

Program Efficacy

RTVF Sp10

6.51

Part I. Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Click here to enter text.

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

The RTVF department serves a diverse population of learners. One unique population includes students who already have a bachelor's degree or other training who come to take classes to learn video/audio production. Past students include graduates from Cal State San Bernardino, UCR, and other programs. Michael Agosto, a 2009-2010 student, is a typical example. Michael has a bachelor's degree in FILM AND VISUAL CULTURE from UCR and is attending SBVC to improve his production skills. This population is served by providing them with the unique skills they require for employment. These students select only the classes they need.

The RTVF department students are primarily male Black and Hispanic students.

The RTVF department is significantly ahead of both the state average and state targets for both nontraditional participation and nontraditional completion rates.

	State Target	State Average	RTVF Department
Nontraditional Participation	20.27	34.58	44.44
Nontraditional Completion rates	21.99	33.44	71.43

Women represent 45% of our population, slightly below the campus average. Our ethnicity reflects the campus distribution with some margin of error. We have a slightly higher disabled population than the campus average. Our mean age is approximately 4 years below the campus average of 29.3.

RTVF 2008 – 2009

Gender	Frequency	Dept. Percent	Campus Pct.
Female	241	45.4	55.71%
Male	288	54.2	43.66%
Total	531	*	*
Ethnicity	Frequency	Dept. Percent	Campus Pct.
Asian	9	1.7	4.42%
Black	177	33.3	20.50%
Filipino	8	1.5	1.84%

Hispanic	159	29.9	42.90%
Nat Amer	9	1.7	.93%
Other	6	1.1	.95%
Pac Islander	2	.4	.72%
White	131	24.7	22.48%
X-undeclared	23	4.3	5.26%
Total	531	*	*
Disability	Frequency	Dept. Percent	Campus Pct.
Non-disabled	498	93%	95.5%
Disabled	33	7%	4.5%
Total	531	100.0	

Average Age	N	Youngest	Oldest	Avg. Age Dept	Avg. Age Campus
	531	17	67	25.85	29.3

Pattern of Service

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include as appropriate hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

Currently classes are offered in lecture and laboratory combinations Monday through Thursday 8:00 a.m. – 4:00 p.m. Lecture only classes are offered online. In fall, one lecture class is offered in the evening on campus. We have offered evening laboratory classes but they have not filled sufficiently to justify being offered. We did attempt weekend laboratory classes several years ago but again had enrollment problems. Currently, the daytime Monday-Thursday offering has met current student needs.

The RTVF program stacks 4 sets of laboratory classes: radio production classes, studio production classes, field production/editing classes, and film production/lighting-cinematography. In addition to ensuring that all classes will have enough students so classes can be offered every semester and students will have the classes for graduation, the stacking provides several additional benefits to students:

1. Beginning students 'stacked' with advanced students have 'peer educators' who can provide additional tutoring and learning opportunities. This is consistent with Vygotsky's "scaffolding" theory of learning.

Program Efficacy Mechanist Technology

Sp 14

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Program (%)	Demographics Spring 2010 – Spring 2013	Campus (%)
6.6%	Asian	4.5
12.1%	African-American	19.1
0.9%	Filipino	1.9
41.4%	Hispanic	50.0
1.5%	Native American	1.0
0.6%	Pacific Islander	0.7
34.4%	White	20.6
2.4%	Other/Unknown	2.2
7.6%	Female	54.3
92.4%	Male	45.7
4.5%	Disability	5.7
33.9	Average Age	29.2

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

No, the program population does not reflect the college's population in the female population which is larger than the male population on campus. This trade has been historically dominated by white males. Currently white males are the second largest population in our program, no additional steps are required to attract white males. Without a connection to local high schools, industry, and publicity of the program the female population will probably remain the same. We would like to reach out to high school campuses, STEM programs, female organizations, female mentors, and marketing resources to attract more females and a more diverse population. However, without a full time professor to initiate a campaign to attract female students and a more diverse population into the program attracting students will prove to be difficult. (Adjunct instructors may not have time and resources to recruit students)

Pattern of Service

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

SBVC serves a community of blue collar workers. Machine Trades education is a much needed skill for our blue collar worker majority and local industries. Currently we only offer evening and weekend classes that serve the working community where students are capable of achieving certificates and degrees. We would like to offer morning classes as well to serve other students, but without a full-time instructor or hiring additional adjunct faculty the number of classes being offered cannot be increased. All of our instructors are adjuncts who have full-time jobs or are working at their maximum FTEs.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part II: Student Success – Rubric		
Data/analysis demonstrating achievement of instructional or service success	Program does not provide an adequate <u>analysis</u> of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.