase offerings to meet community needs
- Expanding partnerships regionally with employers and four-year academic institutes
- Explore the potential for reinvigorating the business offerings
- Continue to develop new online and hybrid courses.
- Continue the use of technology to improve orientation to learning objectives and the requirements for success in the overall program.



Challenges & Opportunities:

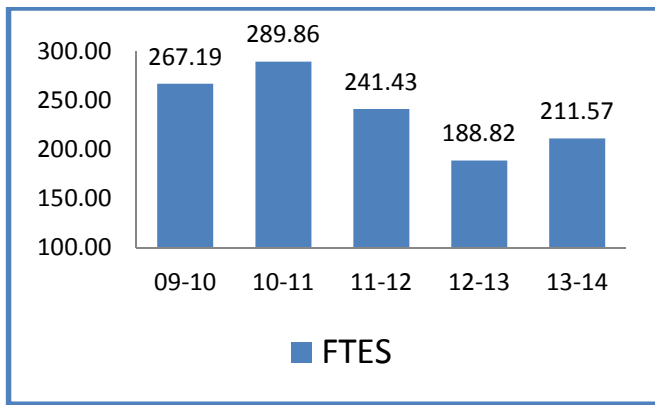
Though the state budget has loosened up, we have not been able to add F/T faculty to assist in this scheduled growth. We have evaluated efficiency and effectiveness in every course within the discipline. Similar challenges at transfer institutions force many students back to community colleges to complete general education requirements—and lower level business requirements—increasing the need for more sections and the importance of articulation agreements.

	09-10	10-11	11-12	12-13	13-14
Sections	38	35	29	29	38
% of online enrollment	13%	17%	31%	31%	40%
Degrees awarded	42	34	48	53	59
Certificates awarded	14	14	13	3	7

Action Plan:

- Create a NEW certificate in Entrepreneurship
- Continue to implement and adjust curriculum offerings recommended by advisory committee
- Adjust current certificates to assure quicker completion for students
- Expand hybrid and online offerings to assure growth proper connection with the community
- Develop and implement SLO assessment process for business administration program level
- Continue to reassess course level SLO's.

COMPUTER INFORMATION TECHNOLOGY — 2013-14



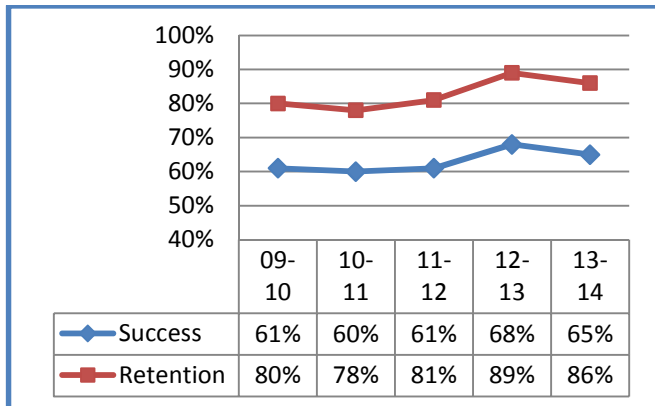
Description:

The CIT Program serves students needs in three ways: 1) Acquisition of basic through advanced computer technology skills; 2) Acquisition of computer skills applicable to current work requirements; 3) Preparation for pursuing education in computer technology at a four-year institution.

Assessment:

- There is a clear inflection point in the data provided between 2011-12 and 2012-13. This is evident in all tables to the left. The decline in FTES and WSCH/FTEF is clearly associated with refurbishment of the business building which resulted in a 9% decline in per section enrollment between 2011-12 and 2012-13.
- Comparing the average student outcomes across the five-years reveals a negative correlation between per section enrollment and student performance.
- With 9% fewer students per section there is a corresponding 9% increase in course retention and success.
- The change in program outcomes, however, are much larger with a 39% increase in the number of degrees awarded and a 35% increase in the number of certificates awarded.
- This data would support a hypothesis that student success increases as per section enrollment decreases and warrants further investigation.

	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	2,357	2,564	2,089	1,924	2,159
FTEF	15.85	17.31	14.48	14.75	16.59
WSCH per FTEF	506	502	500	384	383



Department Goals:

- Maintain academic standards of courses
- Promote student academic achievement
- Offer courses that are relevant to local job market
- Maintain hardware and software currency
- Promote SBVC CS and CIT programs to local HS students
- Enhance transferability and articulation of courses

Challenges & Opportunities:

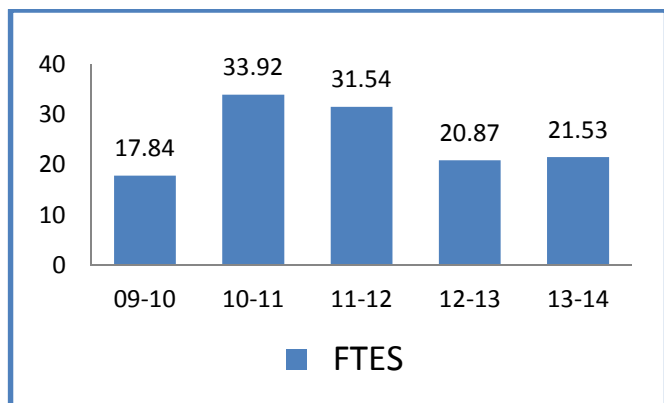
- State approval of degrees and certificates
- Streamlining student completion process
- Access to student-friendly virtual lab environments.
- Career opportunities created by emerging technologies
- C-ID AS-T degree
- Program-level SLOs
- Active student club.

Action Plan:

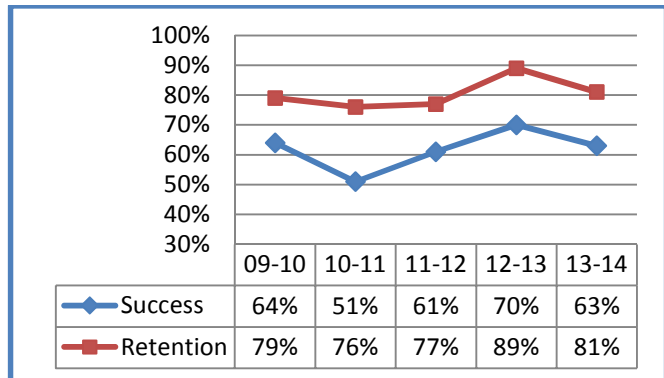
- Monitor progress of certificate and degree approvals
- Restructure courses/certificates/degrees to facilitate student completion
- Expand use of academy models and pursue funding for virtual lab(s)
- Develop outreach and articulation for HS programs.

	09-10	10-11	11-12	12-13	13-14
Sections	84	90	71	72	77
% of online enrollment	54%	67%	72%	75%	77%
Degrees awarded	7	5	9	10	13
Certificates awarded	7	13	7	15	13

COMPUTER SCIENCE — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	100	185	175	183	191
FTEF	1.49	2.44	2.10	2.38	2.68
WSCH per FTEF	359	417	451	263	241



	09-10	10-11	11-12	12-13	13-14
Sections	7	9	8	9	9
% of online enrollment	29%	89%	88%	89%	89%
Degrees awarded	1	0	0	0	1
Certificates awarded	2	0	0	2	1

Description:

The computer science department is a small program with the potential for growth. Computer science enrollments are hampered by strenuous mathematics and physics requirements. This is primarily an academic program with a small certificate option.

Assessment:

- There is a clear inflection point in the data provided between 2011-12 and 2012-13. This is evident in all tables to the left. The decline in FTES and WSCH/FTEF is clearly associated with refurbishment of the business building which resulted in a 9% decline in per section enrollment between 2011-12 and 2012-13.
- Comparing the average student outcomes across the five-years reveals a negative correlation between per section enrollment and student performance. With 9% fewer students per section there is a corresponding 9% increase in course retention and a 12% increase in success.
- This data would support a hypothesis that student success increases as per section enrollment decreases and warrants further investigation.
- The change in program outcomes is difficult to assess because of the tiny number of students who complete either a certificate or an AS degree.
- The much larger number of students that transfer to a four-year institution without earning a degree or certificate mitigates the low number of degrees and certificates awarded.
- It is anticipated that this will change for AS-T degree once the State approves the SBVC application.

Department Goals:

- Maintain academic standards of courses
- Promote student academic achievement
- Offer courses that are relevant to local job market
- Maintain hardware and software currency
- Promote SBVC CS and CIT programs to local HS students
- Enhance transferability and articulation of courses.

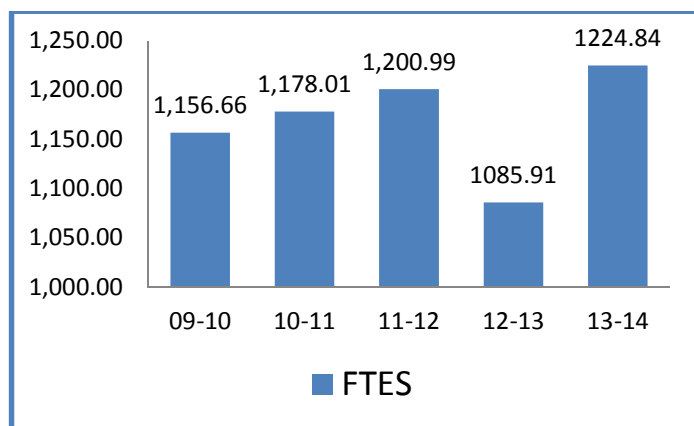
Challenges & Opportunities:

- State approval of degrees and certificates
- Streamlining student completion process
- Access to student-friendly virtual lab environments
- Career opportunities created by emerging technologies
- C-ID AS-T degree
- Program-level SLOs
- Active student club.

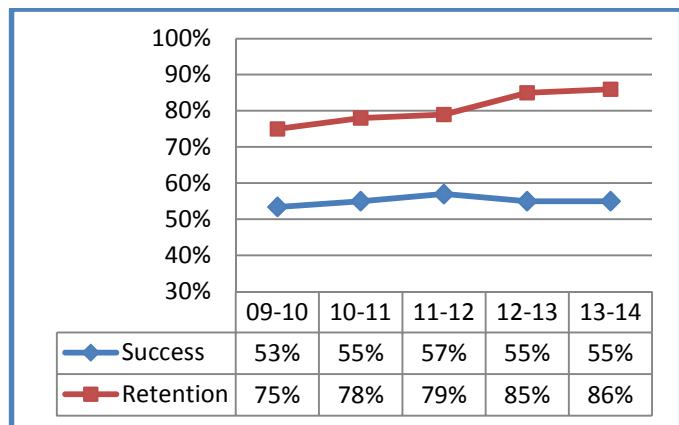
Action Plan:

- Monitor progress of certificate and degree approvals
- Restructure courses/certificates/degrees to facilitate student completion
- Expand use of academy models and pursue funding for virtual lab(s)
- Develop outreach and articulation for HS programs.

MATH — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	9,345	9,248	9,226	8,396	9,558
FTEF	63.50	66.87	67.27	64.26	71.22
WSCH per FTEF	546	528	536	507	516



	09-10	10-11	11-12	12-13	13-14
Sections	308	278	261	250	280
% of online enrollment	5%	5%	12%	15%	14%
Degrees awarded	10	12	7	20	18
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

The department offers courses in mathematics from arithmetic through differential equations and linear algebra. Students desiring basic skills and advanced mathematical methods find meaningful activities in the math program. Job opportunities in pure mathematics exist and even more in education, business, engineering, and other technical fields that rely on mathematics. Students planning to transfer to four-year institutions should consult with a counselor regarding the process and requirements.

Assessment:

- Data show the department continues to grow.
- During a five-year period, FTES has slightly risen from 1157 to 1225 (5.88%).
- While there was decline in 2012-13, the growth continued in 2013-14. Likewise, FTEF has increased from 63.50 to 71.22 (12.16%).
- Efficiency has fallen from 456 to 507 during the four years 2009-13 and has increased this past year to 516. Success rates have improved (4%), as has retention (14.67%).
- Sections decreased from 2009-13 (-18.83%) and then increased only in the last year.

Department Goals:

- Reestablish growth revealed by the data to the left (2009-14), particularly in the number of sections offered and FTES generated
- Improve student success and retention rates.
- As the number of students being served continues to increase, the department would like to maintain articulation agreements with nearby colleges and universities.

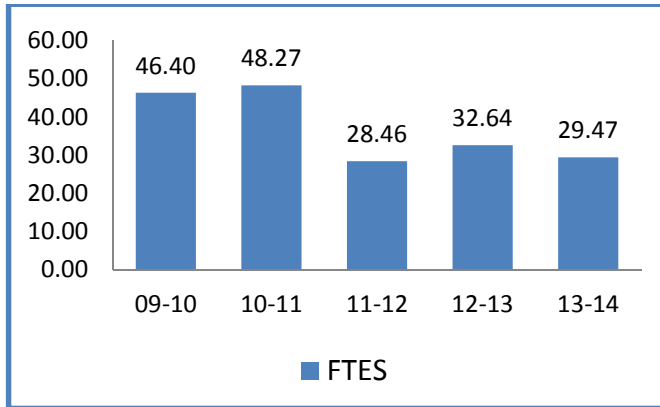
Challenges & Opportunities:

- Maintaining growth in scarcity is difficult. Support services space is limited.
- The department offers many courses, making content review arduous, especially with the expectations of maintaining and assessing student learning outcomes. Faculty is aware of course content and makes improvements.
- To maintain articulation agreements, awareness of changes at nearby institutions is warranted. Faculty knowledge is current.

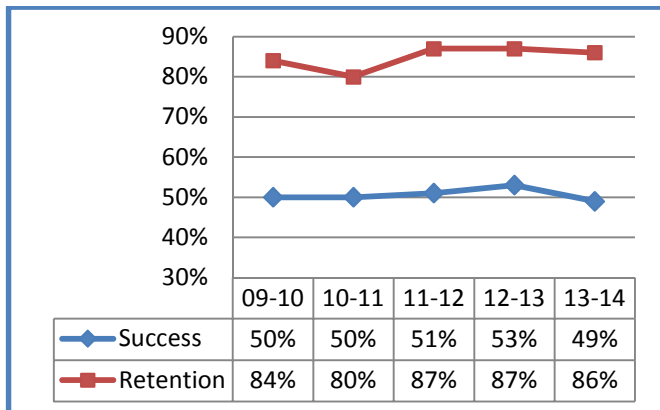
Action Plan:

- Advertise Internet-based student support services and those provided on campus
- Continue to provide pre-assessment opportunities for students through the SS Center
- Continue to search for viable solutions for limited space issues, including offering classes in all various platforms including online and hybrid
- Continue to maintain articulation agreements with other two- and four-year institutions.

REAL ESTATE — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	470	494	286	327	297
FTEF	2.60	2.80	2.00	2.00	2.20
WSCH per FTEF	535	517	427	490	402



	09-10	10-11	11-12	12-13	13-14
Sections	15	16	10	10	11
% of online enrollment	40%	56%	80%	80%	73%
Degrees awarded	2	2	2	3	2
Certificates awarded	3	5	5	4	4

Description:

People study real estate (RE) at SBVC's 50+ year-old program for a wide range of reasons. Some attend to become RE agents, RE brokers, informed customers, investors, or to find employment in RE related fields. Others attend to receive a RE certificate from our certificate program or an AA real estate degree (which requires a total of 60 units, including general education). There are also those who study RE in order to transfer to a CSU to earn an advanced degree as a business major/RE minor.

Assessment:

- FTES is higher than 2011-12
- Duplicated enrollment is higher than 2011-12
- Percent of online students dropped slightly from 2012-13, but is much higher than 2010-11
- Mandated intro courses produced waiting lists
- FTEF has increased from 2.00 in both 2011-12 and 2012-13 to 2.20, showing that the program has grown and can facilitate more faculty
- The number of certificates being awarded was the same as in 2012-13
- The number of degrees awarded was reduced by one, but was at the same level as the previous three time periods
- The number of sections being offered increased by one, but was still five sections short of 2010-11.

Department Goals:

- Have a clear pathway for students to receive an AA degree and/or certificate in a timely fashion
- Improve student success rate
- Strengthen student retention rate
- Have all RE courses approved for online education, which provides greater access for students
- Modify and improve the RE certificate
- Increase the number of degrees and certificates awarded
- Remove unnecessary course prerequisites
- Increase the number of RE courses that are transferable to CSUs.

Challenges & Opportunities:

- Work to improve student success rate
- Work to increase the number of courses being offered
- Take advantage of the demand for online RE courses
- Increase the number of FTES by improving the program.

Action Plan:

- Continue efforts to ensure all RE courses can be offered online to satisfy student demand and improve student access
- Continue efforts to remove unnecessary prerequisites that have been inhibiting enrollment and putting SBVC at a competitive disadvantage in relation to area community colleges
- Continue efforts to modify and improve the RE certificate
- Align section offerings to ensure the award of timely certificates/degrees
- Work on increasing the number of transferable RE courses
- Continue strengthening RE program to create job prospects to benefit students and the community.



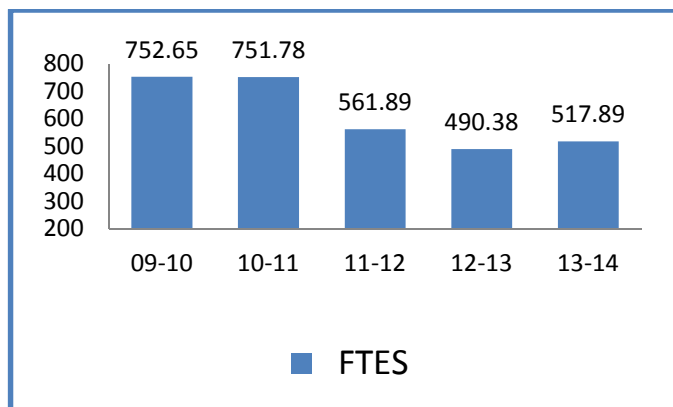
San Bernardino
Valley College

Research, Planning & Institutional Effectiveness

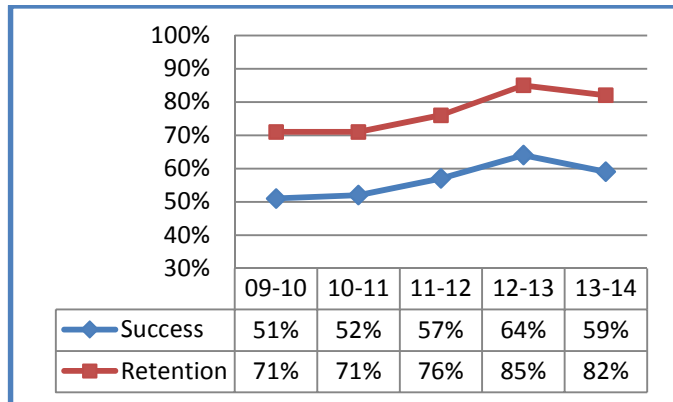
SAN BERNARDINO VALLEY COLLEGE EDUCATIONAL MASTER PLAN 2013-2014

**SCIENCE DIVISION
(INSTRUCTION)**

BIOLOGY — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	3,892	3,752	2,744	2,406	2,659
FTEF	35.15	34.46	29.94	29.58	31.41
WSCH per FTEF	642	654	563	497	495



	09-10	10-11	11-12	12-13	13-14
Sections	143	135	105	100	107
% of online enrollment	1%	2%	3%	4%	6%
AS Biology Degrees Awarded	1	4	4	6	6
AA LibArts: Bio&PhySci Degrees Awarded	39	54	92	129	151

Description:

The biology department course offerings reflect an allocation of student opportunities towards four major areas; 1) general education science requirements, 2) allied health careers, 3) biology major transfer students, 4) biotechnology related careers. The development of student skills as they relate to creative critical thinking, assessment of quantitative information, and deductive/inductive reasoning are the essences of each of the department's biology courses.

Assessment:

- Success and retention is stabilizing at about 60% and 80% respectively
- The learning support via Student Success Center is essential
- FTEF started decreasing in 2011-13 due to sections cut but has increased slightly in 2013-14
- Enrollment and FTEF has increased from the past academic year, but decrease in efficiency occurred when enrollment dropped.

Department Goals:

- Collaborate with general & STEM counselors to guide biology majors to new majors course sequence
- Modify biology major program SLO's
- Increase the number of degrees awarded under the new AA-T degree and revised AS degree
- Develop a department philosophy plan for the reexpansion of sections and new courses
- Support SBVCs transformation to a drought tolerant landscape
- Maintain lab equipment and increase supplies for quality education.

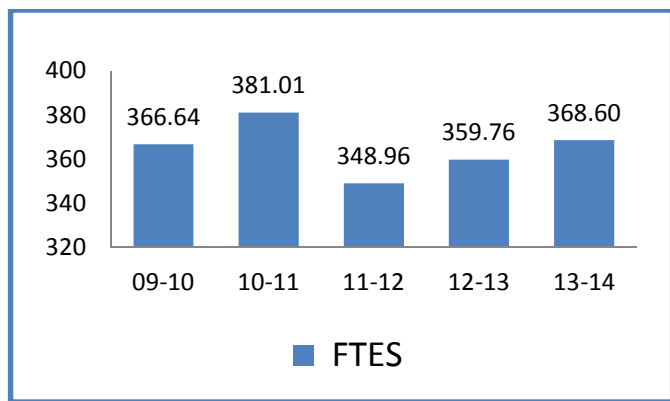
Challenges & Opportunities:

- Coordinate a process to evaluate department budget to ensure adequate support to meet course offerings
- Plan for adjunct mentoring
- Lack of funds for supplies or maintenance of equipment
- Turnover of lab technicians and longtime use of substitutes leads to inconsistency in lab preparations
- Retirement of faculty member resulted in low percentage of classes taught by full time faculty
- Transition from a two-semester biology majors program to a three-semester program.

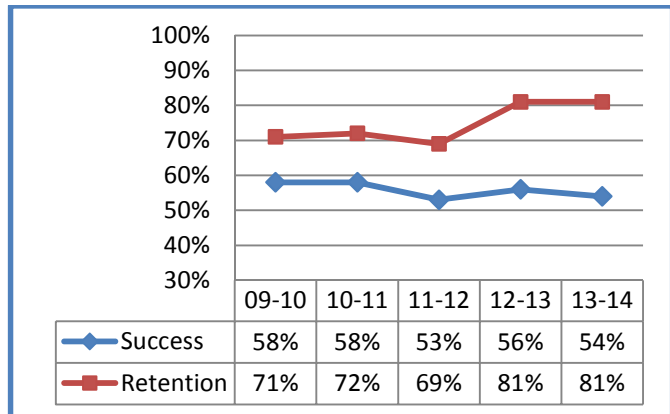
Action Plan:

- Develop a strategic plan for growth in the department consistent with departmental philosophy
- Create new opportunities in the SI program in biology to improve student success
- Initiate a process of systematic data gathering of student entrance and exit skills from each biology course in a sequence
- Identify ideal characteristics in hiring new, FT faculty and develop a job announcement that reflects these characteristics
- Review and refine SLO course level assessments
- Advocate for faculty, increased budget, and maintenance.

CHEMISTRY — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	1,744	1,767	1,611	1,650	1,705
FTEF	21.77	22.66	20.03	21.81	24.61
WSCH per FTEF	505	504	523	495	449



	09-10	10-11	11-12	12-13	13-14
Sections	79	82	75	77	90
% of online enrollment	4%	4%	3%	4%	7%
Degrees awarded	5	5	5	9	8
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

The chemistry program provides instruction and laboratory experience appropriate for general education requirements in the area of physical sciences, pre-nursing and allied health preparation courses, and lower division preparation required for chemistry and biochemistry transfer students. The same lower-division courses service transfer students in nearly every field of science engineering, and pre-professional school preparation, such as pharmacy, dental, and medical schools.

Assessment:

- The efficiency of the program has decreased to a lower but still acceptable level for laboratory based instruction. Some of the factors that have decreased efficiency include the need to generate more FTES by offering single sections at a variety of times. Another factor has been fulfilling the goal of generating more chemistry and STEM related degrees. Those classes required for majors have lower caps due to safe laboratory practices and therefore decrease efficiency.

Department Goals:

- Increase the number of science, math, and engineering majors to affect the economic viability of our region
- Continue to increase the number of STEM degrees granted
- Convert our P/T laboratory technician to F/T for better coverage of instructional needs and allay safety concerns about hazardous chemical handling and workplace safety
- Improve student success
- Maintain laboratories with equipment and supplies needed for quality education.

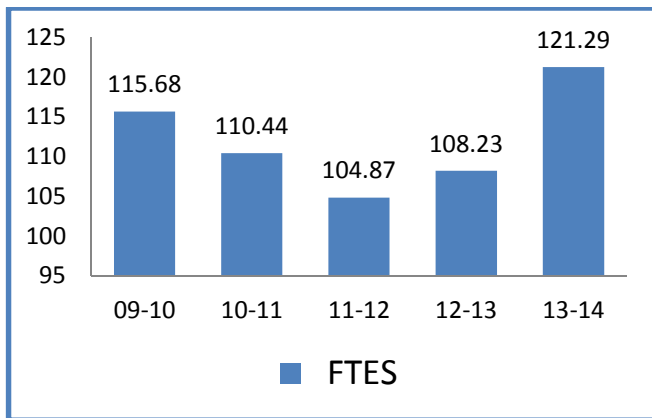
Challenges & Opportunities:

- Identifying and retaining adjunct faculty to teach. Nearly every semester we must scramble to identify P/T faculty as our current pool finishes grad. school and/or finds F/T employment. The unemployment rate for chemists is low.
- Another challenge is the use of introductory chemistry as a prerequisite for an additional biology class (250). This is causing a painful but necessary restructuring of student pathways in allied health.

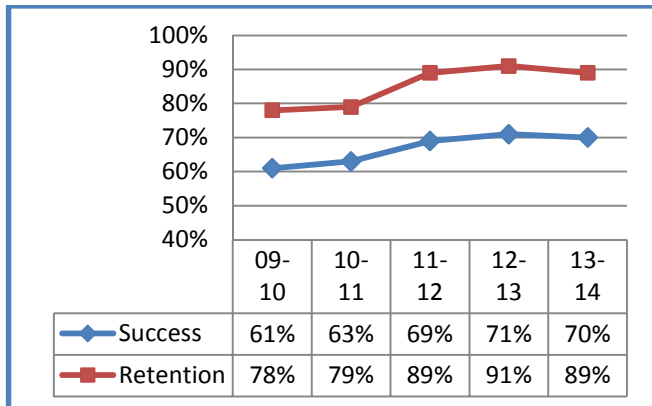
Action Plan:

- We must continue to increase the number of major preparation sections to increase student access to pathways that lead to STEM degrees
- Implement and evaluate supplemental instruction (SI) for major preparation courses
- Evaluate effects of prerequisite implementation on student success
- Maintain our position in the region as the largest community college chemistry program in the Inland Empire.

GEOGRAPHY — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	1,183	1,124	1,044	1,031	1,179
FTEF	6.14	5.94	5.74	5.74	6.60
WSCH per FTEF	565	558	548	566	551



	09-10	10-11	11-12	12-13	13-14
Sections	38	33	33	35	40
% of online enrollment	0%	0%	0%	3%	0%
Degrees awarded	0	2	3	1	2
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description: The spatial science of geography examines both physical and cultural landscapes with an emphasis on human-environmental interactions. Geography integrates multiple natural and social sciences and includes the study of: nature and interactions of the atmosphere and the land; plants and animals; earth's waters; weather and climate; earth's dynamic surface; landforms and soils; human interaction with the physical environment through forms of agriculture, language, religion, and cities.

Assessment:

- FTES rates have fluctuated with overall college enrollment and budgetary trends since 2009-10
- Efficiency rates while fluctuating have remained above the college goal of 525 since 2009-10. The significant drop during the 2011-12 year is most likely a result of section cap cutbacks brought on by budget considerations
- Success and retention rates have exceeded college averages and, in general, have been stable since the 2011-12 year.

Department Goals:

- Increase the number of degrees awarded under the new AA-T degree and revised AS degree
- Collaborate with other departments to offer service based learning opportunities
- Develop learning communities with other disciplines, as well as support for tutors and SI leaders
- Increase the number of funded field trips and maintain laboratories with equipment and supplies needed for quality education
- Identify study abroad opportunities
- Cultivate relationships with four-year institutions and area employers as a means to increase transfer and career opportunities.

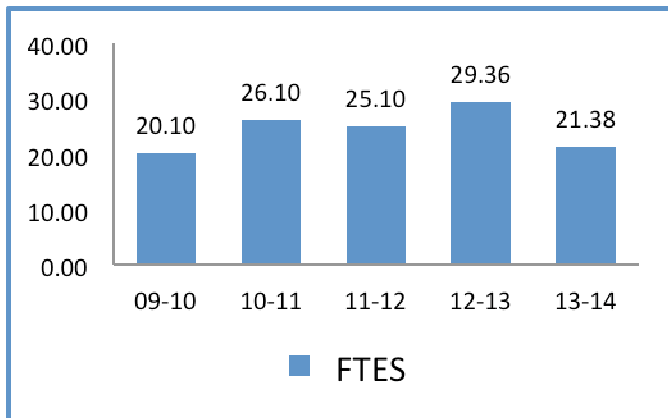
Challenges & Opportunities:

- With the creation of the AA-T geography degree for transfer, we should see an increase in the number of degrees awarded
- Continue to fund field study opportunities as budgets remain flat or decline
- As the field of geospatial technology grows, emphasize how GIS can be used in the study of geography and environmental science
- FTEF supports hiring additional F/T faculty member in the future.

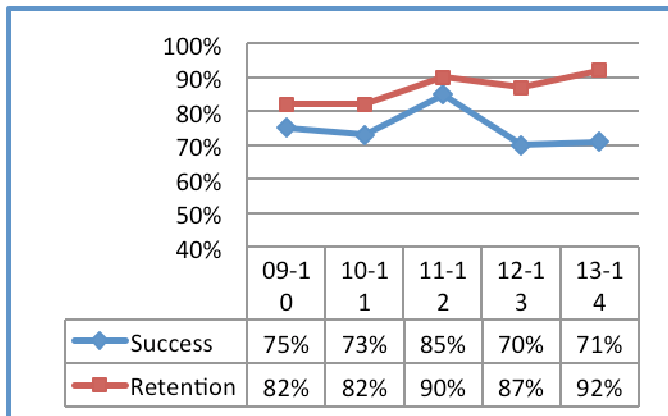
Action Plan:

- Advertise the geography department more effectively, both on and off campus
- Increase the number of geography graduates and transfer students by cultivating grant, scholarship, research, internship, and career opportunities
- Develop online/hybrid sections in geography
- Continue to revise curriculum, including new course development
- Hire another F/T geography faculty in the coming years.

GEOLOGY — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	150	261	251	289	220
FTEF	1.08	1.28	1.28	1.48	1.64
WSCH per FTEF	558	612	588	595	391



	09-10	10-11	11-12	12-13	13-14
Sections	15	8	8	11	13
% of online enrollment*	0%	0%	0%	0%	0%
Degrees awarded	0	0	0	0	0
Certificates awarded	N/A	N/A	N/A	N/A	N/A

*Percentage of department sections that are taught online (DE72)

Description:

The geology department offers courses that examine the earth's geological history, structure, and economic resources. These courses meet the needs of students: (1) planning to transfer to a four-year institution and to prepare for careers in research, mining, energy, hydrogeology, environmental sciences, hazards, and related fields; (2) fulfilling the undergraduate general education science requirement; and (3) who wish to better understand the planet on which we live.

Assessment:

- FTEF, enrollment, FTEF, and efficiency have varied during the five-year period with institutional budget cycles, as well as a transition to new adjuncts as the long-term adjunct retires
- Efficiency remained above the institutional goal of 525 until 2013-14
- While retention approached 90%, success declined during the 2012-13 academic year as a result of new adjunct faculty who were less familiar with dropping students and related procedures
- Geology AS or AS-T degrees have not been awarded because of previously outdated curriculum and a lack of F/T faculty leadership since a 2007 retirement.
- Course and degree curriculum have recently been updated to align with C-ID requirements and should allow current and future students to earn AS and AS-T degrees.

Department Goals:

- Hire a F/T retirement replacement geology/oceanography/earth science faculty, as well as a tutor and supplemental instruction (SI) leader
- Maintain curricular and SLO updates to meet changing transfer and career demands
- Incorporate environmental and energy (fossil fuel and alternative) research into course curriculum
- Offer historical, mineralogy, national parks, California, and field courses on a rotating basis to increase options for students
- Increase the number of majors, degrees, transfers, and career-prepared students
- Maintain laboratories with equipment and supplies needed for quality education.

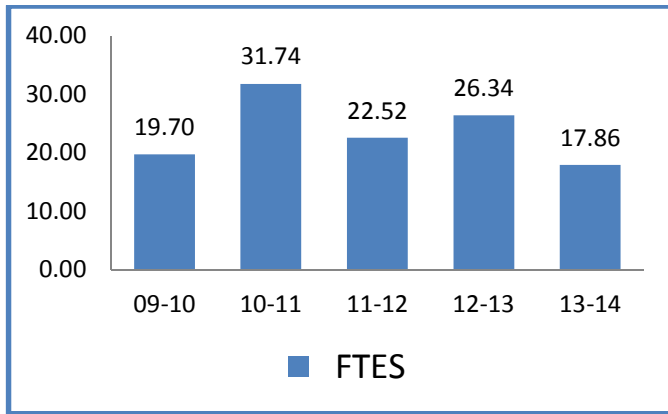
Challenges & Opportunities:

- Lacking a F/T retirement replacement faculty member, the department has continued since a 2007 retirement to fall short of meeting stated goals when using only adjunct resources
- Renewed hiring within the environmental, energy, and geotechnical sectors should increase student interest in our program
- A F/T replacement faculty member would once again allow pursuit of grant and scholarship opportunities to prepare students for four-year schools and geotechnical industries
- Reduced equipment, instructional supply, and field trip budgets over the last decade have curtailed program development
- Lack of both a dedicated tutor and SI leader continue to restrict growth and student success
- A F/T instructor would allow for a full suite of daytime lecture and laboratory sections to be offered. At present, most adjunct faculty are not available to teach during the daytime.

Action Plan:

- Hire a F/T replacement geology/oceanography/earth science faculty
- Offer diverse courses so that students can earn AS/AS-T degrees, successfully transfer to four-year institutions, and prepare for geotechnical careers
- Work with the institution to increase the department budget for crucial field trip, equipment, tutor, and SI leader expenses and services
- Increase the visibility of the program and better link it with other SBVC science and CTE programs, as well as off-campus entities.

GEOGRAPHIC INFO SYSTEMS — 2013-14



Description: The GIS certificate is designed to provide the skills and knowledge necessary for immediate entry-level employment for persons interested in geographic information systems (GIS) and automated mapping technology. The GIS certificate provides a foundation for transfer to four year and graduate education within the fields of GIS, geography, remote sensing, environmental and earth sciences.

Assessment:

- FTEF rates continue to fluctuate
- Success and retention rates are increasing and in the case of retention have surpassed 2009-10 rates
- Program lacks a F/T faculty assigned 100% to this discipline
- WSCH/FTEF (efficiency) was at its highest in 2012-13.

Department Goals:

- Provide students with the skills needed to enter geospatial technology related fields
- Maintain laboratories with equipment and supplies needed for quality education
- Advocate for F/T faculty
- Use Perkins funds to increase GIS awareness on and off campus
- Develop a service-based learning course
- Increase student participation in GIS related events
- Cultivate additional internship and employment opportunities within local public and private agencies
- Implement online and hybrid courses.

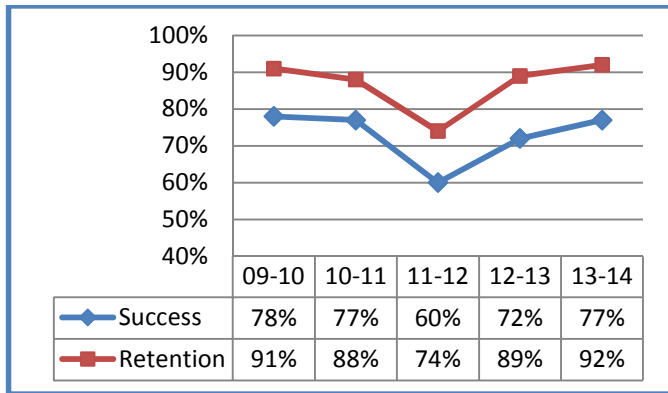
Challenges & Opportunities:

- Increase awareness of entry-level geospatial technology courses for non GIS certificate oriented students
- Strengthen partnership with local high schools offering entry-level GIS courses, including ROP program
- Raise funds for GIS tutors and SI leaders to extend lab hours via grants
- Lack of computer lab infrastructure to host simultaneous labs creates scheduling issues
- Lack of a F/T GIS faculty member.

Action Plan:

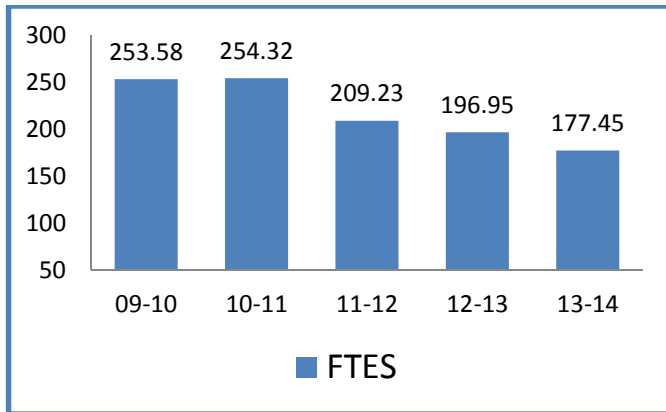
- Partner with local agencies and businesses to provide internship opportunities, including short non-credit options through PDC
- Incorporate entry-level classes in other certificate programs- water supply technology, architecture and environmental design and real estate
- Offer colloquium series focused on industry based GIS applications
- Build on existing faculty, curricular, institutional, and industry relationships to increase student enrollment, transfer, and career placement
- Hire a F/T GIS faculty member.

	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	186	239	173	187	134
FTEF	1.69	2.45	2.45	1.95	2.22
WSCH per FTEF	350	389	276	405	241

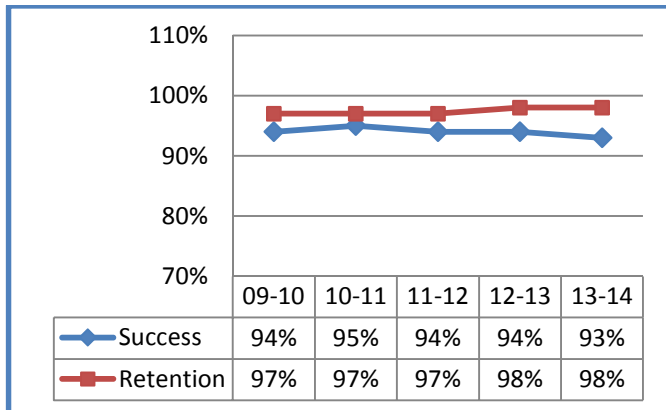


	09-10	10-11	11-12	12-13	13-14
Sections	10	15	15	12	17
% of online enrollment	0%	27%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	10	0	14	7	17

NURSING — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	1,352	1,326	1,122	1,047	952
FTEF	28.47	30.03	30.28	29.98	29.56
WSCH per FTEF	267	254	207	197	180



	09-10	10-11	11-12	12-13	13-14
Sections	64	66	64	62	57
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	87	83	87	76	73
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

The nursing department offers a sequence of courses leading to an Associate of Science degree with a major in nursing. Graduates are eligible to take the national licensing exam and become licensed as a registered nurse in the state of California. Licensed vocational nurses may also take courses to prepare for RN licensure.

Assessment:

- Program meets the standards and is accredited by the California Board of Registered Nursing and the National League for Nursing
- FTES decreased due to budget cuts. With Enrollment & Growth Grant 2014-15, increase to 57 students admitted in Fall 2014 and 54 in spring 2015
- NCLEX licensing exam pass rate for 2013-14 is 78.57%.

Department Goals:

- To have state-of-the-art technology that supports student learning for the discipline
- To improve student success rate to greater than or equal to 94%
- Recruit and hire sufficient staff for student success per ACEN and BRN accreditation recommendations
- Faculty must continue to expand knowledge and skills to remain current with advancing practice including incorporation of human-patient simulators with every class
- Maintain qualified and consistent clinical adjunct faculty
- To have adequate space to comply with expectations by accrediting agencies for increase use of technology and simulation
- Partner with four-year colleges/universities to provide BSN options for students.

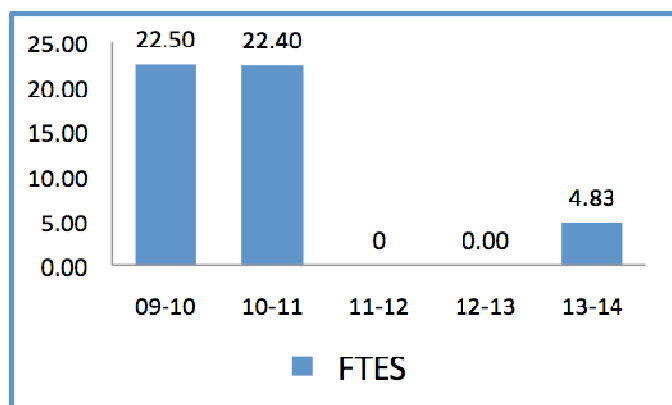
Challenges & Opportunities:

- Improve the NCLEX pass rate
- Fund for professional development
- Expand clinical sites
- Increased incorporation of human-patient simulation into all courses
- Seek a half-time simulator technician support specialist as recommended by accrediting agencies
- Fund HESI examinations for all courses
- Complete curriculum revision by end of fall 2014.

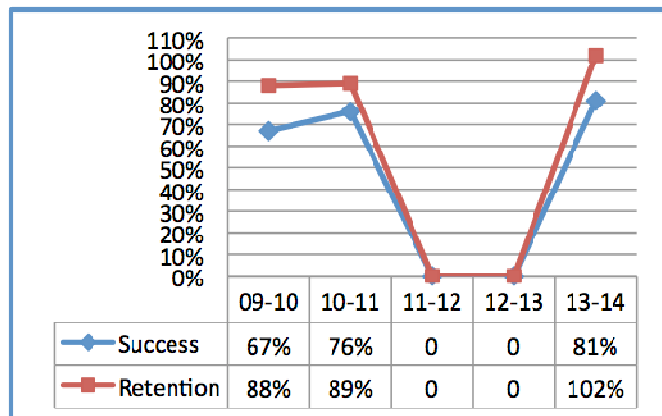
Action Plan:

- Develop evidence-based skills in writing and revising NCLEX-style test items
- Use curricular innovations to help students build skills and knowledge
- Identify professional development opportunities to improve faculty exposure to advancing practice
- Initiate conversations with institutions to provide pathways to earn a Baccalaureate in Nursing (BSN) degrees
- Work with community to build clear pathways from high school to RN to BSN.

OCEANOGRAPHY — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	156	224	N/A	N/A	48
FTEF	1.08	1.08	N/A	N/A	0.34
WSCH per FTEF	625	622	N/A	N/A	423



	09-10	10-11	11-12	12-13	13-14
Sections	10	6	0	0	2
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

Oceanography courses provide a sound introduction to the marine environment that comprises 71% of the earth's surface. The courses are designed for both science and non-science majors and are fundamental for students planning to major in oceanography, geology, geography, and related earth and environmental sciences.

Assessment:

- As a result of severe budget and associated section cuts, oceanography lecture and laboratory sections were not offered between summer 2011 and spring 2012
- As budgets partially recovered during recent semesters, oceanography sections have been offered during the summer semesters of 2012, 2013, and 2014, and were offered again during the spring 2014 semester
- As with the geology courses, no F/T faculty have existed since the geology-oceanography department chair retired in 2007
- If hired, a F/T geology faculty would be capable of teaching oceanography lecture and lab sections.

Department Goals:

- Although oceanography lecture and lab sections do not comprise a stand-alone degree program, they are considered part of the geology program, with similar goals and concerns
- Hire a F/T replacement geology/oceanography/earth science faculty
- Procure a budget to support a tutor and supplemental instruction (SI) leader
- Maintain curricular and SLO updates to meet changing transfer and career demands
- Coordinate with the geology program to increase the number of majors, degrees, transfers, and career-prepared students
- Create and offer advanced, transferable oceanography courses, as well as distributed education (DE) lecture sections
- Maintain laboratories with equipment and supplies needed for quality education.

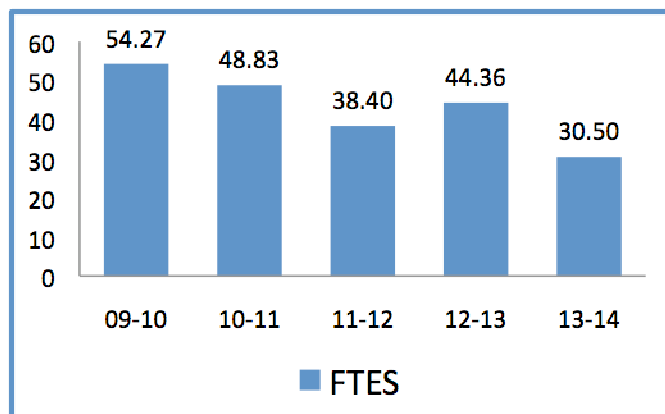
Challenges & Opportunities:

- Lacking a F/T replacement faculty member, oceanography courses will continue to fall short of meeting stated goals
- Absence of a sustainable, consistent budget will continue to inhibit equipment, instructional supply, and field trip budgets
- A dedicated tutor and SI leader would greatly enhance student success and overall program stability.
- Renewed hiring within the environmental, energy, and geotechnical sectors has the potential to increase student interest in our oceanography courses
- Greater linkages with grant and scholarship opportunities, four-year schools, and geotechnical industries, must be pursued
- Updated lecture curriculum allows for DE delivery, including full online and hybrid formats.

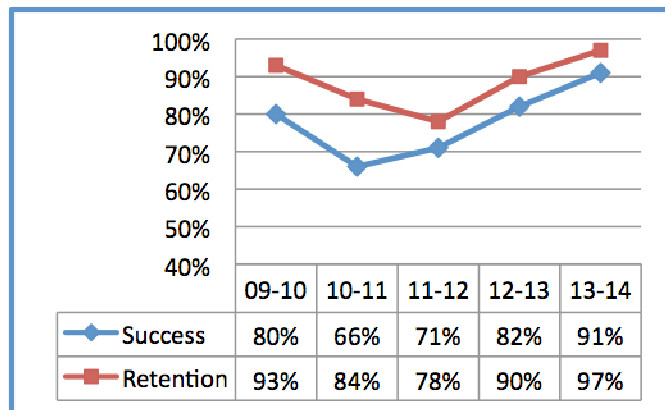
Action Plan:

- Hire a F/T replacement geology/oceanography/earth science faculty to serve and grow the geology-oceanography department
- Increase the department budget so that additional field trips can be offered, equipment purchased, and tutors and SI leaders hired
- Create curriculum for new oceanography courses that articulate to four-year institutions so that students are better prepared for transfer and future careers in STEM fields
- Offer daytime and DE lecture sections in order to better accommodate diverse student populations and schedules.

PHARMACY TECHNOLOGY — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	382	351	281	335	194
FTEF	3.02	3.02	3.02	3.35	3.18
WSCH per FTEF	539	485	381	397	288



	09-10	10-11	11-12	12-13	13-14
Sections	12	12	12	14	12
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	12	6	13	6	20

Description:

The program prepares students to assist pharmacists as pharmacy technicians in community or institutional pharmacies by providing medications and healthcare products to patients. The program also prepares students to pass the pharmacy technician certification boards. A pharmacy technology certificate requires 21-33 units, including prerequisites of BIOL 155, ENGL 015, and MATH 090 with two semesters of pharmacy technology courses. The AS degree has the addition of general breadth requirements.

Assessment:

- FTES and enrollment have fluctuated due to the combined effects of decreased sections on campus, the end of the eligibility period for working techs to take certification classes, and curricular changes requiring additional prerequisites
- Efficiency has declined as a result of smaller class sizes brought about by accreditation and curricular requirements
- Success and retention have dramatically improved since 2011-12
- New curriculum started in fall 2013 with prerequisites to help with retention and success. This has impacted enrollment.

Department Goals:

- Offer two sections each of first semester courses
- Hire a F/T faculty, as load will increase, area job opportunities exist, and ASHP accreditation will require it
- Continue development of an accreditation action plan
- Finalize informational brochures for the program.
- Offer the new PHT 021, 067, and 073 courses, as well as the modified PHT 061, 062, 071, and 072 courses in 2015-16
- Offer our approved new pharmacology course to health care professionals
- Submit ASHP accreditation documents
- Procure a faculty office and dedicated laboratory facility
- Expand hospital, retail, in-patient, and out-patient pharmacy internship/externship opportunities for students
- Maintain laboratories with equipment and supplies needed for quality education
- Offer a "not for credit," but "fee for service" review class prior to certification exam.

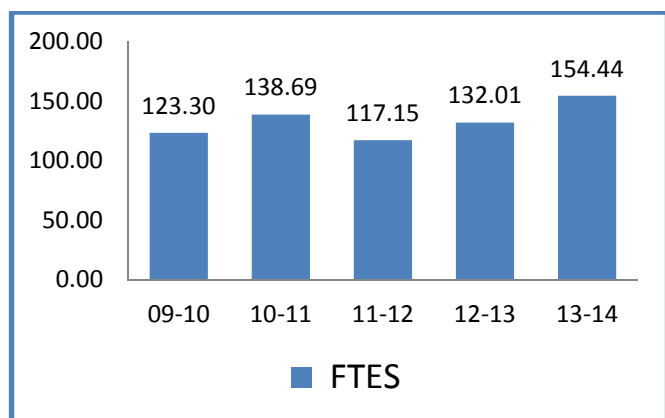
Challenges & Opportunities:

- There are no F/T faculty for this program, although additional courses are required and accreditation requirements demand it
- Pharmacy technology programs are now required to be accredited and will have increased needs, such as a licensed program director
- We are competing with for-profit colleges that graduate students quickly, have fewer prerequisites, but are expensive and often not accredited
- Our institution must provide greater job placement assistance
- Lack of a dedicated faculty office and student laboratory jeopardizes data privacy, student success, and accreditation status.

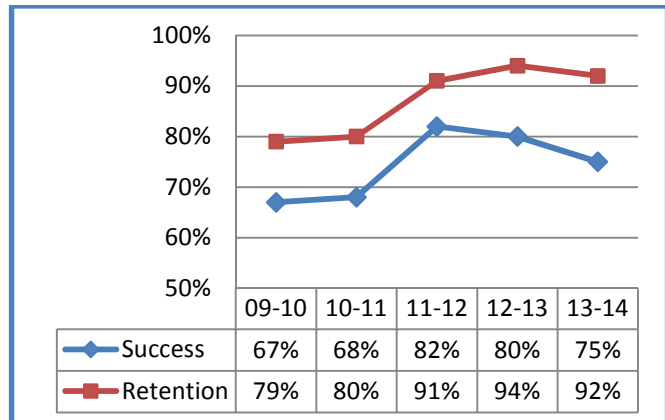
Action Plan:

- Provide information sessions on the program and finalize an information packet.
- Hire a F/T faculty and licensed program director in order to become the premier pharmacy technology program in the Inland Empire
- Work with ASHP and PTEC to become fully accredited
- Expand the advisory committee to establish a greater network for students and our graduates
- Work with community and/or other CTE programs to provide presentations on soft skills
- Consider an application plan to limit enrollment to approved students
- Create pathway from high school to pharm tech program

PHYSICS/ASTRONOMY — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	694	814	604	656	771
FTEF	6.05	6.08	5.95	6.29	7.20
WSCH per FTEF	611	684	591	630	643



	09-10	10-11	11-12	12-13	13-14
Sections	45	36	26	27	33
% of online enrollment	4%	6%	8%	7%	6%
Degrees awarded	4	0	2	1	4
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

The physics/astronomy/engineering department offers general education physics/astronomy courses; a physics sequence for majors in the life sciences, biology, pre-nursing/medicine, and allied health programs; a physics sequence for majors in astronomy, chemistry, engineering, geology, physics, and other physical sciences; and engineering courses. The department operates a planetarium and an observatory supporting instruction and offering astronomy programs for local schools and community.

Assessment:

- FTES, enrollment, and WSCH/FTEF increased steadily, on average, through 2013-14 since the slight drop in 2011-12 resulting from section cutbacks and budget restrictions
- Retention rates generally increased and leveled off through 2013-14; success rates dropped slightly from 2011-12 to 2013-14
- With new sections opening, FTES, enrollment, and WSCH/FTEF have increased in 2013-14 after dropping significantly in 2011-12 due to cutbacks
- Number of degrees awarded has remained fairly constant, but with a slight, steady increase since 2010-11.

Department Goals:

- Create more tutoring/workshop opportunities for department students through the Student Success Center and the SI program
- Strengthen/build the engineering program and offer more engineering courses
- Offer Physics 101 as a hybrid course with online lectures and on-campus labs and/or tests
- Have both the life-science and physical science sequences begin in spring and in fall
- Maintain lab equipment and supplies for quality education
- Update the physics/astronomy labs and their related equipment needs.

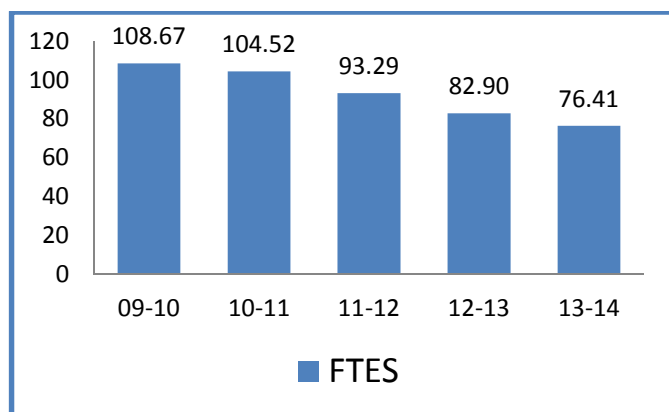
Challenges & Opportunities:

- Develop strategies to increase retention and student success rates
- Develop strategies to increase the productivity of classes determined by WSCH/FTEF
- Develop ways to encourage more students to major in physical science to increase the number of degrees awarded
- Enhance the department's curriculum with more engineering-related offerings and encourage more pre-engineering students to attend SBVC
- Encourage more pre-med students to attend SBVC.

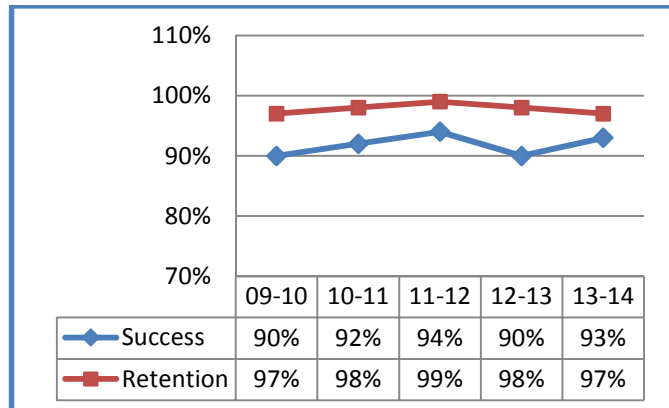
Action Plan:

- Consult other online instructors to formulate a hybrid physics course
- Update/revise the physics/astronomy labs and related equipment with department lab technician
- Work with local universities to enhance the department curriculum with more engineering courses and to encourage more pre-engineering and pre-med students to attend SBVC
- Incorporate and support the operation of the SI program in all physics, astronomy, and engineering courses.

PSYCHIATRIC TECHNOLOGY — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	105	101	92	80	74
FTEF	11.95	12.18	11.88	11.18	10.46
WSCH per FTEF	273	257	236	222	219



	09-10	10-11	11-12	12-13	13-14
Sections	4	4	4	4	4
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	11	15	8	19	16
Certificates awarded	51	38	37	36	28

Description:

The psychiatric technician program is a one year program consisting of two, 18 week and one, 10 week term. The program content areas include: nursing science, developmental disabilities and mental disorders. Twenty to thirty students are admitted each fall and spring semesters. The program is accredited by the Board of Vocation Nurses and Psychiatric Technicians. Upon completion, the students are eligible to take the BVNPT licensing exam.

Assessment:

- Retention and success rates are high and stable
- State licensing first time pass rates have been 100% for January through June 2014 testing dates
- Retention and success rates exceed the college average
- Shows a four-year period of small decrease in FTES.

Department Goals:

- Continue prerequisites at a college level
- Expand the multimedia collection for student's and faculty use
- Maintain first-time pass rate at 95% or higher the next three years
- Encourage faculty to improve knowledge, skills, and teaching approaches.

Challenges & Opportunities:

- Continue to meet the faculty to student ratio of 1:10
- Build a pool of adequate adjunct faculty because qualified faculty are difficult to find
- Enhance support for annual advisory meetings
- Utilize Perkins funds to support our program's supply budget
- Strengthening the partnerships between SBVC and community agencies
- Utilize funding for professional development, e.g., for all F/T instructors to attend our associations annual meeting.

Action Plan:

- Utilize funding and support for annual advisory meetings
- Seek qualified instructors with experience in this area
- Strengthen advisory committee by providing liaisons for increased clinical sites
- Update equipment and software used in the course
- Evaluate courses offered each semester to ensure degrees and certificates can continue to be earned by students in a reasonable amount of time
- Distribute our program brochure to prospective students.



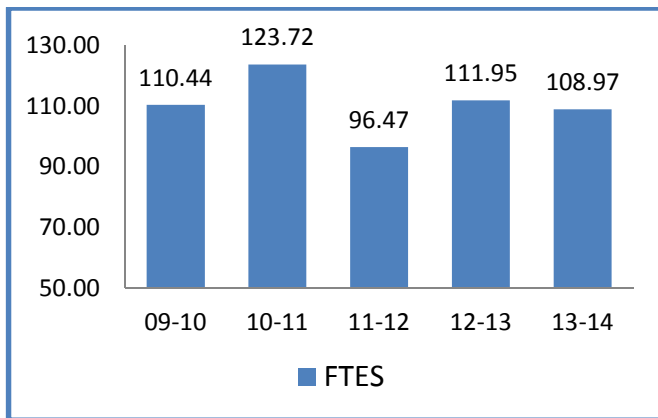
San Bernardino
Valley College

Research, Planning & Institutional Effectiveness

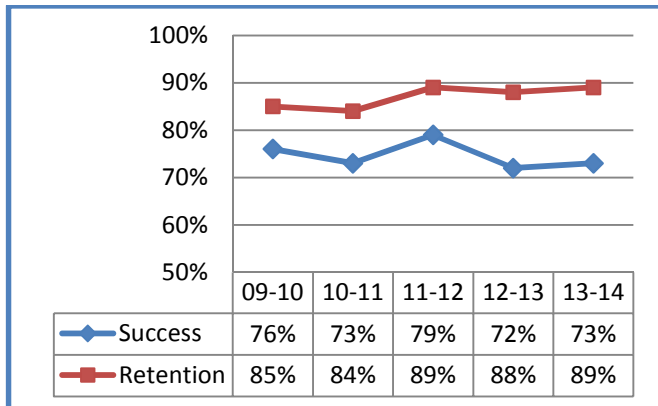
SAN BERNARDINO VALLEY COLLEGE EDUCATIONAL MASTER PLAN 2013-2014

SOCIAL SCIENCE, HUMAN SERVICES & PHYSICAL EDUCATION DIVISION (INSTRUCTION)

ADMINISTRATION OF JUSTICE — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	1,102	1,235	934	1,095	1,081
FTEF	5.40	6.00	4.60	5.40	5.40
WSCH per FTEF	614	619	629	622	605



	09-10	10-11	11-12	12-13	13-14
Sections	32	30	23	27	27
% of online enrollment	19%	23%	17%	30%	30%
Degrees awarded	31	23	50	44	46
Certificates awarded	24	18	26	21	16

Description:

The administration of justice department strives to provide our students with the legal, ethical, and educational background necessary to pursue a career in a criminal justice-related field and to successfully transition into a four-year academic program.

Assessment:

- Good enrollment growth since 2006-07 (81.38 FTES)
- Program still recovering from severe budget cuts in 2011-12
- WSCH per FTEF significantly above college goals
- FTEF demonstrates need for additional faculty
- Student success and retention rates still high and show consistent year-to-year fluctuations
- Thirty percent of total program available online
- Two-year average of degrees and certificates significantly higher.

Department Goals:

- Direct more students into more rigorous AS-T degree program which began FA13
- Continue online course offerings as funding permits
- Recover lost course sections and continue to fill courses
- Revise and update courses for relevancy and currency
- Identify and hire additional minority professors to increase program diversity.

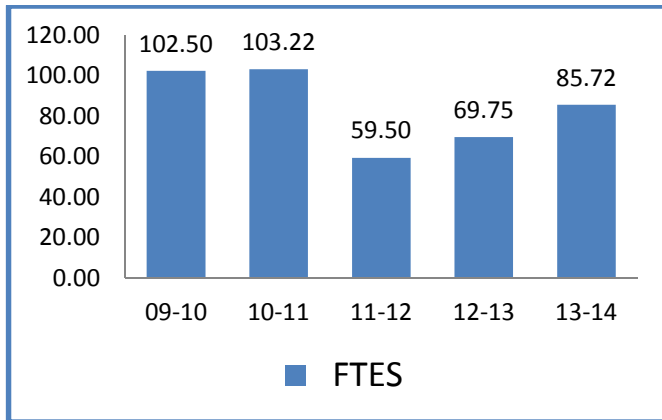
Challenges & Opportunities:

- Fighting to recover lost course sections budget cuts eliminated by 2011-12 school year
- Maintain academically rigid program while maintaining high success and retention rates
- Continue course revisions to maintain C-ID designation
- College funding has increased during the past two years; however, program has not recovered lost sections.

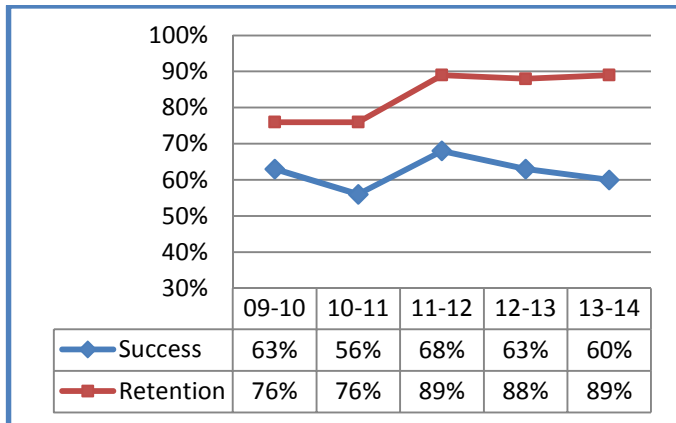
Action Plan:

- Give students campus resource lists, especially for tutoring in reading comprehension and writing skills
- Go over course and program SLO assessments with faculty each semester in department meeting making changes as necessary for instructional improvement
- Continue course SLO assessment every semester
- Hold an industry advisory meeting in SP14
- Update and publish the administration of justice/corrections color brochure widely used on campus by students and counselors
- Hire minority professor to increase diversity of instruction.

ANTHROPOLOGY — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	1025	1034	595	681	27
FTEF	5.20	5.20	2.80	3.20	4.20
WSCH per FTEF	581	595	638	654	570



	09-10	10-11	11-12	12-13	13-14
Sections	31	29	17	18	27
% of online enrollment	48%	52%	36%	44%	37%
Degrees awarded*	N/A	N/A	N/A	N/A	1
Certificates awarded	N/A	N/A	N/A	N/A	N/A

*A.A.-T Degrees were established in 2013.

Description: Top Code 2202.00—Anthropology

The origins, physical and cultural development, technologies, social customs, and beliefs of mankind. Anthropology is the study of humanity in all times and places. As such, it has the broadest scope of any of the social sciences. The program offers course work in the four subspecialties of anthropology and other areas related to art, religion and indigenous populations. With the goal of understanding people in all parts of the world, anthropology is useful to anyone living or working in a multicultural environment and provides students with survival skills for the global community.

Assessment:

- FTES continue to increase however the program is still significantly below its average prior to the budget cuts
- Efficiency continues to be above the institutional average and the program has load for two F/T instructors
- Retention rates continue to increase and now hover just below 90%
- Success rates have decreased year to year, but have averaged 62% over the last three years and therefore this is not cause for concern although the program maintains a focus on student success
- Almost 40% of sections are offered online
- The institution awarded one AA-T anthropology degree during the first year that the degree became available to students.

Department Goals:

- The top priority for the program is to increase its course offerings in order to improve access to GE courses and AA-T anthropology degree
- Update curriculum and continue to assess and evaluate SLOs with an emphasis on increasing student success rates
- Continue to assess equipment and supply needs
- Keep faculty in the program informed of professional development related to technology and student success.

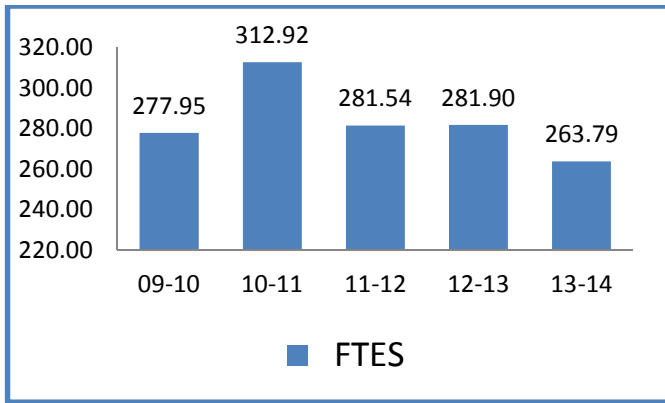
Challenges & Opportunities:

- The greatest challenge for the program is receiving more FTES from the college allotment
- The program offers a wide variety of anthropology courses required for the anthropology degree
- In addition a variety of its courses meet the GE social science, physical science, and humanities categories
- This means that anthropology attracts students seeking to meet graduation and transfer requirements in different areas with Anthro 102 and Anthro 106 being the most popular courses
- There have been opportunities for the program to modernize its equipment and this will most likely increase access and subsequently student success
- Recent addition of F/T instructor has been instrumental in reviving and promoting the program within and outside of SBVC.

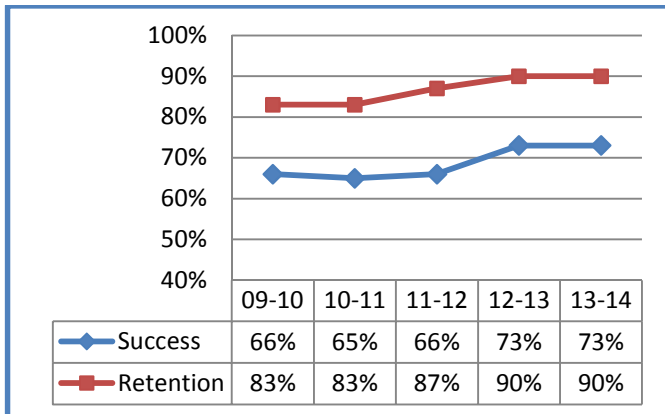
Action Plan:

- Continue to advocate for more sections for the program
- Curriculum review of all anthropology courses/degree
- Review of verbiage of SLOs for all anthropology courses
- Submit for a program budget for equipment and supplies
- Complete program efficacy
- Continue to promote the AA-T anthropology degree.

CHILD DEVELOPMENT — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	2,550	2,869	2,499	2,494	2,336
FTEF	15.97	15.92	13.74	14.01	13.49
WSCH per FTEF	522	590	615	604	587



	09-10	10-11	11-12	12-13	13-14
Sections	86	86	73	74	71
% of online enrollment	2%	8%	8%	12%	10%
Degrees awarded	18	16	12	26	31
Certificates awarded	41	29	22	46	55

Description: The department has an academic as well as a vocational orientation which prepares students for transfer and immediate employment. The department currently has 8 certificates and 3 degrees, including an ECE AS-T degree. All programs and respective courses went through content review in 2012-13 and are curriculum and board approved. All courses in the TMC are C-ID approved. The department has strong articulation agreements and partnerships with high schools, ROP programs and adult education, as well as local public and private universities and community agencies. Currently, there are 3 F/T faculty and 58% of courses are taught by adjunct faculty. Courses are offered to provide access to students during the day, in the afternoons, on Fridays and Saturdays, and in a hybrid and ITV formats. SLOs are assessed regularly.

Assessment:

- Section offerings have dropped from 102 in 2006-07 and 86 in 2010-11 to 71 in 2013-14 due for the lowest offerings ever
- Decreased sections have slowed growth and overall FTEs as pipeline of CD 105 courses were cut to offer needed certificate courses
- Success rates have increased 7% since 2011-12 to 73%
- Retention rates have increased 3% since 2011-12 to 90%
- Ten percent of courses were offered in a hybrid format
- Degrees have more than doubled since 2011-12 with 31 degrees awarded—16% growth since 2012-13
- Certificates have more than doubled since 2011-12 with 55 certificates awarded—16% growth from 2012-13
- There is enough load for six F/T faculty

Department Goals:

- Increase course offerings especially feeder sections to meet the needs in the community for work, career attainment & transfer (Goal 1: Access)
- Continue to maintain and increase partnerships in the community, such as California ECE Mentor Program, Director Meetings, CD Planning Council, Special Needs Committee, CD Training Consortium, University of La Verne CD BA program, Head Start Friday program, Adult Ed and ROP and other university including CSUSB Articulations, etc. (Goal 1: Access and Goal 2: Student Success)
- Hire a F/T faculty to help with the departmental work, load, assessment, curriculum, & partnerships (Goal 2: Success).

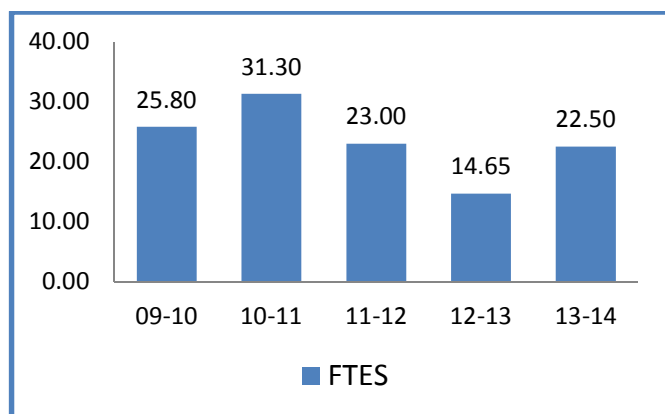
Challenges & Opportunities:

- Decrease in F/T faculty increased work load since 2009
- Decrease in sections offered especially pipeline/feeder courses impacting FTEs
- Departmental advising for 8 certificates and 3 degrees is a challenge
- Departmental responsibilities include vocational and academic responsibilities including articulation, advisory boards, community partnerships, site visits, vocational and academic advising
- Many partnerships are beneficial to students including work, transfer, student support & career advancement.

Action Plan:

- Continue to maintain and increase partnerships & contracts (Access and Student Success)
- Increase pipeline feeder sections into programs—communicate needs to dean (Access)
- Offer all courses in certificate & degrees in 1-2 years and maintain quality programs (Access & Student Success)
- To increase support resources for CD students—CD meetings, brochures, smooth career pathway, academic advising to ensure success (Student Success)

CORRECTIONS — 2013-14



Description:

The corrections department strives to provide our students with the legal, ethical and educational background necessary to pursue a career in a corrections-related field.

Assessment:

- Student retention rates still significantly above college and statewide averages
- Success rates at state average
- WSCH per FTEF above college goals
- FTEF shows need for full-time faculty
- Sections lost during budget cuts nearly restored.

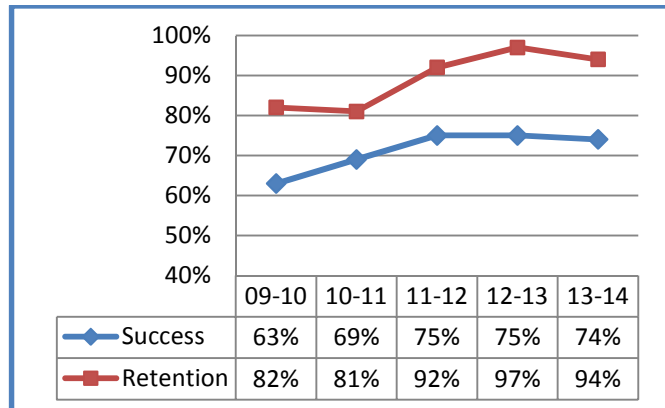
	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	257	313	225	144	225
FTEF	1.40	1.60	1.20	0.80	1.20
WSCH per FTEF	553	587	575	549	562

Department Goals:

- Continue SLO assessments and make improvements as necessary
- Maintain C-ID designation on CORREC101
- Increase certificates earned by students
- Develop online and daytime faculty.

Challenges & Opportunities:

- It will be a challenge to maintain such high student success and retention rates and more effort should be placed on student success
- Keeping C-ID designation as statewide elements change
- Hard to market program with no funds while competing with for-profit tech schools
- Funding drives section offerings.

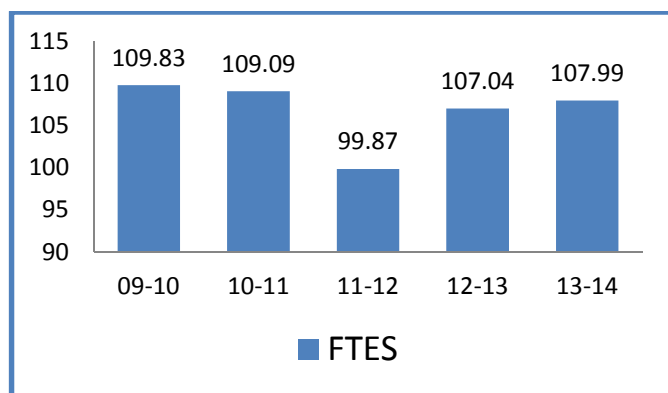


Action Plan:

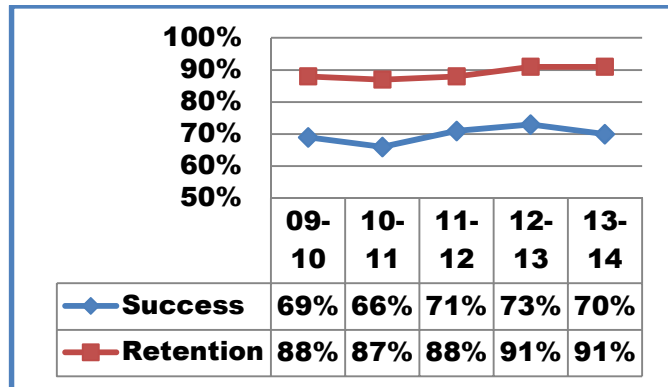
- Continue to give each student lists of resources for tutoring to help reading and writing skills improve
- Update administration of justice/correction color brochure
- Continue course SLO assessments each semester
- Low section offerings require yearly scheduling and course management to guarantee two-year certificate access
- Add more online classes as sections return.

	09-10	10-11	11-12	12-13	13-14
Sections	8	8	6	4	6
% of online enrollment	13%	0%	17%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded*	2	2	6	2	3

ECONOMICS — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	1,081	1,069	982	1,025	1,078
FTEF	5.34	5.34	5.14	4.94	5.34
WSCH per FTEF	617	613	583	650	607



	09-10	10-11	11-12	12-13	13-14
Sections	29	28	27	28	30
% of online enrollment	28%	29%	30%	36%	33%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

Economics provides excellent preparation for careers in industry, government, and many professions including management, law, education, public administration and consulting. Economics is concerned with how people and societies produce various goods and services and distribute them for consumption among persons and groups.

Assessment:

Since 2011-2012:

- Duplicated enrollment has improved 10%
- FTEF has improved 4%
- WSCH per FTEF increased 4%
- Success rates have remained fairly constant at 70%
- Retention has improved by 3 percentage points
- The department offered 3 more sections
- The percent of online enrollment increased by 3 percentage points.

Department Goals:

- To acquire a computer lab for our statistics students
- To review and make certain all of our classes transfer for credit
- Review SLOs for all economic courses
- To provide tutors early in the semester
- To continue to select high quality low priced text books

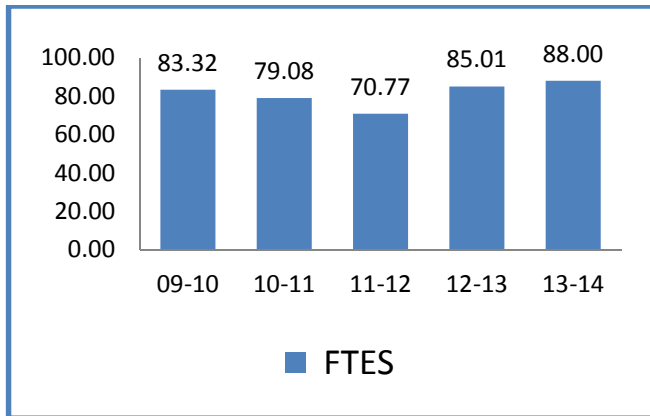
Challenges & Opportunities:

- The biggest challenge is to increase the number of sections offered; too many students are turned away for lack of sections
- Another challenge is to get a computer lab
- The greatest opportunity is the large number of students to serve.

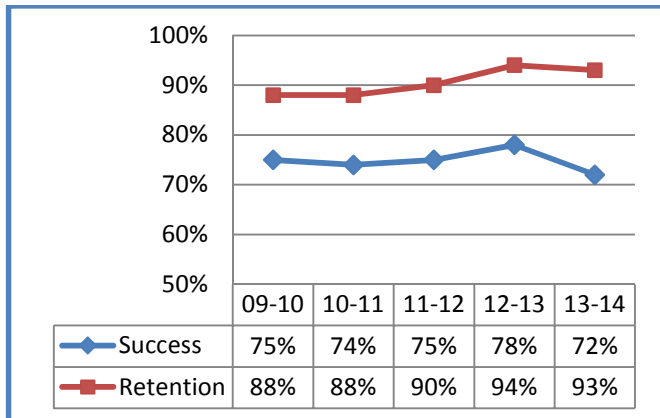
Action Plan:

- Work with faculty, division and curriculum committee so all of our courses transfer for credit
- To work with program review committee, department and division to acquire a computer lab
- Work with department faculty to review all SLOs
- To work with the Success Center to insure tutors are available early in the semesters
- Hold monthly meetings to monitor our progress in achieving goals.

HEALTH EDUCATION — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	837	789	709	821	880
FTEF	3.80	3.80	3.40	4.00	4.20
WSCH per FTEF	658	624	624	638	629



	09-10	10-11	11-12	12-13	13-14
Sections	19	19	17	20	21
% of online enrollment	21%	26%	29%	35%	38%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

The health education department offers transfer-level courses that fulfill general education requirements for local universities and colleges. Additionally, the department courses fulfill a general education requirement for the SBVC associates degrees, with Health 101 being a required course for the forthcoming kinesiology A.A. degree starting in fall 2015. Health courses provide students with guidelines for healthy living, which may improve their overall health and quality of life.

Assessment:

- Enrollment declined from 2009-10 to 2011-12 before increasing again starting in 2012-13
- The drop in enrollment is consistent with the budget decreases across campus which resulted in fewer sections offered
- By 2013-14 enrollment reached a higher level than back in 2009-10 with enrollment showing a large increase from 709 in 2011-12 to 880 in 2013-14
- Success rates have remained relatively steady with 75% 2009-10 to 72% in 2013-14
- Retention rates, though, have increased from 88% in 2009-10 to 93% in 2013-14.

Department Goals:

- To increase number of sections offered as budget allows and demand requires
- To increase number of evening, ITV and/or Saturday courses
- To increase the variety of courses offered through the development of new courses
- Develop more hybrid courses.

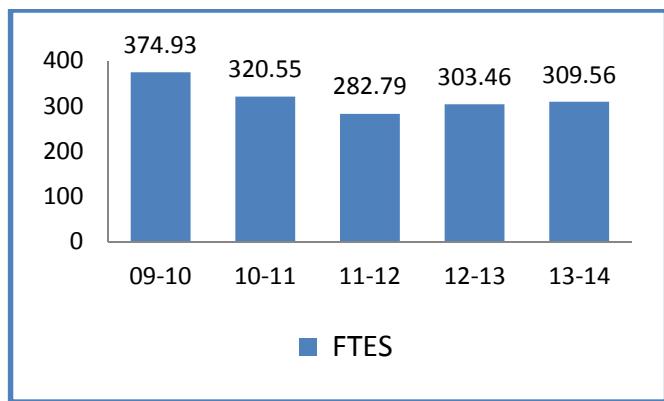
Challenges & Opportunities:

- The variety of courses offered is somewhat limited by the lack of curriculum
- Use professional development resources to create new curriculum
- Use professional development resources to train faculty in teaching online, hybrid and ITV courses.

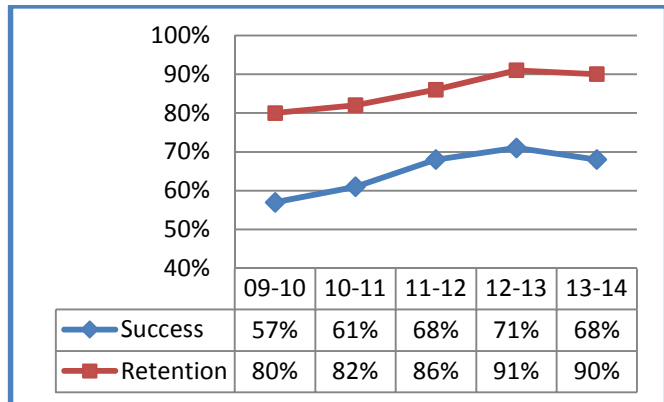
Action Plan:

- Develop new courses
- Participate yearly in the program review and needs assessment process to stay current
- Develop relationships with departments across campus to create more collaborative opportunities for healthy lifestyles.

HISTORY — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	3,758	3,230	2,754	2,981	3,099
FTEF	17.00	16.40	14.20	14.80	16.00
WSCH per FTEF	662	586	597	615	580



	09-10	10-11	11-12	12-13	13-14
Sections	87	83	73	77	87
% of online enrollment	33%	36%	36%	38%	37%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description: History is an academic department that offers transfer courses that articulate to the California State University system, the University of California system, and private colleges. Three courses offered in this department (History 100, History 101, and History 137) also meet the CSU graduation requirement for a class in American institutions. This department offers the four core classes needed for history majors at the university level: World History (History 170 and 171) and United States History (History 100 and 101), as well as a number of specialty classes that meet the needs of our diverse community of learners. History department courses are offered online (now 37% of our offerings), throughout the day, and as late start classes.

Assessment:

- In 2013-14, the department increased its number of sections and course offerings after two years of serious cuts to our program
- This is seen in an increase in duplicated enrollment from 2754 in 2011-12 and 2981 in 2012-13 to 3099 in 2013-14
- Likewise, our FTEF increased from 14.20 in 2011-12 and 14.8 in 2012-13 to 16 in 2013-14
- We hope to regain section offerings that we had in 9-10, which would result in an increase in duplicated enrollment and FTEF. WSCH stays strong at 580, though we do see a slight decrease since 2012-13
- Our success rates are approximately 70% and our retention stays incredibly strong at 90%. It is a credit to department faculty that our success and retention rates are so high, especially considering that 53% of our sections were taught by adjunct instructors
- Our section offerings could support four additional F/T faculty.

Department Goals:

- To update curriculum through content review
- To have AA-T history degree approved through curriculum process
- To create a history department shell on Blackboard
- To continue to evaluate our courses through SLO assessment rotation
- To create a genocide course
- To create a women's history course.

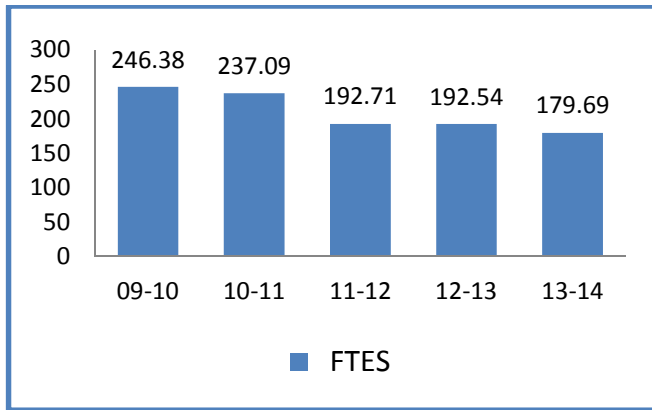
Challenges & Opportunities:

- A challenge is creating new coursework considering the lack of clarity regarding the number of sections provided to the department on a semester-to-semester basis.
- It would be greatly appreciated if the instruction office would create a year-long plan for section growth
- As we begin to increase our sections offered, there is the opportunity to hire faculty with diverse backgrounds and specialties
- It is recognized and appreciated that we have three F/T faculty in a division where social and behavioral sciences (unlike physical education) are incredibly short changed for F/T faculty.

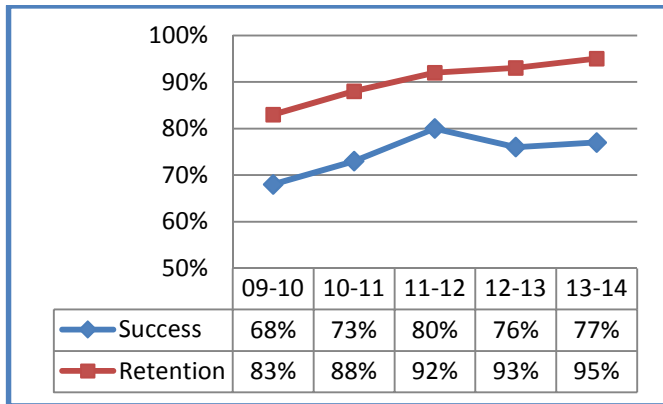
Action Plan:

- Update curriculum through content review in fall 2014
- Have AA-T history degree approved through curriculum process
- Create a history department shell on Blackboard by spring 2014
- Semester evaluations of our courses through SLO assessment rotation
- Have genocide course approved in fall 2014
- Have women's history course approved in fall 2014.

HUMAN SERVICES — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	3,079	2,928	2,287	2,296	2,121
FTEF	12.62	12.89	10.62	10.43	10.32
WSCH per FTEF	586	552	544	544	523



	09-10	10-11	11-12	12-13	13-14
Sections	82	82	64	63	64
% of online enrollment	4%	2%	0%	0%	0%
Degrees awarded	27	26	22	24	33
Certificates awarded	44	33	29	37	41

Description:

The department provides three vocational educational certificates and an AA degree in human services. Classes offer prerequisites for careers and technical programs such as social workers, counseling, alcohol/drugs counseling and any number of careers in the helping fields. The following are the vocational educational certificates that are offered by human services: alcohol/drugs, human services, and case management in the public sector.

Assessment:

- Faculty load, FTEF and WSCH/FTEF demonstrates the urgent need for at least two (2) additional F/T faculty
- Efficiency rates remain high despite the cut in sections
- FTES has remained the same over the past three years
- Success rates have improved nearly 10% since 2009-10
- Retention rates continue to improve by 12% since 2009-10
- Our online course section decreased to zero; however, we will be offering at least one online course beginning 2014-15.

Department Goals:

- To hire at least one more F/T faculty
- To increase the number of sections offered for core classes in the vocational educational certificate programs
- To offer at least one class online
- Resume our offerings of classes offered in the community.
- To develop a peer support certificate based on the changing trends in the workforce
- Develop a mental health/behavioral health certificate as a result of the changes in the relationship between mental health and addiction and the distribution of monies in the next five years.

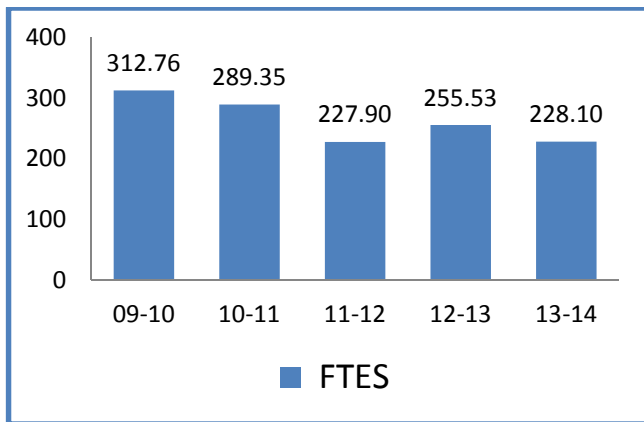
Challenges & Opportunities:

- To hire another F/T faculty
- To increase course offerings
- Continue linking vocational educational certificates to present jobs in the community
- To continue to explore new opportunities to develop new vocational educational certificates for future jobs
- To continue offering up to date topics, e.g., human trafficking, sickle cell traits, infectious diseases, and family violence/spousal abuse
- To develop and implement strategies to continue to improve retention and success rates.

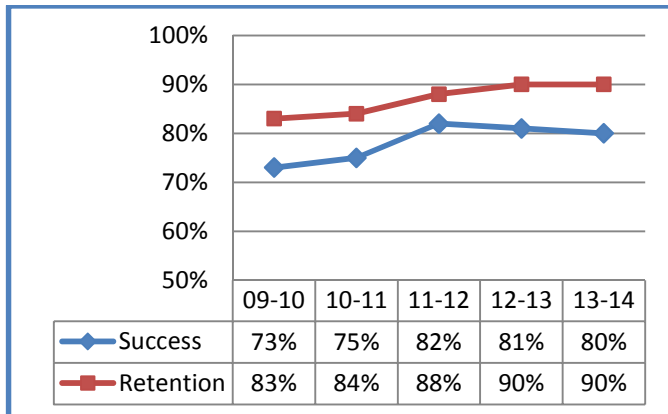
Action Plan:

- We have two online classes ready to be offered in the spring 2015
- We will be updating courses through curriculum to increase the number of units for our co-occurring disorders class from two units to three units per CAADE standards
- We will look into the possibility of developing a peer support specialist certificate and a mental/behavioral health certificate to meet the upcoming needs in the field of addiction.

PHYSICAL EDUCATION/INDIVIDUAL — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	3,137	2,898	2,279	2,401	2,281
FTEF	11.76	10.64	8.54	9.07	9.60
WSCH per FTEF	798	816	801	845	713



	09-10	10-11	11-12	12-13	13-14
Sections	84	76	61	65	68
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

The kinesiology department (formerly PE) offers a variety of courses which offer students the opportunity to improve their current health/fitness levels while acquiring the skills to promote a lifelong wellness lifestyle. Specifically, the Kinesiology (KIN), Individual Activity courses focus on individual skill development and fitness/health improvement, as opposed to team oriented courses. All of the courses can be used for electives in Category V: which is required for graduation and/or transfer.

Assessment:

- Enrollment decreased from 2009-10 to 2011-12, increased slightly in 2012-13 and decreased back in 2013-14 back to the 2011-12 numbers
- The decrease is reflective of the budget cuts seen across campus which resulted in fewer sections offered
- Enrollment has remained steady from 2011-12 to 2013-14
- Success rates have increased from 73% in 2009-10 to a high of 82% in 2011-12 and have remained steady since then
- Retention rates have steadily increased from 83% in 2009-10 to 90% in 2012-13. Retention was at 90% in 2013-14 as well.

Department Goals:

- To increase number of sections offered
- To increase the variety of courses offered through the development of new courses
- To increase the variety of equipment available to allow more students to participate safely
- To offer courses at the beginning, intermediate, and advanced levels to accommodate the various skill levels of the students.

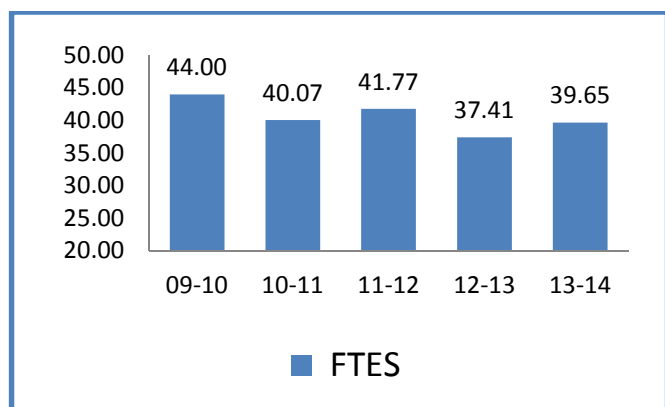
Challenges & Opportunities:

- The variety of courses offered is somewhat limited by the lack of appropriate equipment.
- We are hoping that through the needs assessment process, we will be able to acquire the equipment needed
- Since we have leveled the courses, students may only take each course one time which will limit the number of students who can participate in our courses
- Sharing the gym spaces with other departments limits our ability to offer certain courses.

Action Plan:

- Develop new courses
- Participate yearly in the program review and needs assessment process to stay current
- Acquire the latest equipment to service our students appropriately and safely
- Develop relationships with departments across campus to create more collaboration opportunities for healthy lifestyles.

PHYSICAL EDUCATION/TEAM — 2013-14



Description:

The kinesiology department (formerly PE) offers a variety of courses which offer students the opportunity to improve their current health/fitness levels while acquiring the skills to promote a lifelong wellness lifestyle. Specifically, the Kinesiology, Team Sports (KINS) courses focus on team skill development and fitness/health improvement, as opposed to individual activity courses. All of the courses can be used for electives in Category V: which is required for graduation and/or transfer. Additionally, some KIN courses are required for the forthcoming KIN AA and AA-T degrees starting fall 2015.

Assessment:

- Enrollment decreased from 2009-10 to 2010-11, increased slightly in 2011-12, decreased in 2012-13 and increased again in 2013-14
- The decrease in 2010-11 is reflective of the budget cuts seen across campus which resulted in fewer sections offered
- Success rates have fluctuated, but ultimately increased from 88% in 2009-10 to a high of 92% in 2013-14
- Retention rates decreased from 91% in 2009-10 to 86% in 2010-11, but have increase steadily since then to a high of 96% in 2013-14.

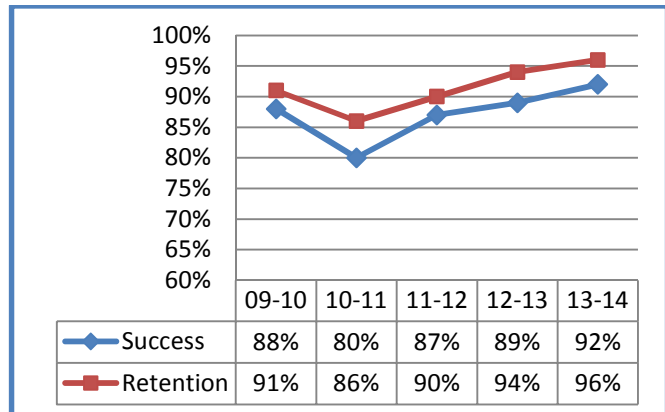
Department Goals:

- To increase the number of sections offered
- To increase the variety of courses offered through the development of new courses
- To increase the variety of equipment available to allow more students to participate safely

Challenges & Opportunities:

- The variety of courses offered is somewhat limited by the lack of appropriate equipment. Hopefully, through the needs assessment process we will be able to acquire the equipment needed
- Our newly leveled courses are no longer repeatable which may limit the number of students who can participate in our courses
- Due to sharing the gym spaces with other departments, we are somewhat limited in when we can offer certain courses.

	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	444	401	418	358	399
FTEF	1.82	1.68	1.68	1.68	1.86
WSCH per FTEF	726	715	746	668	640

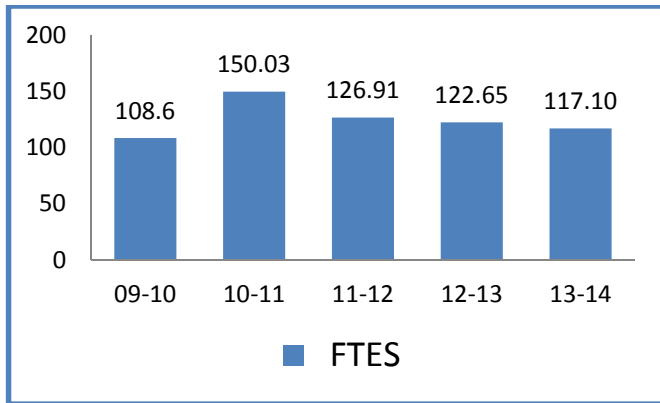


	09-10	10-11	11-12	12-13	13-14
Sections	13	12	12	12	13
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Action Plan:

- Continue to develop new courses
- Participate yearly in the program review and needs assessment process to stay current
- Acquire the latest equipment to service our students appropriately and safely
- Develop relationships with departments across campus to create more collaboration opportunities for healthy lifestyles.

PHYSICAL EDUCATION, VARSITY – 2013-14



Description:

Courses in kinesiology and health are designed to increase student's skills in activities that produce physiological results and promote lifelong habits of fitness. Varsity classes allow students to perform at maximum levels while competing in intercollegiate sports. Varsity classes satisfy the kinesiology requirement for graduation and, or transfer

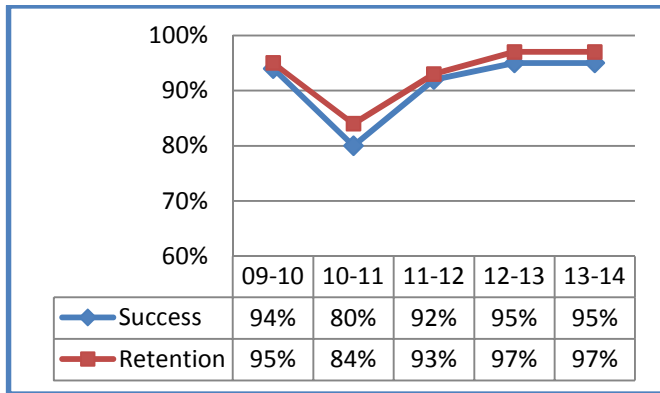
Assessment:

- Kinesiology (varsity) shows a peak in 2010-11 and a slow, but steady decline to 2013-14
- Possible reasons for this data are decrease in course offering and limited repeatability in activity classes
- Retention and success rates continue to be extremely high
- This data shows the effectiveness of the varsity classes.

Department Goals:

- To increase opportunities for students to participate in intercollegiate sports
- To increase graduation and transfer rates
- To become fully compliant with Title IX
- To add more F/T faculty to our coaching staff
- To add more support staff to our department
- To increase the budget to meeting the yearly increase in cost of basic day-to-day operations.

	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	300	479	382	370	347
FTEF	5.28	4.32	5.28	5.76	5.71
WSCH per FTEF	617	1,042	721	639	615



Challenges & Opportunities:

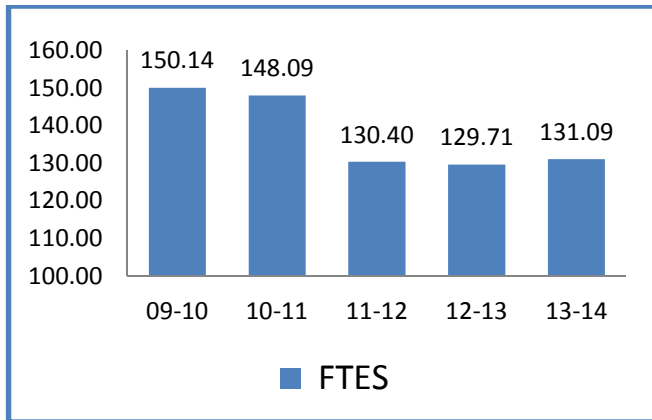
- If the athletic department is to build upon the success it has experienced in the past, it will need to meet every goal stated above.
- The data clearly shows if we are to increase our numbers we will need to increase our support for our students.

Action Plan:

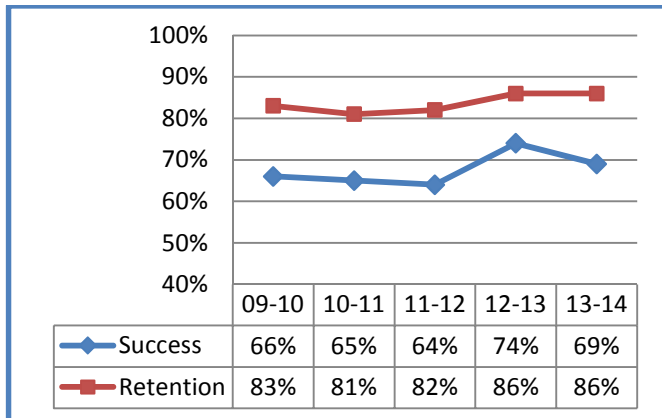
- Continue to participate in the program review process
- Become more transparent, open and informative
- Develop collaborative relationships with other program on campus
- Strengthen relationships with the Foundation, alumni and the community
- Continue our fundraising efforts.

	09-10	10-11	11-12	12-13	13-14
Sections	48	47	40	45	45
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

PHILOSOPHY/RELIGION — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	1,500	1,479	1,303	1,259	1,308
FTEF	8.60	9.00	7.80	7.40	7.80
WSCH per FTEF	524	494	502	526	504



	09-10	10-11	11-12	12-13	13-14
Sections	55	53	46	44	45
% of online enrollment	66%	62%	61%	61%	58%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

Philosophy and religious studies courses require critical analysis of ideas, clarity of thought, and openness to understanding the human project in all its dimensions. These skills are achieved through careful and close reading of texts, images, and symbols, as well as through descriptive and analytic writing. Although anyone can benefit from courses in the two disciplines, the primary function of each class is to fill requirements for students transferring to four-year colleges.

Assessment:

- FTEs vary depending on the sections offered. FTEs is now stable after several years of cutting sections
- Retention and success are both stable and mirror the rates for the college
- Retention is as high as it has been over the last five years
- WSCH per FTEF varies but 2012-13 has the highest ratio in five years
- Percentage of online enrollment now stable at just under 60%.

Department Goals:

- Offer at least one online section of every course offered by the department (Goal 6: Instructional)
- Offer at least 50% of sections online every semester (Goal 6: Instructional)
- Improve success and retention by 2% between fall and spring semesters (Goal 4: Instructional)
- Assess SLOs for every section every semester (Goal 7: Instructional).

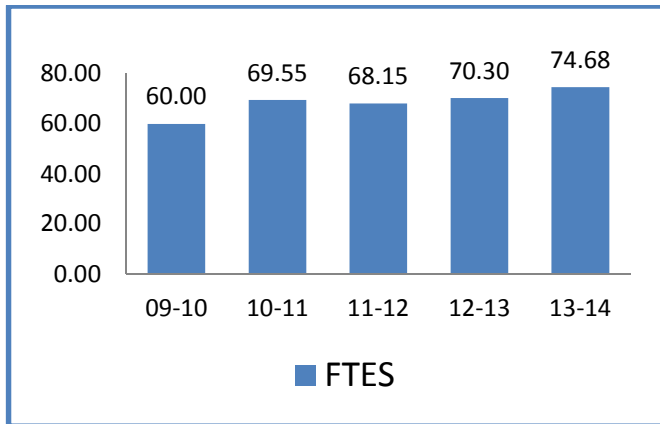
Challenges & Opportunities:

- The primary challenge and opportunity is to imagine, create, and deliver high-quality undergraduate educational opportunities at a time in the culture when resources for public higher education have been reduced over the last several years
- As a leader in online learning at the college, a challenge and opportunity is to learn from the recent accreditation process in order to maintain and improve the quality of our online offerings.

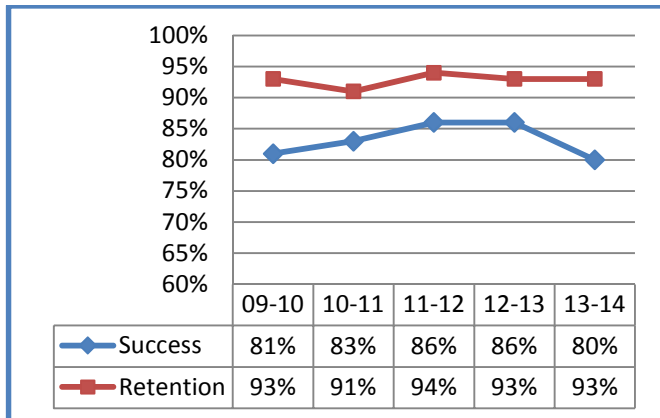
Action Plan:

- Monitor the recently-launched AA-T in philosophy
- Develop departmental strategies for improving success and retention
- Work collegially with other departments in the division to improve success and retention.

PHYSICAL EDUCATION — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	543	614	602	612	667
FTEF	3.72	3.93	3.93	3.92	4.05
WSCH per FTEF	484	531	520	538	554



	09-10	10-11	11-12	12-13	13-14
Sections	21	24	21	21	22
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

The kinesiology department (formerly PE) offers a variety of courses which provide students the opportunity to improve their current health/fitness levels while acquiring the skills to promote a lifelong wellness lifestyle. Specifically, the kinesiology (KIN) courses are lecture based classes which focus on the theories behind a variety of topics related to PE, kinesiology, and health. All of the courses can be used for electives in Category V: which is required for graduation and/or transfer. Some KIN courses are also either required or electives for the forthcoming KIN AA and AA-T degrees starting fall 2015.

Assessment:

- Enrollment increased from 2009-10 to 2010-11
- A slight decrease in 2011-12 is reflective of the budget cuts seen across campus resulting in fewer sections offered
- Enrollment again increased from 2011-12 to 2013-14 and we anticipate it will continue to do so as the AA and AA-T degrees start in fall 2015
- Success rates increased from 81% in 2009-10 to a high of 86% in 2012-13, before dropping back to 80% in 2013-14
- Retention rates have remained steady from 93% in 2009-10 to 93% in 2013-14.

Department Goals:

- To increase number of sections offered
- To increase the number of online, hybrid or ITV courses offered
- To increase the variety of courses offered through the development of new courses
- To ensure that the courses articulate with the UC/CSU system.

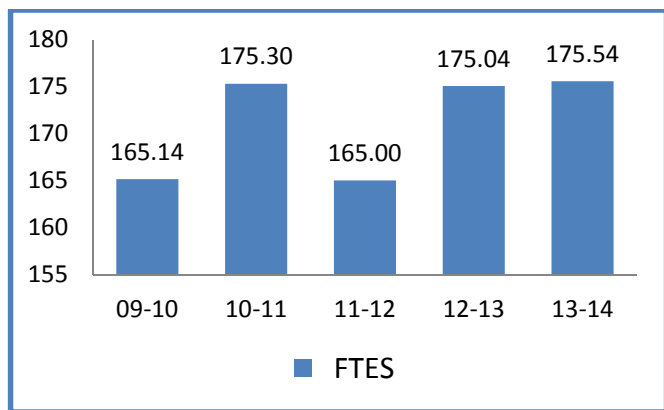
Challenges & Opportunities:

- The variety of courses offered is somewhat limited
- A lack of smart classroom space limits our ability to offer more sections of our courses
- Offering online, hybrid or ITV courses is a possible avenue for making more courses available
- Explore the possibility of creating personal trainer or similar certification programs.

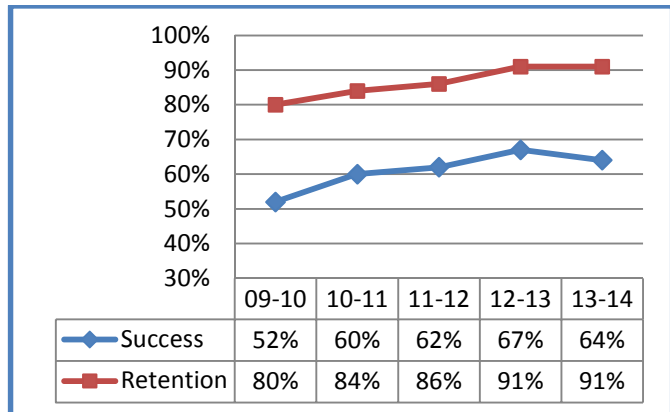
Action Plan:

- Develop new courses
- Participate yearly in the program review and needs assessment process to stay current
- Develop relationships with departments across campus to create more collaboration opportunities for healthy lifestyles
- Acquire proper smart classroom space in order to offer more sections
- Explore the ITV possibilities for offering more courses.

POLITICAL SCIENCE — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	1,670	1,800	1,631	1,720	1,674
FTEF	8.20	9.20	8.60	8.40	8.58
WSCH per FTEF	604	572	576	625	614



	09-10	10-11	11-12	12-13	13-14
Sections	45	48	45	45	45
% of online enrollment	18%	19%	20%	22%	20%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description: Human society abounds with things of value, tangible and intangible. One definition of political science which enjoys considerable currency is that proffered by David Easton. It conceives of political science as a systematic study of the critical processes involved in the “authoritative allocation of values.” In this regard, who gets what, why, how and when is the proper inquiry of political science. These processes may take place in different settings and institutions. Proceeding from the empirical, political science uses both qualitative and quantitative theoretical methods to try and understand these processes where and when they occur. Courses offered are transferrable to the UC and CSU systems. We also offer an AA-T under the transfer model curriculum which allows a student to simultaneously earn an AA degree and transfer to CSU as a junior. Courses help to prepare students for careers in government (including the foreign service), law, journalism, business, teaching, and community organizing.

Assessment:

- Department continues to show strength in student enrollment, with the 2013-14 FTES recording a slight increase over the previous year's strong showing
- Efficiency recorded a slight dip from 625 to 614. We will explore ways to bring it up to surpass the 2013-14 level. But even at the current level, the department's efficiency is significantly above the accepted minimum of 525
- Success rate saw a decrease from 67 in the previous year to 64. Is this a consequence of harder grading or of the crop of students in 2013-14 cycle? It is hard to tell. On our part as a department we encourage reasonable grading rigor among the faculty, while at the same time doing our best to raise student success by urging students to make more use of faculty office hours
- Retention rate remains high at 91%; we hope for even higher levels in succeeding cycles.

Department Goals:

- Goal 1: A goal from the previous year was to create an AA degree. That goal was accomplished when the department's offering were approved under the transfer module curriculum (TMC). Another important goal is to raise student awareness of this development and recruit students into the AA-T program
- Goal 2: Work with the associated student government to create a model united nations club which will facilitate our students' knowledge of world affairs and participation in mock international debates in forums across the country, including at the seat of the United Nations in New York. This club can be the nucleus of efforts in the very near future to create a transferable course on the United Nations
- Goal 3: Study the feasibility of creating a transferable course in constitutional law (parts 1 and 2). This should increase our offerings and appeal as a department. Political science has had in the past instructors with backgrounds in law and politics. Hopefully, we can still find and attract such individuals to SBVC.

Challenges & Opportunities:

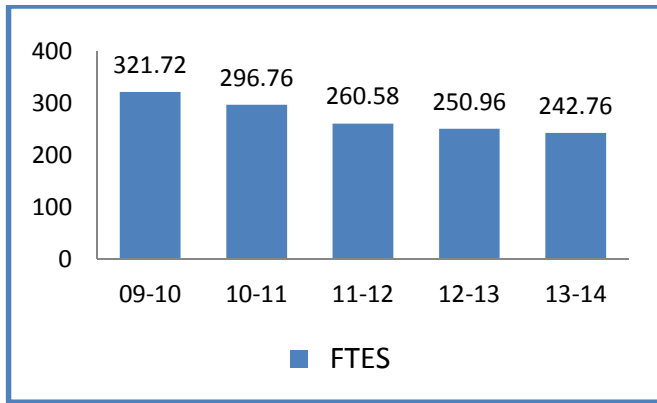
- Our main challenge continues to be how we can offer a well-rounded program that boasts a more varied menu of courses. We made some progress when we created courses in comparative and world politics. A course in constitutional law would be helpful
- A lingering challenge is the compensation for adjunct employees. This bears emphasizing if we truly want to create and maintain a faculty with an élan and esprit de corps.
- The department looks forward to a classroom of its own in the new business building equipped with the state-of-the-art teaching tools, we hope to add to it satellite television that will bring live reporting from other parts of the world, and enhance our understanding of government and politics on earth.
- We will be able to store valuable reference materials that have no home right now and are currently being housed in the dean's office.

POLITICAL SCIENCE — 2013-14

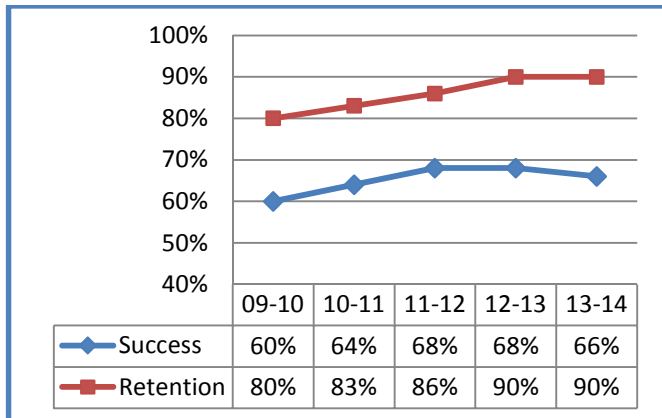
Action Plan:

- Work with the department academic counselor to raise awareness among students of an AA-T program and to do the same with the student government
- To work with the student government in creating a student-led model united nations club
- To work with the facilities committee to move forward and take occupancy of our classroom in the business building.
- To collaborate with the division dean to have NH351 designated a computer lab for the social sciences.

PSYCHOLOGY — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	3,199	2,985	2,511	2,434	2,434
FTEF	15.20	15.20	12.60	12.20	12.40
WSCH per FTEF	635	586	620	617	587



	09-10	10-11	11-12	12-13	13-14
Sections	82	80	68	65	66
% of online enrollment	18%	20%	19%	20%	23%
Degrees awarded	N/A	N/A	N/A	N/A	11
Certificates awarded	N/A	N/A	N/A	N/A	N/A

*A.A.-T Degrees were established in 2013.

Description:

Psychology offers classes that meet general education requirements for AA degrees and transfer as well as classes that are prerequisites for career and technical programs such as Nursing and Psych Tech. The AA-T in psychology provides students with a clear path to transfer to CSU. The psychology program has made contributions to the strategic plan goals of 1. Access and 2. Student Success despite having only one F/T faculty member.

Assessment:

- Faculty load, FTEF, success rates and WSCH/FTEF demonstrate the urgent need for at least four more F/T faculty
- Efficiency rates remain high rates despite section cuts
- Fluctuating FTES rates are based on section cuts
- Success rates have improved 6% since 2009-10, however, success rates will continue to be low without more F/T faculty
- Retention rates have improved 10% since 2009-10
- The 11 degrees awarded in 2013-14 are on par with other division disciplines that offer degrees
- Number of online sections slightly increased to 23% and this has impacted success rates.

Department Goals:

To increase strategic plan goals, 1. Access and 2. Student Success by:

- Hiring at least four more F/T faculty (with at least one faculty in 2014-15 specializing in teaching research methods and statistics, which are core courses for the AA-T in psychology)
- Developing and implementing strategies for increasing student success in psychology classes
- Having a computer lab available for students taking statistics classes (also a general ed requirement) and research methods classes to help increase student success and AA-T degree achievement
- Increasing the number of sections offered for general ed and core classes in the AA-T and maintain an updated curriculum.

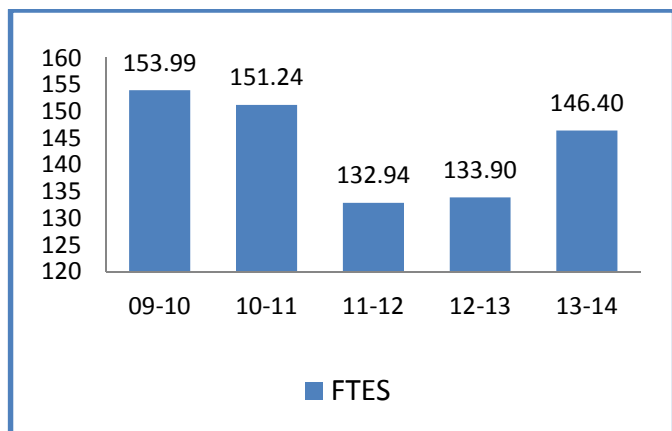
Challenges & Opportunities:

- Hire at least one new F/T faculty in 2014-15 capable of teaching statistics and research methods classes (with four total future hires)
- Develop and implement strategies to continue to improve student success rates and maintain retention rates as course offerings increase
- Have a computer lab for statistics and research methods classes that can also be used by other disciplines in the division to support student success
- Continue to offer quality instruction and diversity in course offerings with a department consisting of 93% adjunct faculty.

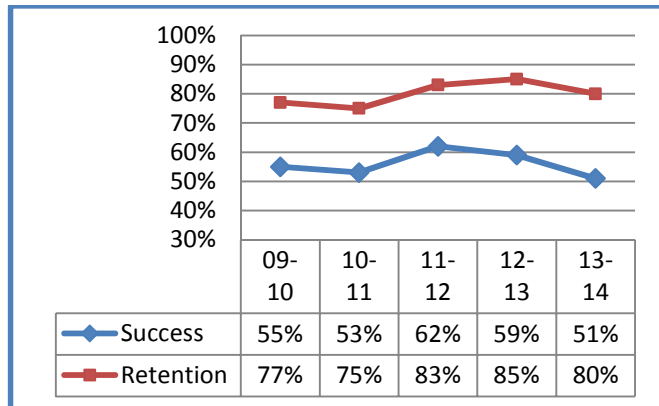
Action Plan:

- Increase access and student success by submitting requests for more psychology F/T faculty hires
- Improve student success rates while maintaining retention rates by requesting a computer lab in SSHDPE and support other faculty with similar requests
- Increase access and student success by offering more courses that help students meet general ed requirements and psychology AA-T requirements
- Work with adjunct faculty to develop strategies to increase student success

SOCIOLOGY — 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	1,545	1,517	1,303	1,315	1,472
FTEF	7.80	8.00	6.80	6.80	7.40
WSCH per FTEF	592	567	574	591	594



	09-10	10-11	11-12	12-13	13-14
Sections	41	42	36	36	40
% of online enrollment	49%	48%	50%	50%	48%
Degrees Awarded	N/A	N/A	N/A	N/A	12
Certificates awarded	N/A	N/A	N/A	N/A	N/A

*A.A.-T Degrees were established in 2013.

Description: Top Code 2208.00, Sociology

Human society, social institutions, and social relationships, including such things as the development, purposes, structures, functions, and interactions of human groups. Sociologists examine the systems of social action including single social acts, social relationships, organizations, institutions, communities, and societies. The study of sociology prepares students for further study of and careers in social work, probation, corrections, human services, law enforcement, research, public policy, law, and education.

Assessment:

- FTEs have increased since the budget cuts but not to previous levels
- Efficiency continues to be above the institutional average and the program has a load for three F/T faculty
- Both retention and success rates continue to fluctuate; retention rates are consistent at or above 80% and this is an improvement; success rates are still below departmental goals. Most likely this is due to the program offering almost 50% of its courses online and 72% of courses taught by adjunct faculty
- A baseline for the new AA-T degrees shows that 12 sociology degrees were awarded.

Department Goals:

- Long-term planning of course offerings to increase access to students seeking transfer degree and student success
- Update curriculum and continue to assess and evaluate SLOs with an emphasis on increasing student success rates
- Promote the AA-T sociology degree to increase productivity
- Continue to advocate for a F/T sociology instructor through the program review needs assessment processes
- Keep program faculty informed of professional development opportunities related to technology and student success.

Challenges & Opportunities:

- Course offerings still do not meet student demand and program needs another F/T instructor
- Recent funding allotment for equipment and supplies creates opportunities to increase student success
- Classroom space is limited which results in the program offering a high percentage of courses online
- The program is undergoing curriculum review, SLO review, and efficacy and this will allow faculty to make modifications with the intent to increase student success rates.

Action Plan:

- Move a few online sections to on-campus
- Increase access to students seeking AA-T degree by offering non SOC 100 courses on-campus
- Complete curriculum review of all sociology courses and degree
- Complete review of verbiage of SLOs for all sociology courses
- Submit for a program budget and additional faculty
- Complete program efficacy
- Adopt clickers for availability to program faculty
- Continue to participate in the sociology peer-tutor program and encourage all program faculty to utilize services.



San Bernardino
Valley College

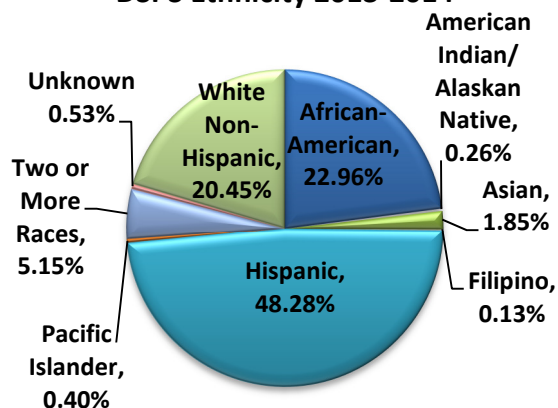
Research, Planning & Institutional Effectiveness

SAN BERNARDINO VALLEY COLLEGE EDUCATIONAL MASTER PLAN 2013-2014

STUDENT SERVICES DIVISION

Disabled Student Programs & Services (DSPS) — 2013-14

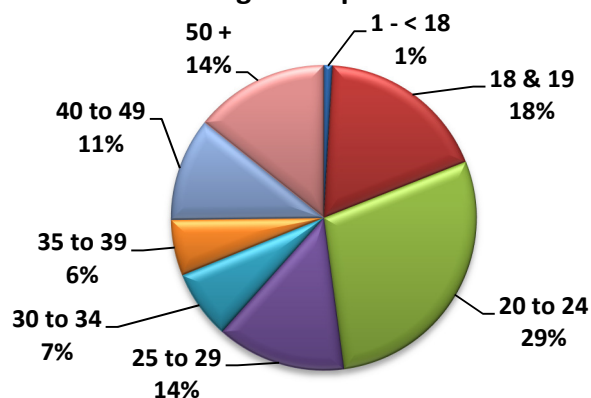
DSPS Ethnicity 2013-2014



Description:

Disabled student programs & services (DSPS) provides support services and educational accommodations to students with disabilities so that they can participate as fully and benefit as equitably from the college experience as their non-disabled peers. The specific disability must be verified, and there must be an educational limitation that precludes the student from fully participating in general education without additional specialized services. A student educational contract (SEC) is developed for each student which links student's goals, curriculum program, and academic accommodations to his/her specific disability related educational limitation. Examples of services available through DSPS that are over and above those regularly offered by the college would be academic support, assessment for learning disabilities, specialized counseling, interpreter services for hard-of-hearing or deaf students, note taker services, alternate media, access to adaptive equipment, adaptive physical education, and registration assistance.

DSPS Age Group 2013-2014



Assessment:

- African-American and Hispanic students comprise 71% of the program
- The age distribution of DSPS students shows a wide diversity between all age groups. 62% are under 30 with 38% age 30 and above
- We serve a wide range of disabilities with the highest percentage of students having psychological, mobility, and learning disabilities, and other disabling conditions.
- The lowest percentages of students served have speech/language impairments, acquired brain injuries, and are developmentally delayed learners.

Program Goals:

- Continue to improve the service-delivery model that will enhance efficiency while contributing to student success.

DSPS Disability Types 2013-2014

Acquired Brain Injury	2.64%
Developmentally Delayed Learner	2.24%
Hearing Impaired	6.07%
Learning Disabled	13.06%
Mobility Impaired	15.70%
Other Disability	35.36%
Psychological Disability	21.37%
Speech/Language Impaired	0.53%
Visually Impaired	3.03%

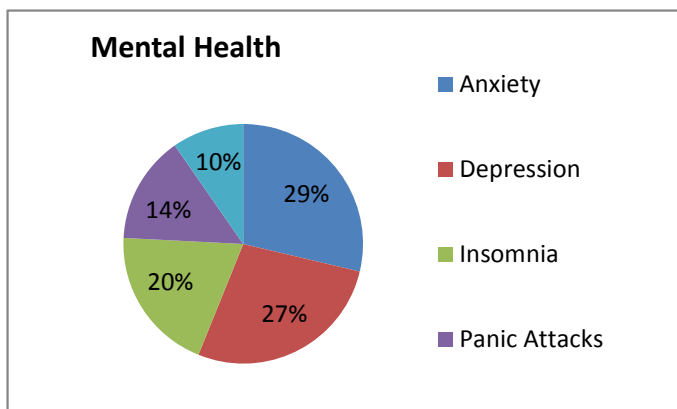
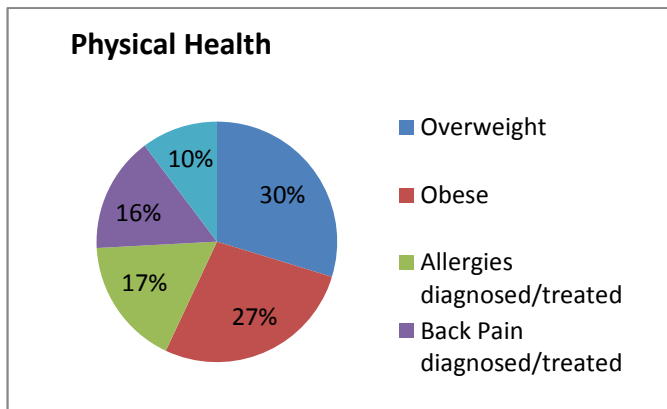
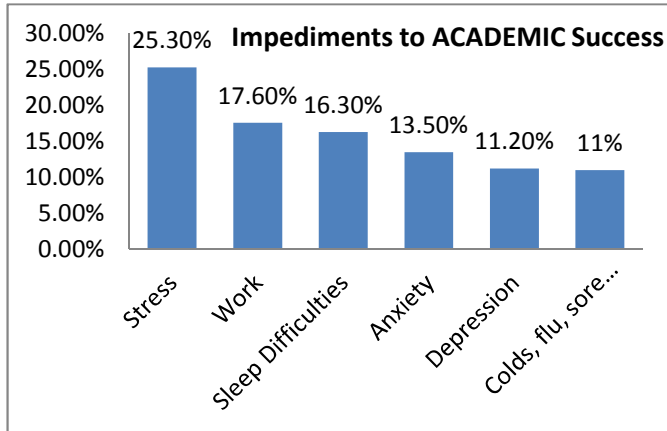
Challenges and Opportunities:

- Improve students' understanding of their rights and responsibilities in regards to their accommodations through yearly-mandated appointments
- Continue to provide accommodations to students despite reduction in funding
- Maintain compliance with Title V and ADA regulations
- Continue to develop workshops/trainings for staff regarding accommodating students with disabilities
- Conduct student service satisfaction surveys
- Add classified staff and faculty as the budget permits.

Action Plan:

- Dialog with the campus regarding DSPS student needs that can be served in their areas
- Collect data related to service area outcomes (SAO)
- Collect data related to student learning outcomes (SLO).

STUDENT HEALTH SERVICES — 2013-14



Description:

Student health services keep our community of diverse learners healthy so they can achieve their academic goals and become informed health care customers. The department is comprised of nursing professionals, family nurse practitioners, mental health counseling professionals, and support staff. All members of our staff are dedicated to assisting students in obtaining their personal and educational goals by assisting them in achieving optimal health by providing mental health, physical health, and health educational services.

Assessment:

The American College Health Association; National College Health Assessment II was administered during spring semester 2013 and revealed the most prevalent physical and mental health issues at SBVC. A representative sample of 815 SBVC students over the age of 18 completed the survey. Some of the most prevalent findings are displayed in figures 1, 2, and 3.

Department Goals:

- Improve the overall health and quality of life for SBVC students through healthy lifestyle changes
- Develop targeted services to meet the most prevalent mental and physical health needs of SBVC students
- Facilitate access to needed mental health and health care services for SBVC students.

Challenges & Opportunities:

- Creative and effective use of physical facilities to meet the increased demand of students for services during peak hours
- Incorporating the campus community in the early identification and referral of students in need of our services
- Acquire F/T support staff to address the high volume of calls, administrative paperwork, and the competing demands of a blended health office
- Acquire F/T faculty licensed mental health provider to plan mental health services, be a consistent presence on the campus, respond to mental health crisis, and supervise trainees and interns.

Action Plan:

- Utilize campus based mental health grant to encourage a campus climate of caring, early identification, and referral to prevent suicide and remove stigma from seeking help for mental health issues
- Develop job description and acquire a F/T mental health provider
- Acquire F/T support staff to provide needed clerical support
- Continue Family PACT services to increase access to reproductive health services for men and women
- Make changes to the electronic medical record in response to technology advances and changing standards of practice.

Transfer Center — 2013-14

Demographics

Gender	Fall 2011	Fall 2012	Fall 2013
Female	351	273	253
Male	249	167	166
Total	600	440	419

Ethnicity	Fall 2011	Fall 2012	Fall 2013
Asian	34	28	23
Black	116	58	66
Hispanic	336	279	273
Native American	4	6	6
Pacific Islander	9	2	0
White	84	55	47
Declined to State	17	12	4
Total	600	440	419

Services

Reason	Fall 2011	Fall 2012	Fall 2013
Adult Ed Transfer	26	0	0
Career Counseling	43	12	8
CSUSB	118	121	115
Cal-Poly	0	0	7
Drop-In	4	1	0
FAFSA	2	0	0
General Ed Plan	89	7	5
General Counseling	55	9	3
Grad Check	11	18	2
Honors	58	52	46
Job Search	4	0	0
Transfer Counseling	298	337	262
Tumaini	31	9	3
UCLA	11	0	17
UCR	15	12	29
University Application	7	14	10
Total Services Provided	772	490	507
Total Student Visits*	727	440	419

*Students may receive more than one service per visit

Description:

Transfer & career services is to design, develop and implement a variety of transfer and career strategies that increase the number of students prepared to transfer to a baccalaureate-level institution and ensure students are knowledgeable of their career goals in relation to the global marketplace. We work to foster a transfer culture on-campus and enhance student awareness of their educational options beyond the community college while increasing the number of students, especially and historically, underrepresented students who transfer to a four-year institution.

Assessment:

- When comparing the number of males and females served over the three years, the average was 54% and transfer was 60%.
- The male SBVC students were 43% and transfer was 39%; based on those numbers we need strategies on how to target more male students who desire to transfer.
- The transfer rate reflects the college in the ethnic breakdown.
- In fall 2011 the service area numbers were larger in general counseling because we assisted with new students before school started. Otherwise, our numbers have been constant.
- Due to budget concerns many of our four year partners stopped coming to campus or limited their visits.

Program Goals:

- Identify and increase the number of students choosing to transfer and are prepared to transfer, particularly those underrepresented in the transfer process.
- Provide transfer services and updated resources promoting transfer culture and accessible resources to students and the campus community.

Challenges and Opportunities:

- Communicating with transfer students and keeping them informed of deadlines and important information about changes that happen at the four year colleges
- Difficulty in tracking transfer students to private and out-of-state schools
- Identifying new incoming transfer students as well as graduating transfer students
- Enhance the outreach methods to campus community and the community at large
- Marketing and promoting transfer and career services.

Action Plan:

- Gain additional access to a database so transfer students can be identified, so that targeted information can be sent to those students identified as early transfer students as a goal on their application
- Increase collaboration with campus community, faculty and staff to increase efficiency and consistency of transfer information and resources.



San Bernardino
Valley College

Research, Planning & Institutional Effectiveness

SAN BERNARDINO VALLEY COLLEGE EDUCATIONAL MASTER PLAN 2013-2014

NON-INSTRUCTIONAL DIVISIONS

GRANT DEVELOPMENT & MANAGEMENT — 2013-14

Programs and Services Supported by

Grant-Funded Projects		
2012	2013	2014
\$1,699,253	\$1,767,571	\$1,932,789

Ongoing Major Grant Awards		
2012	2013	2014
\$1,699,253	\$1,767,571	\$1,932,789

Departmental Efficiency and Productivity (Ratio of Salary to Income Generated)		
2012	2013	2014
\$206,710	\$212,623	\$214,703
\$1,699,253	\$1,767,571	\$1,932,789
1:8	1:8	1:9

FTEs (Grant Office Staff) to Income Generated		
2012	2013	2014
2.65 FTE	2.65FTE	2.65 FTE
\$1,699,253	\$1,767,571	\$1,932,789
\$377,908	\$641,227	\$729,354

Description:

The grant development and management department is responsible for the development, submission, and management of grant projects awarded by federal, state, and private entities. The grants team researches opportunities and ensures they are a good fit with college and district priorities. Additionally, the office administers and manages the project after funding is awarded. Grants are tools of change for an institution. Innovative grants projects raise community awareness of the college and build prestige. Grants assume an even more important role in supporting college priorities as state funding fluctuates.

Assessment:

- The department is fulfilling its purpose on campus and operating at a high level of performance as indicated by benchmarks for the profession
- Grant management is a time-consuming process. The more effective the department is at bringing in awards, the less effective the department will become unless staffing ratios match the workload created by new awards.

Department Goals:

- Increase collaboration with campus population and focus on success
- Increase grant applications and awards and enhance student access and success through grant funded projects
- Educate campus population re: grant timelines, process, and proper grant management.

Challenges & Opportunities:

- Institutionalization of programs and positions that have been identified as a campus priority
- Ample grants exist for colleges with SBVC social-economic base and demographics
- A study by the National Council for Resource Development determined that the expected ratio of grants office return per staff member is 3:1 or \$300,000/FTE. Ratio exceeds this by a significant margin (see department efficiency tables at left)
- While this high rate of return indicates successful grants strategy and performance, it also creates a problem in time available to develop new project proposals.

Action Plan:

- Create a procedural handbook and flowchart for grant application and management
- First time participation in the program review process
- Desire to build partnerships with adult education, K-12, and ROP.

RESEARCH, PLANNING & INSTITUTIONAL EFFECTIVENESS — 2013-14

Research Requests	10-11	11-12	12-13	13-14
Research requests using online RR Form	39	36	31	55
Research requests without RR Form (via email/phone)	34	37	38	6
Percentage of requests completed on time	Not record ed	Not record ed	65%	97%

Department Service	10-11	11-12	12-13	13-14
Number of SBVC departments served	62	58	58	58
Number of focus groups held	3	4	13	
Number of IRB requests fulfilled	4	5	4	
Number of partnerships	3	3	4	

Survey Count	11-12		12-13		13-14	
	Sent	Ret'd	Sent	Ret'd	Sent	Ret'd
Campus Climate (Online)	12,929	311	13,568	651		710
District Program Review (Online)	16,80	511	1,686	622		
Placement & Prerequisite	8,902	4,109	8,816	5,019		
STEM	3,587	1,570	3,166	2,506	2,844	2,187

Evaluations	10-11	11-12	12-13	13-14
Management Evaluation (Assists clerical staff with SNAP survey software)	12	14	6	

Staffing Count	10-11	11-12	12-13	13-14
SBVC Employees	2	3	3	3
Temporary Student Workers			1	3
Volunteers				1

Description:

Research, Planning, & Institutional Effectiveness serves all campus constituents by creating detailed reports that support campus planning, grants, and continuous program improvement. Reports assess and track student performance, assessment placement, enrollment projection, graduation and transfer rates, demographic, workforce, and economic data. Also assists with developing methods, measures, and databases to assess and evaluate programs, and supports SLO data collection, tracking, and analysis. It provides data to all student service departments and campus committees, including the program review committee. Supports the district by gathering requested data and administering surveys for district level planning and evaluation. Maintains a website with tables, graphs, maps, summary reports, gainful employment information, and other college planning documents to communicate information to the campus and surrounding community. Responsible for most local, state, and federal reporting of campus data.

Assessment:

- The department is stretched thin with a small staff and growing demands for empirical accountability from state and federal agencies.
- We have greatly improved our research request process and continue to meet the demands of the campus and district; however, we are in reactive mode, responding to last minute requests and deadlines with no time for creative investigation.
- During the 2013-14 academic year we distributed and analyzed nearly 12,000 paper surveys with a 60% return rate (excluding online surveys and return rate).
- SNAP 11, our survey software, has had many glitches; we are still working them out. Surveys are time consuming, but they are a vital measure for planning and institutional effectiveness.

Department Goals:

- The department would like to become more visible on campus.
- We are beginning to create research briefs for campus-wide and community access.
- If additional staff is provided, more time for research projects such as briefs and papers will be available.
- Open forum Q & A sessions may also increase our visibility and awareness of campus planning processes to which we contribute.

Challenges & Opportunities:

- Fulfilling growing state and federal requirements is a continuous challenge, as well as the increased data-tracking and program evaluation for grant-funded programs
- Additional accreditation contributions for this year's visit also consumed a significant amount of time. Three department staff (Dean, Analyst, and Secretary) is not sufficient to accomplish required duties in addition to informational research papers and presentations
- Low survey response rates also continue to be a challenge. Survey responses show only 50% of classified staff and faculty believe that they play a role in the development of institutional policies and planning, which may contribute to the low return rate among these constituencies. Only 25% of adjunct faculty replied to the campus climate survey. This information may provide an opportunity to create a more inclusive climate with these folks, as well as students.

Action Plan:

- Create a budget for the department so that additional staff, such as professional experts, may be employed
- Raise the visibility of the department via research briefs, presentations, and open forums
- Create research papers and presentations to share with the campus and institutional research community
- Establish more on-campus and off-campus partnerships
- Maintain and update the webpage as a tool to share institutional and community information
- Improve survey return rates so the opinions of the campus climate survey will encompass a greater portion of the campus.