

Institutional Program Review—2019-2020
Program Efficacy Phase: Instruction
DUE: Friday, March 13, 2020 by NOON

Purpose of Institutional Program Review: Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs so that the college community can make informed decisions about budget and other campus priorities. Program Review is conducted by authorization of the SBVC Academic Senate. This year, your program is required to complete a full-efficacy review. The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

Access to Efficacy information and resources can be found on the [Program Review Efficacy Resources](#) page.

The committee evaluates the self-awareness that each program demonstrates in all aspects, both positive and negative, of its performance. This includes the program's ability to address areas that need improvement and areas where the program will capitalize on its strengths. Ultimately, the efficacy document should identify and expand upon a program's position within the framework of the college structure and identify plans that are in place to improve the services that it offers to students and the college community.

As you complete your efficacy review, keep in mind that the Program Review Committee is comprised of faculty and staff from departments throughout the campus, and student representatives. The composition of the committee members ensures that a global view is maintained when evaluating the reviews and that the program is not only addressing departmental and divisional goals but that the program is also considering institutional goals as well. Committee members may not already be familiar with your program, so be sure that you provide adequate support and analysis for each of the questions.

Committee members are available to meet with you to carefully review and discuss your Program Efficacy document. The rubric that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written early so that your review team can work with you at the small-group workshops:

Friday, February 21 from 9:30 to 11:00 a.m. in B-204

Friday, March 6 from 9:30 to 11:00 a.m. in B-204

Programs are now required to provide and analyze disaggregated SLO/SAO data. The committee strongly suggests you plan to attend one of the workshops below to learn how to extract SLO/SAO data and assemble and analyze relevant data sets for your program.

Disaggregation Workshop: Monday, January 27th 2:00 - 3:30 pm LA-208

Disaggregation Workshop: Tuesday, February 11th 12:00 - 1:30 pm LA-208

Final documents are due to the Committee chairs – please send to all three (Carol Jones at carjones@sbccd.cc.ca.us and Joel Lamore at jlamore@sbccd.cc.ca.us and Wallace Johnson at wjohnson@sbccd.cc.ca.us) by **NOON on Friday, March 13, 2020**. It is the writer's responsibility to be sure the committee receives the forms on time.

SUBMISSION FORMAT: 1) Use this current efficacy form and attach as a **PDF**
 2) Do NOT change the file name

The efficacy process now incorporates the EMP sheet and SLO/SAO documentation, which you will need to insert. We have inserted the dialogue from the committee where your last efficacy document did not meet the rubric and the SBVC demographic data. If you have questions regarding the SBVC demographic data, contact Christie Gabriel, Research Analyst, at cgabriel@sbccd.cc.ca.us by February 28. If you have additional data requests, those requests must be submitted to Christie Gabriel by February 10.

Program Efficacy
2019 – 2020

Program Being Evaluated

Reading and Study Skills

Name of Division

Arts & Humanities

Name of Person Preparing this Report

Kimberly D. Jefferson

Extension

1653

Names of Department Members Consulted

Tammy Allen and Magdalena Jacobo

Names of Reviewers

Girija Raghavan, Keynasia Buffong, Kenny Melancon

Work Flow	Date Submitted
Initial meeting with department	February 4, 2020
Meeting with Program Review Team	March 10, 2020 (Kenny Melancon)
Report submitted to Program Review co-chair(s) & Dean	by NOON on March 13

Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers	1	0	0
Faculty	3	0	0
Classified Staff	0	0	0
Total	4	0	0

PROGRAM: PLEASE INSERT YOUR RECENT EMP FROM FALL 2019

Part I: Questions Related to Strategic Initiative: Increase Access

Goal: SBVC will improve the application, registration, and enrollment procedures for all students.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Demographics	The program <u>does not provide</u> an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	The program <u>provides an analysis</u> of the demographic data and provides an interpretation in response to any identified variance. The program discusses the plans or activities that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program's analysis and plan <u>demonstrates a need</u> for increased resources.
Pattern of Service	The program's pattern of service is <u>not related to the needs of students</u> .	The program <u>provides evidence</u> that the pattern of service or	In addition to the meets criteria, the program <u>demonstrates that the pattern of service needs to be extended</u> .

		instruction meets student needs.	
		The program discusses the plans or activities that are in place to meet a broad range of needs.	

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

Demographics – 2016-17 to 2018-19 Academic Years		
Demographic Measure	Program: Reading	Campus-wide
Asian	3.8%	3.2%
African-American	14.3%	12.3%
Filipiino	1.0%	1.3%
Hispanic	66.4%	63.7%
Multi-Ethnicity	6.6%	6.9%
Native American	0.2%	0.2%
Pacific Islander	0.2%	0.2%
White	6.4%	11.1%
Unknown	1.0%	0.9%
Female	62.2%	57.7%
Male	37.8%	42.0%
Disability	13.6%	4.4%
Age 19 or Less	11.2%	23.7%
Age 20 to 24	56.3%	32.9%
Age 25 to 29	14.4%	18.2%
Age 30 to 34	7.6%	9.7%
Age 35 to 39	3.9%	5.7%
Age 40 to 49	3.8%	6.0%
Age 50+	2.8%	3.9%

Demographics:

Provide an analysis of how internal demographic data compare to the campus population. Alternatively, provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.

If campus demographics are not applicable to your program, discuss why.

An Analysis of Internal Demographic Data: Academic Years 2016-17 to 2018-19

Considering the above chart titled “Demographics – 2016-17 to 2018-19 Academic Years,” overall, the Department’s demographic data closely reflects the College’s percentages. However, there are some notable variances.

The first variance involves students with disabilities. The demographic chart above reveals that the Department serves more than three times the number of students with disabilities than does the College. It is understandable as common learning disabilities, including dyslexia and problems with information processing, may impact a student’s ability to read and understand college-level, academic text across disciplines, without direct instructional support in reading. Therefore, students with identified learning disabilities may receive services from Disabled Students Programs and Services (DSPS), and may also enrolled in reading and study skills courses, with instructional accommodations. Thus, impacting the number of students with disabilities the Department serves.

The second notable variance is related to students between the ages of 20-24. This population represents 32.9% of SBVC's students; however, this population represents 56.3% of the students served by the Department, meaning more than half of the students enrolled in reading and study skills courses are between the ages of 20-24. Considering that some students do not immediately go to college after graduating from high school—creating a “gap” or a lapse of time without instruction— and, based on area high schools' 11th grade 2018-19 assessment data retrieved from the California Assessment of Student Performance and Progress (CAASPP) at <https://caaspp-elpac.cde.ca.gov/caaspp/Search?ps=true&lstTestYear=2019&lstTestType=B&lstGroup=1&lstSchoolType=A&lstCounty=00&lstDistrict=00000&lstSchool=000000>, where it is revealed that nearly 75% of area high school students did not meet the reading standard, which measures students' mastery of the California common core standards. As such, it is understandable that there would be an increase in the number of students between the ages of 20-24 the Department serves. The 20-24 population has a clearly demonstrated need for reading instruction per the 2018-19 CAASPP data for 11th grade area high school students.

Third, there was also a slight variance in the demographic data provided for African American and Hispanic students. As for African-American students, they represent 12.3% of the College's student body. In comparison, 14.3% of the Department's students are African-American as it serves 2% more African-American students than does the College. Demographic data was similar for Hispanic students as 63.7% of the College's students are Hispanic. The Department's numbers were slightly greater; 66.4% of its students are Hispanic, an increase of about 3% as compared to the College. Albeit slight variances, data confirms that the Department needs to continue to support its primary demographic populations: African-American and Hispanic students.

There are variances in how the Department's demographic data compare to the Campus population, and demographic data related to assessment should be considered. Therefore, the Office of Research, Planning, and Institutional Effectiveness will be contacted to see if the same variance appears in the College's assessment data, academic years 2016-17 to 2018- 2019. The Department will re-evaluate demographic data when the report is available, and address any verified issues. Nonetheless, these variances reflect an opportunity for the Department to work more closely with DSPS, and area high schools to close equity gaps, improve literacy and college readiness of students with disabilities, African American students, and Hispanic students.

Plans or Activities in Place to Recruit and Retain Underserved Populations

The Department has a plan in place to recruit and retain students who are between the ages of 30-50+, which represents about 15% of the Department's population as evidenced by the chart titled “Demographics – 2016-17 to 2018-19 Academic Years.”

To recruit more students in this demographic, the Department plans is to add a hybrid section to its upcoming schedule of classes. This instructional format may give students who might be hesitant to enroll in a fully online courses an opportunity for, and an introduction to, online instruction. Sections will be offered during the evening and weekend. This may be a good option for students between the ages of 30-50+ years old as possibly this population may be less tech-savvy as compared to other populations. Also, students between the ages of 30-50+ may work during the day, and evening courses may better fit students' schedules.

In summary, the 30-50+ population could be successful in flexible, hybrid reading courses if hybrid sections were offered. The Department will support this population.

The Department Demonstrates a Need for Increased Resources

The Department has a need for increased resources to meet students' instructional, supplemental technology needs.

AB 705, signed into law October 13, 2017, impacts every California Community College as colleges are required to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe and use, in the placement of students into English and math courses to achieve this goal, one or more of the following measures:

- High school coursework
- High school grades
- High school grade point average

All community colleges were required to be fully compliant with the requires of AB 705 no later than the Fall 2019 semester.

With AB 705 fully implemented at San Bernardino Valley College, the Department now provides reading and study skills instruction to students enrolled in the same class, but whose reading comprehension abilities range from pre-primer to 10th grade. Prior to the implementation of AB 705, students would be placed in different reading courses, based on their assessment scores. However, now, with full AB 705 implementation, students with vastly different abilities are now enrolled in the same class.

To meet a broader range of instructional needs, the Department must differentiate, individualize, and supplement instruction. As such, it will request continued funding of Reading Plus (RP), a web-based supplemental instruction tool, which individualizes students' supplemental reading and study skills assignments, supporting a broader range of instructional needs.

The Department's current RP subscription ends March 2021. Through the Basic Skills Committee's application process, the Department will request funding to secure another 3-year renewal of (RP), which is the Department's primary supplemental technological, instructional tool used in its entry-level noncredit and credit-bearing courses. RP's 3-year subscription renewal cost is about \$65,000.00, an estimate based on the previous invoice.

Pattern of Service:

Describe how the pattern of service and/or instruction provided by your department serve the needs of the population you serve. Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

Evidence That the Patterns of Instruction Meets Students' Needs

AB 705, does not name Reading Departments and reading curriculum, specifically. However, its implementation has a considerable impact on the Reading and Study Skills Department. Prior to Fall 2019, the Department's 900-series (905, 920, and 950) was tied to the English Department's composition sequence as prerequisite courses to English courses based on students' SBVC assessment scores.

In response to AB 705, the Department reduced and redesigned its developmental sequence. It deleted from its courses its entire remedial 900-series as follows:

- READ 905, Reading Foundations (six levels below English 101)
- READ 920, Reading Skills I (five levels below English 101)
- READ 950, Reading Skills II (four levels below English 101)

Notably, prior to the implementation of AB 705, READ 950, Reading Skills II, was the prerequisite course for ENGL 914. However, as of Fall 2019, the Reading and Study Skills Department's curriculum was untethered from the English Department's developmental composition curriculum as students can enroll directly into ENGL 101, regardless of preparedness.

Moreover, historically, 66% of the Department's fall sections—20 out of 30 sections—were courses from its 900-series. However, beginning Fall 2019, the Department's 900-series will no longer be offered as these courses are outside of AB 705's English 101 expected completion parameters.

With AB 705 fully implemented, the Department continues to offer patterns of instruction, which meets students' needs, and offers four (4) reading and study skills courses:

- READ 015, Preparation for College Reading
- READ 100, College Academic Reading
- READ 102, Critical Reading as Critical Thinking
- READ 620, Reading Skills (noncredit)

READ 015: READ 015 is designed for students who want to improve literacy skills, and prepare for the rigors of college-level reading of texts across disciplines. It is offered in a variety of instructional formats, during the Fall and Spring semesters:

- 18-week on-campus sections, meeting morning, afternoon, and evening; two days per week, Monday and Wednesday, or Tuesday and Thursday
- Saturday, on-campus sections, which meet once a week on Saturday mornings
- 8-week, short-term sections, meeting on-campus Monday through Thursday, mornings and evenings
- Fully online sections, meeting for 8-weeks, 12-weeks, 14-weeks, and/or 18-weeks

READ 100: READ 100 is designed for students who want to further their study of academic reading, with an emphasis on the analysis of college-level, informational texts. READ 100 is accepted as elective, transfer credit by the California State University system, and articulates with CSU, Fullerton. READ 100 is offered on-campus and online, 18-weeks, 8-weeks, and 5-weeks in the Summer semester.

READ 102: READ 102 meets the CSU's Critical Thinking, General Education Breadth, A3 requirement, and articulates with CSU, Fullerton. READ 102 is offered on-campus and online, 18-weeks, 8-weeks, and 5-weeks, during the Summer semesters.

READ 620: READ 620 is the Department's noncredit course. It is repeatable; students work at their own pace. READ 620 is offered during the day and evening instructional hours, and as an 18-week, full-term course, or as an 8-week accelerated course.

The Department supports the College's Strategic Directions and Goals, regarding increased access. Reading and study skills courses are available for students who choose to enroll in a noncredit or credit-bearing reading and study skills course, which support students' success across disciplines.

Having a variety of scheduling options from which to choose creates greater access for students who may otherwise be unable to enroll in reading and study skills courses. Therefore, the Department offers a varied and balanced pattern of instruction to meet students' needs.

The Department Has Plans in Place to Meet a Broader Range of Needs

New Courses: To meet the instructional needs of students enrolled in one or more STEM (Science, Technology, Engineering, and Math) courses, the Department will collaborate with Math Department faculty, to create a reading and study skills support course designed for students studying in the STEM areas.

Said course will introduce several reading strategies, such as those from the Reading Apprenticeship Project, and will be a 1-unit support course designed for discipline-specific courses in STEM, beginning with two math courses: MATH 102, College Algebra, and MATH 108, Introduction to Probability and Statistics.

Similarly, the Department will collaborate with faculty in the Diesel Department to develop a 1-unit reading and study skills support course for the Career and Technical Education (CTE) disciplines. The first reading support course in the CTEs will be designed for students studying "diesel." Diesel Department faculty will write two new courses for which the CTE reading course will support: Heavy and Medium Duty Trucks, HMDT 021, and Heavy and Medium Duty Trucks-Electrical, HMDT 064.

The Department's plans align with the College's Strategic Direction and Goals to "promote and increase the number of students in learning communities." New STEM and CTE reading and study skills support courses will be included in the 2021-22 SBVC catalog.

Modifications to its 100-Level Curriculum: The Department will work with Janice Wilkins, SBVC's Articulation Officer, to modify its 100-level curriculum, READ 100 and READ 102, to make college-level reading courses accessible to more students, without impacting CSU articulation.

The Department's plans align with the College's Strategic Directions and Goals as it maintains "up-to-date-curriculum that is relevant to community needs. Curriculum modifications to READ 100 and READ 102 will be included in the 2021-22 SBVC catalog.

Accelerated, Hybrid Sections: The Department supports the College's Strategic Directions and Goals to increase access as evidenced by its plans to increase the number of accelerated basic skills course. To that end, to improve enrollment, student success, and retention, beginning Summer 2020, the Department will offer accelerated, hybrid sections of READ 620 and READ 015. A portion of the lecture taught online and another portion taught on-campus. Enrollment will be monitored; adjustments to future schedule of classes made accordingly.

The Department's Pattern of Instruction Needs to be Extended

The Department's patterns of instruction should be extended to include accelerated, hybrid options. This extended scheduling pattern will create an opportunity for students to complete two reading courses in one semester (i.e., READ 100 offered in Summer Session I, and READ 102 in Summer Session III), which supports the College's Strategic Directions and Goals to "increase the percentage of students who succeed in basic skills courses," and its goal to "increase the number of accelerated basic skills courses."

Part II: Questions Related to Strategic Initiative: Promote Student Success

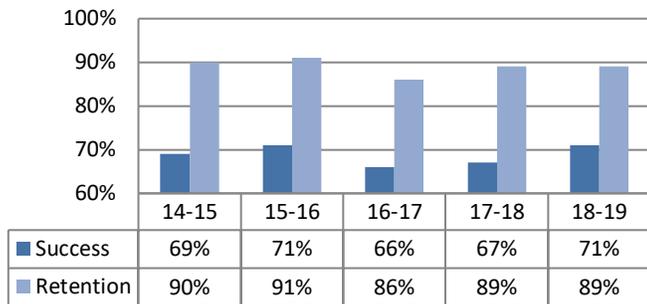
Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Data/Analysis demonstrating achievement of instructional or service success	Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes: Continuous Assessment	Program <u>has not demonstrated</u> that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is <u>missing or incomplete</u> .	Program <u>has demonstrated</u> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program <u>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth.</u>

Student Success:

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts that address Success & Retention and Degrees and Certificates Awarded")



	14-15	15-16	16-17	17-18	18-19
Sections	56	57	61	60	52
% of online enrollment	16%	25%	30%	25%	40%
Degrees awarded	N/A	N/A	N/A	N/A	
Certificates awarded	N/A	N/A	N/A	N/A	

The Department supports the College's Strategic Directions and Goals as related to promoting student success as evidenced by its success and retention rates.

Its success rate increased to 71%; retention remained at 89%. The growth and stability of its success and retention rates are attributed to, in part, the Department's decision to offer more accelerated sections, which typically meet 8 weeks in the fall and spring.

However, its number of sections decreased by 8, because of the Department's commitment to improved fill-rates, maximized productivity, and AB 705 compliance.

Notably, the percentage of the Department's online enrollment increased 15%, to meet the demand for flexible, online reading and study skills courses.

Supplemental Data:

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

According to the chart titled "Demographics – 2016-17 to 2018-19 Academic Years," 67% of the Department's students are between the ages of 18-24, the typical age range of recent high school graduates. Therefore, it is important to consider area high school 11th grade assessment data as the Department designs curriculum and plans its patterns of instruction.

High school students in San Bernardino Valley College's service area demonstrate a need for intensive remediation in reading as evidenced by the assessment data from the 2018-19 Smarter Balanced Assessments for English/language arts, which is made public by the California Assessment of Student Performance, retrieved from the following link: <https://caaspp-elpac.cde.ca.gov/caaspp/AboutCAASPP>.

In short, the Smarter Balanced Summative Assessments for English/language arts (ELA) and math are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and math. The purpose of the Smarter Balanced Summative Assessments is to assess students' knowledge and skills for ELA and math, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and become ready for college or a career. The ELA portion of the assessment is divided into four areas: writing, listening, research/inquiry, and reading. Regarding reading, CAASPP defines reading as "how well do students understand stories and information that they read," in short, students' ability to comprehend what the student reads.

All students in grades three (3) through eight (8), and grade eleven (11) take the Smarter Balanced Summative Assessments, unless a student's active individualized education program (IEP) designates the California Alternate Assessments. If this is the case, the California Alternative Assessment is administered, accordingly.

The following chart provides 11th grade reading comprehension achievement results for some of San Bernardino Valley College's area high schools.

These percentages are out of 100%, and are based on the Smarter Balanced Assessment Results, 2018-19, retrieved from the following link: <https://caaspp-elpac.cde.ca.gov/caaspp/Search?ps=true&lstTestYear=2019&lstTestType=B&lstGroup=1&lstSchoolType=A&lstCounty=00&lstDistrict=00000&lstSchool=0000000> . Some of SBVC area high schools' 2018-19 results are reported as follows:

High School	2018-19 % of High School Students Who MET the 11th- Grade Common Core Standard for Reading
Arroyo Valley High School	18.86%
Bloomington High School	17.70%
Cajon High School	26.95%
Colton High School	20.14%
Indian Springs High School	17.57%
Pacific High School	15.29%
San Andreas High School	1.47%
San Bernardino High School	20.00%
Sierra High School	9.37%

Moreover, according to CAASPP, “students who have not met the achievement standard in 11th grade needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.” Based on this data, most entering local area high school students need “substantial improvement” in reading, before he or she attempts a college-level course. To close achievement gaps and help students prepare for the rigors of college-level, academic, textbook reading across disciplines, the Department offers curriculum designed to support student success, prepare students for success at transfer institutions, help students complete CTE certifications, and join the workforce.

Although the use of standardized assessment instruments for student placement into English, math, and reading ended Spring 2019, as one of three required instructional members of the Student Success and Support Programs (SSSP) Committee, Department faculty made its professional recommendation to the SSSP Committee for students guided self-placements into reading and study skills courses as follows:

- In addition to students' responses to literacy questions asked in SBVC's guided self-placement questionnaire, students who self-report earning a "D" or below in 11th grade English are recommended by the Department to enroll in READ 620, Reading Skills
- In addition to students' responses to literacy questions asked in SBVC's guided self-placement questionnaire, students who self-report earning a "C" in 11th grade English are recommended by the Department to enroll in READ 015, Preparation for College Reading
- In addition to students' responses to literacy questions asked in SBVC's guided self-placement questionnaire, students who self-report earning a B or above in 11th grade English are recommended by the Department to enroll in READ 100, College Academic Reading

SBVC's DECEMBER 2019 GUIDED SELF-PLACEMENT LEVEL DATA

MATH	Jan	%	Feb	%	Mar	%	Apr	%	May	%	Jun	%	Jul	%	Au	%	Sep	%	Oct	%	Nov	%	Dec	%	Totals	%
095	4	50	32	21	49	19	81	10	69	14	136	16	151	18	460	36	11	6	18	5	147	14	49	13	1207	18%
096	4	50	19	12	28	11	52	7	36	7	60	7	80	9	77	6	15	8	49	14	104	10	18	5	542	8%
102*103 108		0	69	44	137	54	479	62	323	66	471	54	462	54	603	48	118	64	200	58	613	60	242	65	3717	56%
108** 115		0	21	13	31	12	99	13	10	2	107	12	66	8	107	8	22	12	42	12	100	10	32	9	637	10%
151		0	10	6	3	1	41	5	32	7	45	9	60	7	0	0	11	6	22	6	41	4	23	6	318	5%
250		0	5	3	5	2	16	2	10	2	14	2	30	4	18	1	4	2	7	2	9	1	8	2	126	2%
251		0	0	0	1	0	3		2		2		0		3		2		2		2		3		20	0%
252		0	0	0	1	0	1		4		5		0		1		2		2		1		0		17	0%
TOTAL	8		156		255		772		486		870		849		1269		185		342		1017		375		6584	
ENGLISH																										
101/87^	1	14	18	12	29	12	58	7	28	6	61	7	79	9	78	7	16	7	2	6	101	11	40	10	529	8%
101/86^^	0	0	53	34	70	28	202	26	64	15	256	31	285	31	291	28	86	36	92	26	236	25	88	22	1723	27%
101	6	86	85	54	149	60	530	67	345	79	503	61	556	60	684	65	135	57	238	68	599	64	275	68	4108	65%
TOTAL	7		156		248		790		437		820		920		1053		237		350		936		403		6357	
READING																										
620	0	0	19	12	29	12	59	8	30	12	61	7	83	9	79	8	15	7	20	6	104	10	18	5	517	8%
015	20	67	97	63	127	51	322	43	223	88	477	54	520	57	561	53	113	55	160	46	487	48	175	46	3282	53%
100/101	10	33	39	25	92	37	368	49	0	0	351	39	307	34	412	39	78	38	166	48	423	42	189	49	2435	39%
TOTAL	30		155		248		479		253		889		910		1052		206		346		1014		382		6234	

* Math 102, 103, 108 GPA 2.6 and above

** Math 108, 115, 141 GPA 2.3-2.6

^ English 101/87 2 Unit Support

^^ English 101/86 1 Unit Support

According to the chart above titled "SBVC's December 2019 Guided Self-Placement Level Data," guided self-placement data strongly suggests that students entering San Bernardino Valley College know that he or she needs explicit and direct reading support, with 8% of students self-placing into READ 620, and 53% of students self-placing into READ 015. As such, the Department recommends that all entering students complete a reading and study skills course within the students' first semester of college.

In short, the Department provides curriculum and instruction, which contributes to the success of students who enter the College with a demonstrated need for substantial improvement in reading, specifically, as evidenced by CAASPP's 2018-19 assessment data for 11th grade for SBVC's area high schools.

(INSERT SLO and/or SAO and PLO DATA as appropriate FROM CURRENT REPORT. INSERT COURSE MAP IF AVAILABLE. Refer to prior reports as needed for the analysis.) (Contact Bethany Tasaka, Student Learning Outcomes, Faculty Lead, at btasaka@sbccd.cc.ca.us if you need assistance.) NOTE: Do NOT include the summaries of the outcomes in this document. Student Area Outcomes: Evidence of Continuous Assessment

Course SLOs/SAOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs). Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs/SAOs are being used to improve student learning. Refer to EMP.

Examples of evidence could include the following:

- Documentation of meeting/workshop dates to address findings

- Updated curriculum based on findings
- Alternative teaching methods developed and implemented based on findings
- Development of new materials based on findings

Generate reports from the Cloud as necessary. Include analysis of SLO/SAO Cloud reports and data from summary reports. This section is required for all programs.

The Department Meets to Address SLO Findings: Each semester, Department faculty report SLO data to the SLOCloud, and meets to discuss findings retrieved from the SLOCloud, share best practices, and discuss the need for possible curriculum modifications, and new instructional materials.

The Department Updated Its Curriculum Based on SLO Findings: Based on faculty recommendations made during Department meetings to discuss SLO findings, the Department streamlined its curriculum, consolidating the content of three (3) courses—READ 920, 950, and 015—into one course: READ 015; it removed its prerequisite; added another hour of instruction to its lecture, and removed the separate 3-unit lab component from its curriculum as technology is used throughout READ 015’s lecture as appropriate, making the lecture more interactive.

Additionally, based on faculty recommendations made during Department meetings to discuss SLO findings, the Department modified the curriculum of its noncredit course, READ 620, to meet the instructional needs of students who previously assessed into the now defunct READ 905, Reading Foundations; it added more basic literacy skills content to its noncredit curriculum.

The Department’s Uses New Materials Based on SLO Findings: Based on faculty recommendations accessed from the SLOCloud, the Department is using more e-resources in its courses, which support student success, with minimal financial burden placed on students. The Department’s actions align with the College’s Strategic Directions and Goals to “increase the use of low-cost and free online resources.”

Student Area Outcomes: Disaggregated Data Analysis

Course SLOs/SAOs. Demonstrate that your program is evaluating disaggregated SLO data as appropriate to your program’s student population, educational delivery methods, etc. Your program should evaluate as many different disaggregated data sets as useful in understanding success rates, course patterns, patterns of service, etc. SLOCloud allows departments to do any type of disaggregation that can be sorted by section number.

Examples of evidence could include the following:

- Day/Evening classes
- Online vs on-ground (i.e. face to face/classroom delivery)
- Lower level and upper level courses
- Gateway courses
- Cohort or learning community courses
- Courses relevant to degree or certificate PLOs

Analysis of the data should explain numbers, note any relevant patterns, and detail program changes or actions (if any seem indicated) to address areas for improvement or to capitalize on strengths or opportunities revealed in the data.

SLO Course Summary Report: 2016-17 to 2018-19

Course							SLO COURSE SUMMARY		
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							REPORT 2016-2017 to 2018- 2019		
READ 015									
	# Online Students Assessed	# Online Students Met	% of Online Students Met	# F2F Students Assessed	#Face to Face Students Met	% of F2F Students Met	# Total of Students Assessed Met	Total # of Students Who Met SLO	% of Students Who Met SLO
SLO 1	369	285	77%	595	437	73%	964	722	74.90%
SLO 2	293	220	75%	589	406	69%	882	626	70.98%
READ 100									
	# Online Students Assessed	# Online Students Who Met SLO	% of Online Students Who Met SLO	# Face to Face Students Assessed	#Face to Face Students Who Met SLO	% of Face to Face Students Who Met SLO	# of Students Assessed	# of Students Who Met SLO	% of Students Who Met SLO
SLO1	20	21	95.24%	0	0	-	20	21	95.24%
SLO 2	20	21	95.24%	0	0	-	20	21	95.24%
SLO 3	20	21	95.24%	0	0	-	20	21	95.24%
SLO 4	20	21	95.24%	0	0	-	20	21	95.24%
SLO 5	20	20	100.00%	0	0	-	20	20	100%
READ 102									
	# Online Students Assessed	# Online Students Who Met SLO	% of Online Students Who Met SLO	# Face to Face Students Assessed	#Face to Face Students Who Met SLO	% of Face to Face Students Who Met SLO	# of Students Assessed	# of Students Who Met SLO	% of Students Who Met SLO
SLO 1	101	117	86.32%	0	0	-	101	117	86.32%
SLO2	101	117	86.32%	0	0	-	101	117	86.32%

READ 015, Preparation for College Reading: Fall 2016 to Spring 2019 SLO data is limited as prior to Fall 2019, the implementation semester of AB 705, 66% of the Department's sections offered were from its READ 900-series (905, 920, and 950). Those courses have since been deleted.

To that end, during academic years 2016-17 to 2018- 2019, only two sections of READ 015 were 8-week, on-campus sections; both were taught by the same instructor. In any event, data from the chart above titled "SLO Course Summary Report: 2016-17 to 2018-19" suggests that students are more successful in online sections as 77% of students learning online met the objective for SLO # 1 as compared to 75% of students who met SLO # 1 in on-campus sections. Regarding SLO # 2, 75% of students studying online met the learning objective as compared to 65% of students who studied on-campus met the learning objective as evidenced from data retrieved from the chart above titled "SLO Course Summary Report: 2016-17 to 2018-19."

Based on these finding, the Department will continue to offer online sections of READ 015 and consider ways to expand this instructional formatting option, by adding hybrid (instruction is provided online and on-campus) sections to the schedule of classes from which students can choose.

Future SLO Disaggregation and Analysis: READ 015, Preparation of College Reading

With a larger sample size collected Fall 2019 to Spring 2022, SLO data will be analyzed. The emphasis will be on the compared success rates of READ 015, before and after the implementation of AB 705, in the following areas:

- Before and after the prerequisite was removed from READ 015, beginning Fall 2019
- Before and after the lab portion of READ 015 was removed, beginning Fall 2019
- SLO success rate comparison of hybrid, fully online, and on-campus sections
- SLO success rate comparison of full-term to accelerated sections
- SLO success rate comparison of weekend to weekday sections

READ 100, College Academic Reading: Fall 2016 to Spring 2019 SLO data is limited for READ 100 as prior to Fall 2019, the implementation of AB 705, 66% of the Department's sections were from its READ 900-series (905, 920, and 950).

During the academic years Fall 2016 to Spring 2019, only one (1) section of READ 100 was offered. It was taught online. Data retrieved from the chart above titled "SLO Course Summary Report: 2016-17 to 2018-19" reveals that 95.24%, students meeting SLOs # 1, # 2, # 3, and # 4, and 100% of students assessed met the learning objectives for SLO # 5.

As previously mentioned, prior to the implementation of AB 705, the Department's primary focus was on its 900-series as those courses were on the developmental pathway to English 101. As such, most of its section were dedicated to remedial instruction, with the Department offering very few college-level, transferable reading sections.

The Department will consider a variety of ways to expand its offerings of READ 100, including adding on-campus and hybrid options to the schedule of classes from which students can choose.

Future SLO Disaggregation and Analysis: READ 100, College Academic Reading

In the future, more sections of READ 100 will be offered. With a larger sample size collected Fall 2019 to Spring 2022, SLO data will be analyzed. The emphasis will be on the compared success rates of READ 100, before and after the implementation of AB 705, in the following areas:

- Before and after the prerequisite was removed from READ 100, beginning Fall 2019
- READ 100 as a part of a learning community to "stand-alone" sections
- SLO success rate comparison of hybrid, fully online, and on-campus sections
- SLO success rate comparison of full-term to accelerated sections
- SLO success rate comparison of weekend to weekday sections

READ 102, Critical Reading as Critical Thinking: Fall 2016 to Spring 2019 SLO data for READ 102 is limited as prior to Fall 2019, the implementation of AB 705, 66% of the Department's sections were from its READ 900-series (905, 920, and 950).

Although READ 102 meets the CSU A3 graduation requirement for "Critical Thinking," during the academic years Fall 2016 to Spring 2019, there were five (5) sections of READ 102 offered, all of which were taught online. 86.32% of students met the learning objective for SLO # 1 and SLO # 2. The Department will continue to offer READ 102 in an online format, but will introduce on-campus and hybrid options into the schedule of classes.

Future SLO Disaggregation and Analysis: READ 102, Critical Reading as Critical Thinking

With a larger sample size collected Fall 2019 to Spring 2022, SLO data will be analyzed. The emphasis will be on the compared success rates in the following areas:

- SLO success rates of hybrid, fully online, and on-campus sections

- SLO success rates of full-term to accelerated sections

Program Level Outcomes:

If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). Describe how this set of data is being evaluated or is planned to be evaluated. Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

The Reading and Study Skills Department does not offer a degree or certificate.

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Communication	The program <u>does not identify</u> data that demonstrates communication with college and community.	The program <u>identifies</u> data that demonstrates communication with college and community.	In addition to the meets criteria, the program <u>demonstrates</u> the ability to communicate more widely and effectively, <u>describes</u> plans for extending communication, and provides data or research that <u>demonstrates</u> the need for additional resources.
Culture & Climate	The program <u>does not identify</u> its impact on culture and climate or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> its impact on culture and climate. Program <u>addresses</u> how this impacts planning.	In addition to the meets criteria, the program provides data or research that <u>demonstrates</u> the need for additional resources.

Communication, Culture & Climate:

Describe how your program communicates its services, goals, and achievements to the campus and to the Community (outreach, events, website, campus emails, flyers, etc.).

The Department supports the College’s Strategic Directions and Goals as related to improved communication, culture, and climate.

The Reading and Study Skills Department communicates its mission statement, courses, and achievements to the campus and community as evidenced by the following:

Department Website: The Department has a webpage. Dr. Tammy Allen is the lead Department faculty member, creating our program’s webpage, and ensuring that the information found there remains current. As changes and updates are needed, Department faculty work with her to make revisions. Students also have a link provided to request information about the program. Students’ emails are sent directly to the Faculty Chair, Reading and Study Skills, and answered promptly.

Department Brochure: The Department maintains a brochure, which provides contact information for faculty members in the department, briefly describes the importance of strengthening reading comprehension skills, and provides a list of all our courses offered. Brochures are readily available in Department faculty offices, the Arts and Humanities division office, and the Welcome Center. Department brochures are also distributed to students during the Week of Welcome.

Reading and Study Skills Course Flyers: Prior to the start of Fall, Spring, and Summer semesters, the Department creates e-flyers, promoting its courses and sections. E-flyers are distributed to the Co-Chairs of the Counseling Department, for distribution as appropriate. A few printed flyers are made available in the Welcome Center.

High School Counselor and Career Technicians Conference: Department faculty were invited as a guest panelists to present on AB 705 and the Guided Self-Placement in English, Math, and reading to high school conference attendees on March 1, 2019, in SBVC's Library Viewing Room. The theme of the event was *Responsive Trends and Options for Student Success*, and the participants were counselors and career technicians from our local area high schools. Department faculty shared information about its developmental and college-level reading and study skills courses.

Counseling Department Presentations: Upon invitation, Department faculty present information about its courses and sections at Counseling Department meetings.

Describe how your program seeks to enhance the culture and climate of the college (events that serve student population as a whole, events that make programs more visual, events that promote interdivisional cooperation, etc.).

The Reading and Study Skills Department seeks to enhance the culture and climate of the College as evidenced by the following activities, which are designed to promote interdivisional cooperation:

Humanities Days: Humanities Days is an annual event in the Arts and Humanities Division, where departments promote their programs. The Reading and Study Skills Department has participated each year, since Spring 2009.

Week of Welcome: Prior to the start of the Fall semesters, the College hosts the Week of Welcome, where students have an opportunity of play games, win prizes, meet with the College's executive administrators to ask questions, have lunch, and get information from participating programs. The Reading and Study Skills Department hosts a table, gives away books, meets students, and shares information about its program.

Describe one or more external/internal partnerships.

Internal Partnerships

Prior to the implementation of AB 705, Fall 2019, the Department partnered with First Year Experience (FYE), providing the FYE program with two (2) designated reading and study skills courses, where the enrollment is limited to students participating in the FYE program.

The objective of this partnership was to help a cohort of Foster Youth, Veterans, and other underserved populations complete READ 920 and READ 950 in one semester as prior to the implementation of AB 705, READ 920 and READ 950 were required of students who assessed into them. Successful completion was required of students before he or she enrolled in ENGL 914, Basic Writing, the first remedial class in the English composition sequence. However, in response to recent legislation, READ 920 and READ 950 are no longer offered; the Department's curriculum changed. As a result, the Department no longer partners with FYE as reading courses are no longer prerequisite courses for English composition courses; students can enroll directly into English 101.

Moving forward, during the Spring 2020 semester, the Department will write a reading and study skills support course designed for students enrolled in one or more STEM courses. The Math Department will be its first discipline partner; the reading support course will be scheduled as part of a learning community of students enrolled in either Math 102, College Algebra, or Math 108, Probability and Statistics, two courses which students in the College Promise program will enroll, depending on the students' Education Plans.

External Partnerships

The Department has an external partnership with the San Bernardino Unified School District. Beginning Fall 2020 the Department will partner with Valley Now. Valley Now is SBVC's dual-concurrent enrollment program that allows high school students petition to enroll in SBVC courses to receive college credit for completing credit-bearing courses. In this partnership, the Department will offer both noncredit and credit-bearing reading and study skills courses, within the San Bernardino Unified School District.

What plans does your program have to further implement any of these initiatives?

The Department's plans to further implement these initiatives include the following actions:

First, the Department's will expand its offering of its 1-unit reading support class within the Math Department and Diesel Department, and to other STEM and CTE disciplines, respectively.

Second, based upon the success of the Department's partnership with Valley Now and the San Bernardino Unified School District, the Department will increase its course offerings at other area high school sites as appropriate.

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Professional Development	The program <u>does not identify</u> currency in professional development activities.	Program <u>identifies current avenues</u> for professional development.	In addition to the meets criteria, the program shows that professional development has <u>impacted/expanded</u> the program and <u>demonstrates</u> that the program is positioning itself for growth.

Professional Development:

1. Discuss the ways that members of your department maintain currency in their field (conferences, workshops, technical trainings, etc.).

Since its last Efficacy report, Spring 2020, Department faculty maintain currency in the field of reading and literacy as evidenced by the following activities:

- Great Teachers' Seminar, March 2017 (Cal Poly Pomona)
- SBVC Strategic Planning Meeting, 2016-2017 (Cal Poly Pomona)
- Students in Transition Conference, 2016 (New Orleans, LA)
- Basic Skills Conference, 2016 (Riverside, CA)
- Instructional Design and Innovation Conference, 2016 (Riverside, CA)
- SBVC/CHC Great Teachers' Seminar, April 2016 (Redlands, CA)
- Basic Skills and Student Outcomes Transformation Program, March 2016 (Riverside CA)
- Instructional Design and Innovation Conference, January 2016 (Riverside, CA)
- First Year Experience Conference, Atlanta, GA, February 2017
- Site visit w/ Co-Chairs of SSSP Committee, Riverside Community College, to discuss MMAP and AB 705, February 2018
- Department' site visit, Long Beach City College's Reading Department, Summer 2018
- ASCCC regional meeting at SBVC, Fall 2018
- Programmers Meeting: AB 705 (SBVC, 2/5/19)
- Online Teaching Conference: Cultivating Connections & Community (Anaheim, June 17-19, 2019)
- California Community College Assessment Association: Southern Chapter Conference (Saddleback College, October 11-12, 2018)
- Career and Noncredit Institute, 2019 (San Diego, April 25-27, 2019)
- The Force Awakens 2019: A New Hope (SBVC, May 18, 2019)
- Canvas workshops, 2018 to present
- Starfish workshops, 2018 to present

2. Identify the professional organizations that your department and/or department members belong to and how those organizations meet professional development parameters.

Department faculty engage in profession growth, by participating in activities and belonging to professional organizations, which meet professional development parameters for Reading and Study Skills faculty as follows:

International Literacy Association: Department faculty are members of the International Literacy Association (ILA). ILA works globally to enhance literacy instruction through research and professional development designed for reading and literacy educators.

Reading Apprenticeship Project: Department faculty are involved with the Reading Apprenticeship Project. It is a teaching and learning framework that supports instructors to make students' thinking visible through metacognitive strategies as students attempt to comprehend complex, college-level texts across disciplines.

California Reading Association: Department faculty are members of the California Reading Association (CRA). CRA is a non-profit professional organization of educators who are actively involved in all aspects of reading education, from kindergarten through university levels.

California Commission on Teacher Credentialing: In addition to holding earned Master of Arts degrees in Education, with a Reading and Literacy specializations, Department faculty maintain the currency of their California state-issued Reading Specialist Credentials and California Reading Certifications. Although not required to teach reading at California Community Colleges, earned credentials and certifications in literacy are evidence that Department faculty received additional education and formal training to knowledgeably teach developmental and college-level reading across disciplines.

Supplemental Information

Academic Senate: Two-thirds of Department faculty are current and active members of SBVC's Academic Senate.

SBVC Committee Assignments: All Department faculty participate in shared governance and are members of the following committees:

- Basic Skills Committee
- Curriculum Committee
- Student Success and Support Committee

3. Discuss specific ways faculty and staff engage in professional growth (i.e. attend or present at conferences, establish training opportunities with other community colleges). Include future opportunities that are planned by faculty and staff. Discuss how professional development has impacted/expanded the program.

Future opportunities for professional growth opportunities, which are planned, include the following activities:

- Reading Apprenticeship Introduction Live
 - San Francisco, CA—June 22-24, 2020
- Leading for Literacy Online
 - Online, September 20 – December 20, 2020
- Reading Apprenticeship: Knowledge Building Dimension
 - Online, November 1 –December 20, 2020

Professional Development Has Impacted the Program as Follows:

Professional development, specifically in the areas which are directly related to literacy, has impacted the Department. Associations with professional organizations within reading and literacy helps Department faculty stay connected to issues concerning the discipline; provides faculty an opportunity to learn from other discipline colleagues, and to share best practices. Information gleaned from participation is used to inform reading and study skills curriculum for the instructional benefit of students enrolled in courses across the disciplines at San Bernardino Valley College.

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program <u>does not have</u> a mission/ statement of purpose, or it <u>does not clearly link</u> with the institutional mission.	The program <u>has a</u> mission/statement of purpose, and it <u>links</u> clearly with the institutional mission.	
Productivity	The data <u>does not show</u> an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data <u>shows</u> the program is productive at an acceptable level.	The program functions at a highly productive level and has planned for growth as appropriate.
Relevance, Currency, Articulation	The program <u>does not provide</u> evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into CurricUNET by Oct. 1, 2019 may result in an overall recommendation no higher than Conditional.</u>	The program <u>provides</u> evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. <u>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</u>	In addition to the meets criteria, the program <u>discusses plans</u> to enhance current course offerings that link to student/community needs and positions the program for improved student outcomes.
Challenges	The program <u>does not incorporate</u> weaknesses and challenges into planning.	The program <u>incorporates</u> weaknesses and challenges into planning.	The program <u>incorporates</u> weaknesses and challenges into planning that demonstrate the need for expansion.

Mission and Purpose:

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

What is the mission statement or purpose of the program?

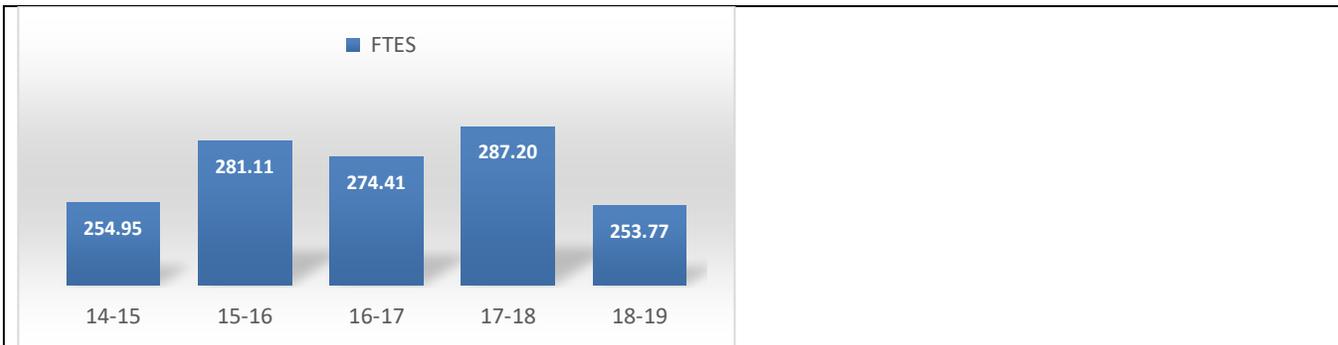
The Department has a mission statement; it reads as follows:
The Reading and Study Skills Department at San Bernardino Valley College maintains a commitment to instructional innovation and interdivisional collaboration, which supports its mission to provide a diverse community of learners with a variety of effective instructional experiences, that strengthens reading comprehension, critical thinking, and study strategies across disciplines. These skills are essential in the preparation of students who will transfer to four-year universities, enter the workforce by earning applied degrees and certificates, and to improve the quality of life in San Bernardino, the Inland Empire, and beyond.

How does this mission or purpose relate to the college mission?

The Department's mission aligns clearly with the College's mission as both statements affirm that the crux of their tenets is to best serve all SBVC students, whether it is the student's plan to transfer to four-year universities, or enter the workforce by earning applied degrees and certificates. Both statements strongly imply that through the education received from San Bernardino Valley College, the quality of life will be improved in California's Inland Empire and beyond.

Productivity:

Provide additional analysis and explanation of the productivity data and narrative in the EMP summary if needed. Use data from charts (FTES; Enrollment; FTFE and WSCH per FTFE). Explain any unique aspects of the program that impact productivity data, for example, Federal Guidelines, Perkins, number of workstations, licenses, etc.



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	1,326	1,360	1,471	1,504	1,360
FTEF	18.40	19.12	20.05	19.70	17.39
WSCH per FTEF	416	441	411	437	462

According to the 2018-19 chart above, the Department’s FTES decreased, likely because of the impending implementation of AB 705. When fully implemented, the Department may experience a continued decrease in FTES as, historically, 66% of the Department’s sections were courses offered from its developmental, 900-series. However, beginning Fall 2019, its 900-series was deleted; READ curriculum untethered from the ENGL composition sequence.

Also, per the above chart, the Department operates with 3 FT faculty, but has load for 8. WSCH/FTEF increased, because the Department’s online sections were capped at 35 as opposed to its on-campus sections, which were capped at 30. This was done, in part, to offset the shortfall of its WSCH/FTEF. Despite these efforts, the Department’s WSCH/FTEF will always be lower than the expected 525, due to lack of on-campus instructional space.

Relevance and Currency, Articulation of Curriculum:

The Content Review Summary from CurricUNET indicates the program’s current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy. In addition, if you have courses which your program has not offered in the last two years, please explain need to maintain course in catalog. (NOTE: If the report is inaccurate, contact Mary Copeland, Co-Chair, Curriculum Committee, (mcopel@valleycollege.edu) or Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us) for updated information.

The Reading and Study Skills Department’s curriculum is up-to-date, with its next curriculum review date scheduled for 10/22/2024 as noted in the chart below.

Course	Status	Last Content Review	Next Review Date
READ 015 Preparation for College Reading	Active	10/22/2018	10/22/2024
READ 100 College Academic Reading	Active	10/22/2018	10/22/2024
READ 102 Critical Reading as Critical Thinking	Active	10/22/2018	10/22/2024
READ 620 Reading Skills	Active	10/22/2018	10/22/2024

Articulation and Transfer

List Courses above 100 where articulation or transfer is <u>not</u> occurring	With CSU	With UC
READ 100		X
READ 102		X

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

The College's Articulation Officer, Janice Wilkins, was consulted.

READ 102, Critical Reading as Critical Thinking, meets the CSU requirement for "Critical Thinking," General Education Breadth, A3. It articulates with Cal State Fullerton's READ 290, "Critical Reading, Thinking, and Literacy." READ 100 is accepted as transfer, elective credit at the CSUs, and articulates with Cal State University Fullerton's READ 201, "New Literacies for Academic Success." READ 201 and 290 are offered in CSUF's undergraduate reading program.

The UC system, however, does not accept reading courses for articulation and transfer.

Currency

Review all mentions of your area in the catalog. Is the information given accurate? If not, briefly identify the areas that will be revised.

All mentions of the Reading and Study Skills Department in the catalog are accurate.

If any courses are no longer offered, list them here. (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

If your information needs updating, contact Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us).

The Department's following four (4) courses are listed in the current SBVC catalog:

- READ 015, Preparation for College Reading
- READ 100, College Academic Reading
- READ 102, Critical Reading as Critical Thinking
- READ 620, Reading Skills (noncredit)

Planning: Challenges/Trends/Strengths:

Referencing the narratives in the EMP summary, provide any additional data or new information regarding planning for the program.

- In what way does your planning address trends that will impact the program?
- In what way does your planning address challenges in the program?
- In what way does your planning capitalize on strengths in the program?

If you addressed other plans within the efficacy document, readdress them here.

Referencing the narratives in the Department's 2018-19 EMP summary, consider the following:

- The way the Department's planning address trends that will impact the Department.
- The way the its planning address challenges in the Department.
- The way its planning capitalizes on the strengths in the Department.

First, regarding the Department's 2018-19 EMP narrative, the Department's challenges and opportunities are as follows:

Challenges & Opportunities: Challenges: 1) AB 705, effective Fall 2019, expects California Community College students to complete college-level English and math within 1 year (2 semesters). It will have a considerable impact on the Reading and Study Skills Department as its 900-series (READ 905, 920, and 950) is no longer tied to the English composition sequence. Historically, 66% of the Reading Department's sections (20 out of 30 sections) were courses from its 900-series. However, beginning Fall 2019, its 900-series will no longer be offered as these courses are outside of AB 705's expected English 101 completion parameters. **2)** The Department will continue to monitor placement and enrollment patterns; schedule courses conservatively, and add sections as needed to meet students'

needs. **3)** The Department will review a variety of new materials, to meet a wider span of instructional needs. **5)** Reading noncredit course modifications are needed to meet the demand of students requiring basic reading instruction in vocational areas. **Opportunities:** **1)** Explore opportunities to create noncredit, vocational reading courses. **2)** Monitor curriculum modifications. **3)** Strengthen department's SLOs. **4)** Promote the department's curriculum. **6)** Expand internal and external partnerships

Second, what follows is the Departments 2018-19 goals, actions steps, necessary resources to complete, and target completion date:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
<ol style="list-style-type: none"> 1. Explore options for noncredit, vocational courses. 2. Offer 8-week and 5-week accelerated sections. 3. Request morning afternoon, and weekend SI tutors, credentialed in reading. 4. Seek a variety of opportunities. 5. Monitor enrollment; add sections as needed. 	<ol style="list-style-type: none"> 1. Create new courses. 2. Increase duplicated enrollment. 3. Improve student success and retention. 4. Expand internal and external partnerships. 5. Meet the instructional needs of students. 	<ol style="list-style-type: none"> 1. Schedule meetings with Chairs in CTE. 2. Secure faculty to teach in accelerated formats. 3. Request funding through BSC. 4. Schedule meetings with potential partners. 5. Continued administrative support. 	<ol style="list-style-type: none"> 1. 2019-20 2. 2019-20 3. 2019-20 4. 2019-20 5. Ongoing

The Way the Department's Planning Address Trends That Will Impact the Program

With the full implementation of AB 705, two of the trends that Colleges who maintain separate Reading Departments from its English Departments are 1) reduce the number of developmental reading courses in the reading sequence, and focus curriculum and instruction on college-level text across disciplines. –and 2) create discipline-specific reading support courses.

The Department's planning address these trends. First, the Department has reduced the number of reading classes in its sequence. Prior to AB 705, it had three (3) 900-level, developmental courses in its remedial sequence: READ 905, READ 920, and READ 950. However, with the implementation of AB 705, the Department now has one (1) developmental reading course, which is 1-level below college-level reading: READ 015. To this course, the Department added an hour to its lecture, and removed the 3-unit lab component from its curriculum, but READ 015 remained a 4-unit course. No additional units were added.

Second, to further address these trends, the Department plans to create discipline-specific reading support courses. For example, Department faculty will work with Math Department faculty to write a reading support courses designed to support courses taught in the science, technology, engineering, and math (STEM) disciplines. The first participating discipline in the STEM area is math.

In addition, the Department will collaborate with faculty from the Diesel Department to write a reading support course designed to support courses taught in the Career and Technical Education (CTE) disciplines. The first participating discipline in the CTE area is diesel.

Instructional trends impacting community college Reading Departments have made an impact on SBVC's Reading and Study Skills Department. The Department will continue to monitor new trends, which impact its area, and respond accordingly.

The Way the Department's Planning Address Challenges in the Department

The most significant challenges facing the Department is the initial impact of AB 705 on its program as its 900-series (READ 905, 920, and 950) is no longer tied to the English composition sequence. This is significant as, historically, 66% of the Department's fall sections (20 out of 30 sections) were courses offered from its 900-series.

The way the Department's planning address this challenge is to monitor guided self-placement and enrollment patterns; schedule courses conservatively, and add sections to the schedule of classes as appropriate to meet students' needs. It will write discipline-specific reading and study skills courses to meet the needs of students enrolled in one or more STEM and CTE disciplines, and promote its college-level, transferable reading and study skills curriculum.

The Department will establish a new partnership with Valley Now, to improve the literacy and college readiness of area high school students in the San Bernardino Unified School District, by offering its noncredit and credit-bearing reading courses at high school sites.

Additionally, the Department will review a variety of new materials, to meet a wider span of instructional needs in its noncredit and credit-bearing courses.

The Way the Department's Planning Capitalizes on the Strengths in the Department

The Department's planning capitalizes on its strengths: curriculum, instruction, and faculty.

Curriculum: The Department recently updated its curriculum to meet a broader range of students' needs. It reduced the number of remedial courses in its development sequence. Currently, the Department offers one (1) noncredit reading course, one (1) developmental reading course, 1-level below college-level reading, and two (2) 100-level reading courses, both 100-level courses articulate with CSU, Fullerton, and transfer to the CSU-system. The Department has plans to collaborate with discipline faculty to write new discipline-specific reading and study skills courses. The Department capitalizes on its willingness to collaborate with departments across divisions and disciplines, to meet a broader range of students' needs.

Instruction: Department faculty differentiate instruction based on the needs of individual students enrolled in its courses. Instruction is accessible as the Department is committed to offering a pattern of instruction, which meets the needs of a diverse community of learners. Courses are scheduled 5 weeks to 18 weeks; instruction is provided on-campus, online, weekend, day, and evening. The Department's planning of its patterns of service provide greater access to reading and study skills instruction. The Department capitalizes on its sensitivity to students' needs for a variety of course scheduling options.

Faculty: Department faculty are highly educated, true lifelong learners who, in addition to having earned multiple advanced degrees and professional licensures, complete a variety of professional development workshops each year. These workshops are designed to support student success in reading and study skills across disciplines.

The Department capitalizes on its faculty's open-mindedness and willingness to try new instructional strategies, and its faculty's commitment to collegiality and collaboration as evidenced by the Department's plan to work closely with faculty from different divisions to write new discipline-specific curriculum as appropriate, all of which is done to support student success across disciplines at San Bernardino Valley College.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Facilities	The program <u>does not provide an evaluation</u> that addresses the sustainability of the	Program <u>provides an evaluation</u> of the physical environment for its programs and	In addition to the meets criteria, the program has <u>developed a plan</u> for obtaining or utilizing additional facilities for program growth.

	physical environment for its programs.	presents evidence to support the evaluation.	
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Facilities:

1. Describe current facilities:
 - a. Classroom space
 - b. Access to equipment
 - c. Maintenance
 - d. Technology
 - e. Other

Facilities

What follows is a brief description of the Department's current facilities.

Classroom space: The Department's allocated classrooms are safe, clean, and comfortable for students, faculty, and staff.

Access to equipment: The Department has the equipment needed to teach on-campus courses, i.e., reliable access to the Internet, an "instructor" computer, overhead projector, screen, whiteboard, document camera, all of which meet the needs of its classroom instruction and students.

Maintenance: Rick Hrdlicka, Director, Campus Technology Services, and his team maintain the classroom technology. Robert Jenkins, Director, Facilities, Maintenance & Operations, and his team maintain the cleanliness of the instructional space.

Technology: The Department's assigned classrooms are equipped with Chromebooks for in-class, instructional student use.

Also, to differentiate and individualize supplemental instruction, the Department has a current subscription to a web-based literacy intervention program, Reading Plus, which is accessed by students during lecture and for some outside-of-class assignments as appropriate.

2. Provide a sufficient discussion of current and projected needs of the facilities in your area and their impact on the educational environment for your students (classroom facilities, technology, space needs, maintenance issues, etc.). Address sustainability of the facility (including technology needs).

Department's Projected Facilities Needs

Reading and Study Skills online and on-campus courses should be capped at no more than twenty-eight (28) students, based on the various special needs of some of its students. For instance, to accommodate some students' interpreters and classroom assistants, the class caps for READ 015 and READ 620 should be twenty-eight (28) students or less, because at times there are additional student support personnel in the classrooms to accommodate a variety of students receiving support services from DSPS. Additional people in the classroom leaves less instructional space for students enrolled in reading and study skills courses.

Department's Projected Technology Needs

With the removal of prerequisite courses, students enter the same classroom with a wide-range of instructional needs. To meet a broader range of students' needs, differentiated, supplemental instruction is necessary. As such, the Department will apply for conditioned funding through the Basic Skills Committee's application process to renew its subscription to Reading Plus, a web-based, supplemental literacy intervention tool. It will be used in reading and study skills courses, to supplemental and individualized reading support for students enrolled in reading and study skills courses.

Chromebooks are housed in designated classrooms assigned to the Department. As such, the Department must maintain its Chromebooks, which were purchased by the Department through funds from the Basic Skills Committee. The Department will apply for additional funding through the Basic Skills Committee's application process to replace Chromebooks as needed.

Additional Facilities for Program Growth

The Department's plans for growth include adding hybrid sections to its schedule of course offerings, where a portion of instruction is on-campus and online. It will request additional on-campus space, when needed.

VII: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet."

Address, in **DETAIL AND WITH SPECIFIC EXAMPLES**, how each deficiency was resolved. If these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

No previous "Does Not Meets Categories."

Program Efficacy Team Report (Instruction)

Spring 2020

Name of Department: Reading

Efficacy Team: Girija Raghavan, Keynesia Buffong, Kenny Melancon

Overall Recommendation: Continuation

Continuation Conditional Probation

Rationale for Overall Recommendation:

It is the Efficacy team’s opinion, that the reading department has done a great job analyzing their department. The structure of the Reading department is aligned with the Strategic directions and goals in each category. The success rates of the program hold steady around 90% to 89%. It must be pointed out that the online enrollment has increased tremendously and has credited this increase due to the accelerated sections. The department lists several accomplishments and recognizes challenges. The department incorporates the strategic initiatives and goals to include Technology, Partnerships, and Campus Climate.

The reading departments mission statement coincides with the college mission statement. The department is highly productive. The departments curriculum is up to date. The department has identified its strengths and utilizes those strengths in its planning. The SLOs maps are beneficial as evidence of SLO assessments. The reading department has identified its strengths and utilizes those strengths in its planning.

Part I: Questions Related to Strategic Initiative: Increase Access

Goal: SBVC will improve the application, registration, and enrollment procedures for all students.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Demographics	The program <u>does not provide</u> an appropriate analysis regarding identified differences in the program’s population compared to that of the general population.	The program <u>provides an analysis</u> of the demographic data and provides an interpretation in response to any identified variance. The program <u>discusses the plans or activities</u> that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program’s analysis and plan <u>demonstrates a need</u> for increased resources.
Pattern of Service	The program’s pattern of service is <u>not related to the needs of students.</u>	The <u>program provides</u> evidence that the pattern of service or instruction meets student needs.	In addition to the meets criteria, the program <u>demonstrates that the pattern of service needs to be extended.</u>

		The program <u>discusses the plans or activities</u> that are in place to meet a broad range of needs.	
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Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The Efficacy Team Analysis and Feedback has chosen Meets for the demographics and pattern of service.

Demographics: The department has done a comprehensive analysis of its demographics as it compares with those of the overall college population. It identifies the fact that it serves three times more students with disabilities than does the College. The department also tries to explain why this is so, in that students with disabilities tend to have more need for support with reading comprehension than the general population. The department also identifies that it serves a higher number of students in the 20-24yr age group than the general campus population due to the fact that studies have shown that 75% of the area’s high school graduates do not meet the reading standard tested in the California Common Core. The department also serves a larger number of African American and Hispanic students. The department also has a plan of starting a hybrid courses in order to attract and retain students in the 30-50+ population. The department also identifies a need for increased financial resources to continue its subscription to the Reading Plus web-based supplemental instructional tool.

Pattern of Service: The department details its move away from the 900 series which were gateway courses to the college level courses in the English department due to the implementation of AB705. Courses that address reading comprehension and study skills at the college level have been added. All the courses are offered at various days and times in order to meet students needs. The new courses are also offered online giving students more options to access these courses. The department also has plans to create customized reading courses for STEM and CTE cohorts to address the specific reading comprehension needs of these groups. It also plans to modify its 100-level courses and expand access by offering accelerated hybrid sections beginning in Summer 2020.

Efficacy Team Recommendations to Address Does Not Meets (if applicable):

Part II: Questions Related to Strategic Initiative: Promote Student Success

Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
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Data/Analysis demonstrating achievement of instructional or service success	Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes: Continuous Assessment	Program <u>has not demonstrated</u> that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is <u>missing or incomplete</u> .	Program <u>has demonstrated</u> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program <u>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth.</u>
Service Area Outcomes and/or Student Learning Outcomes: Disaggregated Data Analysis	Program <u>has not demonstrated</u> that it has analyzed disaggregated data for Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	Program <u>has demonstrated</u> that it has analyzed disaggregated data for at least two highly relevant Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	In addition to the meets criteria, the program <u>demonstrates that analysis of 3 or more relevant disaggregated SLO data sets support program growth.</u>

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The Efficacy Team Analysis and Feedback has chosen Meets for the Data Analysis and SLOs.

Instructional or service success: The report analyzed the success and retention rates of the department from the years 14-15 to 18-19. Success rates have gone up from 69% to 71%. Retention rates have remained steady ranging from 90% to 89%. The percentage of online enrollment has also gone up from 16% to 40%. The department attributes the steady success and retention rates to the offering of accelerated sections. The decrease in sections offered is attributed to greater fill rates for the individual sections thus increasing productivity and AB705 compliance. The report also analyzes the percentages of high school students in Valley’s service area who met the 11th Grade Common Core Standard for Reading. Among all the high schools, this percentage is at the most, about 20%. This shows that most students who enroll at Valley need substantial support in reading. The report states that since standardized reading assessments have been discontinued the faculty have made recommendations for students’ self-placement in one of several reading courses based on their high school English grades.

SAOs/SLOs/PLOs: continuous assessment: The report states that each semester, faculty meet to discuss the SLO data and to update curriculum based on this. They streamlined three courses into one course and eliminated a lab requirement. They also modified the curriculum of a non-credit course. The department is also using more e-resources in its courses in order to ease the financial burden on the students.

SAOs/SLOs: Disaggregated Data Analysis: The program has demonstrated analysis of disaggregated data for more than two SLOs over four courses. Two of the courses had limited data in previous years due to those being new courses that replaced courses in the 900 series. The data was analyzed, and course offerings were modified in line with the results of the SLO analysis. For example, more online sections were added to two of the courses as more students met the SLOs in the online sections versus the face to face sections. The department also made plans for future courses using the data from the SLO analysis.

Efficacy Team Recommendations to Address Does Not Meets (if applicable):

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Communication	The program <u>does not identify</u> data that demonstrates communication with college and community.	The program <u>identifies</u> data that demonstrates communication with college and community.	In addition to the meets criteria, the program <u>demonstrates</u> the ability to communicate more widely and effectively, <u>describes</u> plans for extending communication, and provides data or research that <u>demonstrates</u> the need for additional resources.
Culture & Climate	The program <u>does not identify</u> its impact on culture and climate or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> its impact on culture and climate. Program <u>addresses</u> how this impacts planning.	In addition to the meets criteria, the program provides data or research that <u>demonstrates</u> the need for additional resources.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The Efficacy Team Analysis and Feedback has chosen Meets for the communication, culture and climate.

Communication: The department maintains a webpage that is updated regularly. In addition, a department brochure is placed around campus and distributed during Welcome Week. Flyers and e-flyers are distributed to the Counseling Department at the start of each semester. The department also presented information at a conference on campus for area high school counselors. However, data as to how many counselors attended, and any feedback from them were not presented

Culture & Climate: The department takes part in Humanities days and the Week of Welcome. However, there is no data on how many students accessed the information presented during these events. If the

department were to collect some data through sign-in sheets, then they would be able to get a clearer idea on how many students were impacted by these events. There is also no mention of how participation at these events impacts planning. An internal partnership with the First Year Experience was described in the report. However, since the 900 series was discontinued, this has not been taken further. The department is also partnering with the STEM and CTE cohorts to offer specialized reading support for these courses. The department has an external partnership with the San Bernardino Unified School District to provide concurrent enrollment courses so that high school students can earn college credits.

Efficacy Team Recommendations to Address Does Not Meets (if applicable):

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Professional Development	The program does not identify currency in professional development activities.	Program identifies current avenues for professional development.	In addition to the meets criteria, the program shows that professional development has impacted/expanded the program and demonstrates that the program is positioning itself for growth.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The Efficacy Team Analysis and Feedback has chosen Meets for the Professional Development.

Professional Development: Faculty within the department take part in a number of District sponsored seminars and activities. Faculty are also members of various professional organizations around the State of California. They participate in various shared governance committees around the SBVC campus. The department also identifies various future professional growth events for faculty to attend.

Efficacy Team Recommendations to Address Does Not Meets (if applicable):

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, and it links clearly with the institutional mission.	
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.	The program functions at a highly productive level and has planned for growth as appropriate.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2017 may result in an overall recommendation no higher than Conditional.</u>	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.	In addition to the meets criteria, the program discusses plans to enhance current course offerings that link to student/community needs and positions the program for improved student outcomes.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning that demonstrate the need for expansion.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The Efficacy Team Analysis and Feedback has chosen Meets for the Mission statement, productivity, currency and challenges.

Mission: The department has a clear mission statement that aligns with the College’s mission statement.

Productivity: The department incorporates FTEs data from 14-15 fiscal year to the 18-19 year. They identify a dip in enrollment in 18-19 due to the impact of the implementation of AB 705. The 900-series within the department of Reading was untethered from the English composition sequence. The report points out the 3 full time faculty manage the load for 8 faculty. They also reference the fact that the WSCH/FTES will always be lower than the expected 525 due to the lack of instructional space on campus.

Relevance, Currency, Articulation: All course curriculum is up to date and are only required to come up for review in 2024. Two courses articulate to CSU Fullerton. None of the courses articulate with any UC campus.

Challenges: The department identifies the most difficult challenge being the implementation of AB705 which resulted the discontinuation of the 900-series as it is no longer tied to the English composition

sequence. The department is working with the STEM and CTE departments to create courses that will support specific reading in these disciplines.

Efficacy Team Recommendations to Address Does Not Meets (if applicable):

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Facilities	The program <u>does not provide an evaluation</u> that addresses the sustainability of the physical environment for its programs.	Program <u>provides an evaluation</u> of the physical environment for its programs and <u>presents evidence</u> to support the evaluation.	In addition to the meets criteria, the program has <u>developed a plan</u> for obtaining or utilizing additional facilities for program growth.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The Efficacy Team Analysis and Feedback has chosen Meets for the facilities.

Facilities: The report details the facilities available for the department’s activities. The facilities are adequate and meet the department’s requirements. However, they recommend that online and on campus courses be capped at 28 students as this is the optimum number that can be accommodated taking into account the need for DSPS personnel who may be tasked with assisting the students in these courses. They also identify future technology needs as the renewal of the subscription to Reading Plus and the purchase of Chromebooks.

Efficacy Team Recommendations to Address Does Not Meets (if applicable):

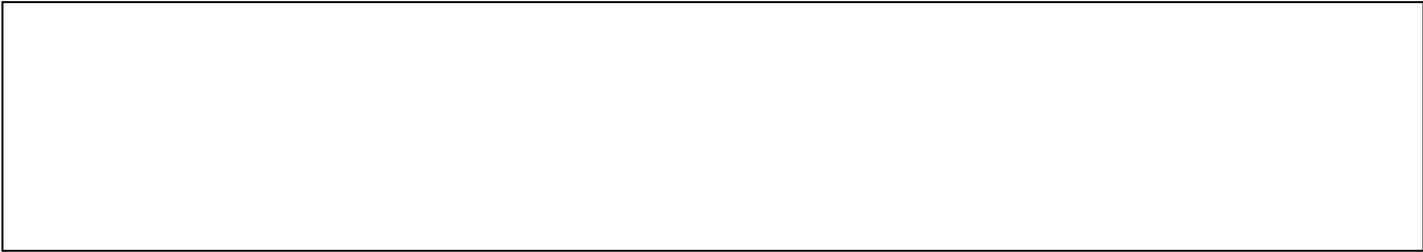
VII: Previous Does Not Meet Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Efficacy Team Analysis and Feedback (N/A if there were no “Does not Meets” in the previous efficacy review in 2016): MEETS

Efficacy Team Recommendations to Address Does Not Meets (if applicable):



Institutional Program Review—2019-2020
Program Efficacy Phase: Career Technical Education (CTE)
Two-Year Mini-Review
DUE: Friday, March 13, 2020 by NOON

Send by e-mail to the Program Review Co-Chairs:

Carol Jones	carjones@valleycollege.edu
Joel Lamore	ilamore@valleycollege.edu
Wallace Johnson	wjohnson@sbccd.cc.ca.us

Our current efficacy cycle for full review is every four years. However, in order to comply with Title 5 regulations, CTE programs are required to review their programs every two years. To meet this requirement, but also not to over-burden these programs, we have instituted a mini review between the full efficacy cycles (that is, two years following the most recent efficacy report).

This review is not designed to be comprehensive, but rather, it is expected to be a two-year **update** since the last full efficacy report. Specifically, this update should address the following seven program components:

1. Purpose
2. Demand
3. Quality
4. External Issues
5. Cost
6. Two-Year Plan
7. Deficiencies

Draft forms should be written early so that your review team can work with you at the small-group workshops:

Friday, February 21 from 9:30 to 11:00 a.m. in B-204

Friday, March 6 from 9:30 to 11:00 a.m. in B-204

Instructions:

For each of the seven sections:

1. Mark the checkbox that best identifies where the program stands.
2. Provide a brief supporting narrative. Within each section there are examples related to that particular area, which could serve to help describe your program status. It is not necessary to address every item listed; these are included as possible examples. If you have other relevant information pertaining to a given area, then you are encouraged to include that as well.
3. Scan the documents—with signatures.
4. Final documents are due to the committee co-chairs **by NOON on Friday, March 13, 2020**.

The purpose of this report is a mid-term update in order to comply with Title 5; therefore, the length should be **no more than five pages**. The boxes for each section are expandable; take the space needed for each

section. Keep in mind that this report is an update of the previous two years rather than a comprehensive analysis.

CAREER TECHNICAL EDUCATION PROGRAM TWO-YEAR REVIEW

Date: Spring 2020

College: San Bernardino Valley College

Program: Machinist Tech

1. Purpose of this Program

No Changes in Purpose
in the Last Two Years

Minor Changes in Purpose
in the Last Two Years

Significantly Changed Purpose
In the Last Two Years

(Provide update since last full efficacy review; examples include description, mission, target population, and other information that supports your assessment.)

The Machinist Technology program trains students new to the occupation and re-trains those employed in the machine trades industry. ~~The program offers certificates, degrees, and the opportunity to obtain national certification. The program has been actively participating in various events reaching out to Veterans, Dreamers, and Parolees. The program is also implementing an academy (Uniquely Able) to teach individuals with Autism to operate Computer Numerical Control (CNC) machine tools starting March 2020. The program has also been working diligently to implement industry recognized apprenticeship programs.~~

~~The program has also partnered with Advanced Manufacturing Partnership for Southern California (AMP SoCal), an industrial ecosystem for Southern California aerospace and defense manufacturers and their supply chain. The program has consulted with AMP SoCal professionals to acquire high high-end equipment to support the aerospace and defense manufacturing shortage.~~

The program has ~~also~~ launched an Industrial Maintenance Technician certificate, and a Mechanical Craft certificate to teach Maintenance Mechanics and Industrial Maintenance mechanics.

The Machinist Technology mission is to become an elite advanced manufacturing training center for the aerospace, defense supply chain, and the various occupations in the field of machining and manufacturing. The program will continuously update and revise curriculum, training methods, equipment and staff to keep our students the first choice of employers. The program maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners.

2. Demand for this Program

Low Demand

Adequate Demand
for our Students

High Demand

(Provide update since last full efficacy review; examples include labor market data, advisory input, and other information that supports your assessment.)

Machinist Technology Inland Empire/Desert Region (Riverside-San Bernardino-Ontario Metropolitan Statistical Area) Summary • New job employment for the machinist technology occupational group is expected to increase by 1% between 2017 and 2022 in the Inland Empire/Desert region. A total of 4,487 job openings will be available over the five-year projection period. • The median-level wage for each occupation in the machinist technology occupational group is above the MIT Living Wage estimate of \$12.30 per hour for a single adult living in the Inland Empire/Desert region. • There appears to be an opportunity for program growth based on the average annual number of program completions for the machining and machine tools program in the region (16 annual average regional credentials), and the annual openings for machinist technology occupations in the region (897 average annual openings). The Machinist Technology curriculum will be launched and implemented in Fall 2020.



Job Opportunities

In 2017, there were an estimated 8,370 machinist technology jobs in the Inland Empire/Desert region. This occupational group is projecting increase employment 1% in the region through 2022. Employers will need to hire 4,487 more workers during the same timeframe to backfill jobs that workers are permanently vacating (includes retirements). Table 1 in the Appendix displays job growth, wages, education, training, and work experience required for this occupational group.

Exhibit 1: Five-year projections for the machinist technology occupational group

2017 Jobs	5-Yr % Change (New Jobs)	5-Yr Openings (New + Replacement Jobs)	Annual Openings (New + Replacement Jobs)	% of workers age 55+
8,370	1%	4,487	897	26%

Source: EMSI 2018.4

Earnings

The median-level wage for each of the occupations in the machinist technology occupational group is above the MIT Living Wage estimate of \$12.30 per hour for a single adult living in the Inland Empire/Desert region. Detailed information on the MIT Living Wage Calculator, including additional wage requirements for adults with dependent children, is available on their website: <http://livingwage.mit.edu/metros/40140>.

Exhibit 2: Earnings for the machinist technology occupational group

Machinist Technology Occupations	Entry to Experienced Hourly Earnings Range*	Median Wage*	Average Annual Earnings
Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	\$21.87 to \$38.33	\$30.56	\$63,800
Tool and Die Makers	\$19.12 to \$29.80	\$23.27	\$51,200
Machinists	\$15.57 to \$23.46	\$18.65	\$40,900
Computer-Controlled Machine Tool Operators, Metal and Plastic	\$13.87 to \$22.94	\$17.73	\$39,000



Machinist Technology Occupations	Entry to Experienced Hourly Earnings Range*	Median Wage*	Average Annual Earnings
Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic	\$15.50 to \$20.06	\$17.51	\$38,500
Metal Workers and Plastic Workers, All Other	\$14.65 to \$18.32	\$16.62	\$35,400
Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic	\$13.20 to \$21.70	\$16.44	\$37,500
Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic	\$12.88 to \$21.31	\$15.35	\$37,900
Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	\$12.85 to \$18.27	\$14.76	\$33,300
Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic	\$11.36 to \$16.22	\$13.05	\$30,300

Source: EMSI 2018.4
 *Entry Hourly is 25th percentile wage, the median is 50th percentile wage, experienced is 75th percentile wage.

Maintenance Mechanics and Industrial Maintenance Electricians Inland Empire/Desert Region (Riverside and San Bernardino counties combined) Summary • Employment for the maintenance mechanic and industrial maintenance electrician occupational group is expected to increase by 9% and have 1,856 annual job openings over the next five years, between 2018 and 2023. • The 25th percentile, entry-level, wages for the maintenance mechanic and industrial maintenance electrician occupational group are above the MIT Living Wage estimate of \$14.75 for a two-adult household, both working, with one child living in the Inland Empire/Desert region. • There were five annual average credentials issued from regional community college training programs over the last three academic years. The industrial Maintenance curriculum will be launched and implemented in Fall 2020.

Exhibit 4: Hourly earnings for the maintenance mechanic and industrial maintenance electrician occupational group



Source: EMSI 2019.4, Brookings Institute

Exhibit 5: Manufacturing industry sector in the IEDR (NAICS 31-33)

2018 Jobs	Jobs added through 2023	2018-23 % Growth	Avg. Earnings Per Job	2019 Establishments	% Male
106,023	2,028	2%	\$68,400	3,714	70%

Source: EMSI 2019.4

Exhibit 6: Manufacturing industry groups adding the most maintenance mechanic and industrial maintenance electrician occupational group jobs through 2023

Industry Group (NAICS4)	2018 Jobs	Jobs added through 2023	2018 - 2023 % Change	Avg. Earnings Per Job	2019 Establishments
Bakeries and Tortilla Manufacturing (3118)	4,123	416	10%	\$49,800	135
Aerospace Product and Parts Manufacturing (3364)	2,838	312	11%	\$84,100	53
Machine Shops; Turned Product; and Screw, Nut, and Bolt Manufacturing (3327)	3,876	296	8%	\$64,800	266
Beverage Manufacturing (3121)	4,104	251	6%	\$57,900	113
Converted Paper Product Manufacturing (3222)	2,315	157	7%	\$75,300	57

Source: EMSI 2019.4

Computer-Aided Design and Drafting (CADD) Inland Empire/Desert Region (Riverside and San Bernardino counties combined) Summary • Employment for the computer-aided design and drafting (CADD) occupational group is expected to increase by 7% between 2018 and 2023 in the Inland Empire/Desert Region. A total of 985 job openings, or 197 annual job openings will be available over the five-year timeframe. • The entry-level wage for the CADD occupational group is above the MIT Living Wage estimate of \$12.39 per hour for a single adult living in the Inland Empire/Desert Region. • There appears to be an opportunity for program growth based on the annual average number of program credentials issued for the selected community college programs in the region (52 annual average community college credentials, 3 other educational institution credentials, 55 total), and the annual openings for the CADD occupational group across the region (197 average annual openings).

The Computer-Aided Design and Drafting (CADD) curriculum has been entered in to curricunet, [and](#) recommendations from the next advisory meeting will be acquired and submitted for state approval. [the](#) program expects to have curriculum implemented by Fall 2021.

Exhibit 1: Five-year projections for the CADD occupational group

2018 Jobs	2023 Jobs	5-Yr % Change (New Jobs)	5-Yr Openings (New + Replacement Jobs)	Annual Openings (New + Replacement Jobs)	% of workers age 55+
1,952	2,088	7%	985	197	25%

Source: EMSI 2018.4

Exhibit 2: Earnings, 25th to 75th percentile, Median, and Annual Average

CADD Occupational Group	Entry to Experienced Hourly Wage Range*	Median Wage*	Average Annual Earnings
Electrical and Electronics Drafters	\$26.97 to \$38.75	\$32.10	\$67,700
Drafters, All Other	\$22.68 to \$34.61	\$28.69	\$59,000
Architectural and Civil Drafters	\$19.95 to \$32.37	\$25.45	\$55,400
Mechanical Drafters	\$18.23 to \$27.58	\$22.23	\$48,900

Source: EMSI 2018.4

*Entry Hourly is 25th percentile wage, the median is 50th percentile wage, and experienced is 75th percentile wage.

The program has low enrolled classes and has tried offering more sections and has also decreased sections offered to bring efficiency up, these efforts have not produced the desired results. Because of low enrollment many courses are cancelled preventing students from completing certificates and degrees in a timely manner.

3. Quality of this Program

Needs Significant Improvement

Meets Student Needs

Highest Quality

(Provide update since last full efficacy review; examples include core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, and other information that supports your assessment.)

The Machinist Technology uses recognized National Institute for Metalworking Skills (NIMS) certification. NIMS operates under rigorous and highly disciplined processes as the only developer of American National Standards for the nation's metalworking industry accredited by the American National Standards Institute (ANSI). The Industrial Maintenance program uses National Center for Construction Education & Research (NCCER) ~~develops~~ standardized construction and maintenance curriculum and assessments with portable credentials. These credentials are tracked through NCCER's Registry System that allows organizations and companies to track the qualifications of their craft professionals and/or check the qualifications of possible new hires.

The program has been actively participating in various events reaching out to Veterans, Dreamers, and Parolees. The program is also implementing an academy (Uniquely Able) to teach individuals with Autism to operate Computer Numerical Control (CNC) machine tools starting March 2020; the program has also been working diligently to implement industry-recognized apprenticeship ~~the programs~~. The program has partnered with Goodwill, Department of Rehab, Inland Regional Center, San Bernardino County Workforce Development Force, and Uniquely Able to start an Autism CNC operators' program; training will start March 2020. The latest core indicators show that the program has an above average technical skill attainment rate of 4.99% above negotiated level which attests to the strength and quality of the curriculum and of our faculty; ~~currently~~ Currently all adjuncts; teach part time but also work in the industry, consequently bringing real working environment and experiences to the classroom. The only core indicator of concern is the completions of credential certificates and degrees, which is below negotiated level and that is due to many students getting hired as they attain enough skill; ~~to~~ To increase the core indicator completions, the program has initiated apprentice credentials to attract incumbent workers and new students; ~~however,~~ however, progress has been halted due to funding tuition fees.

An examination of our per course student learning outcomes reveal that our students are achieving success rates ranging from 66% to 100%. This shows that the teaching practices as well as the curriculum are meeting expectation; ~~however,~~ however, some courses need to be reexamined to strengthen areas where the SLO outcomes are low. The program has articulated 8 courses with the local high schools. These courses are part of the various Machinist Technology certificates and degrees. The program is continuously involved in the grant process and has successfully been awarded funding to acquire equipment to improve the quality of the program; ~~much~~ Much of our machine tools need to be updated so that the curriculum would better support; the curriculum that was recently revised to reflect industry suggestions, which will add to the program's efficiency and relevance. The biggest barrier continues to be funding for machine tools, which we are constantly applying to obtain grant funding. The program has been awarded over \$400,000.00 in grant funding to support the effort to train machinist on high end equipment used in the aerospace and defense industry.

The program has put in place Department of Apprenticeship (DAS) certificates; ~~the program and~~ the program and is currently seeking industry partnerships to help get our students get placed into apprenticeships with large industry establishments, as well as local manufacturing outfits who continue to frequently hire our students directly.

The program has also partnered with Advanced Manufacturing Partnership for Southern California (AMP SoCal), an industrial ecosystem for Southern California aerospace and defense manufacturers and their supply chain. The program has consulted with AMP SoCal professionals to acquire high-end equipment to support the aerospace and defense manufacturing shortage.

4. External Issues

Not Consistent with External Issues

Complies with External Issues

Benefits From and Contributes to External Issues

(Provide update since last full efficacy review; examples include legislation, CCCCO mandates, Perkins, CTE transition, CalWORKS, WIOA, Career Ladders, and other information that supports your assessment)

External issues that have a direct effect on Machinist industry is the advent of new machine tool technologies and software^s that are used to support manufacturing. they-They are constantly changing and is constantly being updated as well as in along with our curriculum. We stay up to date and incorporate the latest technology in our program. Thus, we are continuously seeking to include these technologies in our curriculum to promote its currency and efficiency by incorporating them in our curriculum and procuring the machine tools to be used in the laboratory part of our program so that students are exposed to these machine tools, which will make them more employable. The constant challenge is the cost of the machine tools needed for the upgrade. As for the Work Force Innovation and Opportunity ACT (WIOA) recently passed, which is pushing for more student enrollments for career pathways, we can see that all our Machinist certificated programs, which fall under Career Technical Education, are prime vehicles to achieving the goals of that Act in that we are producing a viable and effective skilled labor force for our economy. Furthermore, the field serves as a vehicle for career ladders since our students are prepared for entry level positions in their respective specialties and can ultimately move up from an operator, journeyman, technician, supervisor, or management position. In addition, for the CTE transition goals, our program is currently in progress working with industry employers to place our students in apprenticeships to gain full employment.

Many students never finish degree's and certificates as they are hired as soon as they have gained enough skill, or they are ready to work this affects the outcome of degree and certificate count.

The program continuously recruits for adjunct faculty; however, many applicants have the industry experience but do not possess' degrees making it difficult to have a sufficient pool of adjuncts.

Local private school has the support of local agencies CALworks, San Bernardino Regional Occupational Program (ROP) Job placement, apprenticeships, and help with transportation, the private school continues to outcompete SBVC for student admissions.

Grant funding continually being denied or is underfunded, funding will not cover the cost of replacing obsolete machinery

Low enrollment does not justify hiring another fulltime faculty, consequently after full time teaching load there is only 19 hours to complete all program duties. In order to maintain the program functioning the full-time volunteers manpower to keep the program operational, this vicious cycle is on going for over three years and would benefit having a second fulltime

5. Cost of this Program

Expenditures Exceed Income Income Covers Expenditures Income Exceeds Expenditures

(Provide update since last full efficacy review; examples include enrollment/FTES generated & in-kind contributions of time/resources minus salaries/equipment/supplies, and other information that supports your assessment.)



FTEF and section counts seem to illustrate a slight increase and decrease in the program's offerings. The decline in WSCH/FTEF is attributed to as effort by the Machinist technology department to maintain a diversity of course offerings at different times of the day, and days of the week, while only slightly decreasing the number of courses being offered in an effort to increase efficiency. The WSCH/FTEF has decreased for 2017, and 2018 but has increased for 2019 which reflect the reduction in sections.

The latest EMP report shows that the department has had sustained an average FTES of the mid 20's for the last five years, which overall indicates low enrollments. The program has struggled with enrollment and has implemented new programs, updated courses, added Autism CNC Operators, apprenticeships, and actively recruits special populations to increase our FTEF. However, until these projects are fully supported supported, FTES will probably remain unchanged. The program currently is functioning with only one full time faculty, that-which remains remains a challenge as the schedule of the full-time faculty becomes strained to keep the program functioning while working to progress and improve the program. It is also important to note that since we have upgraded and continue to upgrade our machine tools to meet today's industry standards, funding has been a challenge and our general fund allocation even with Perkins funds has not entirely been enough to do the upgrade, so we have done the upgrade in phases just as funding was received. We have also applied for grants in order to supplement the budget to fulfill our upgrade goals. There continues to be the need to purchase new machine tools, tooling, and software that are quite expensive.

The program has been awarded grant funding from Strong Workforce regional/local \$578,000 and Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant \$150,000

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Historically the program has only offered night courses, however, with the addition of the Autism operators, Industrial Maintenance, and the apprenticeships courses, the program will be offering classes both morning and night.

6. Two-Year Plan

Need Significant Changes
And/or Increased Resources
to Continue

On Track for
Next Two Years

Significant Growth
Anticipated

(Provide update since last full efficacy review; examples include recommendations, project future trends, personnel and equipment need, and other information that supports your assessment.)

1. Develop more and deeper relationships with industry. California Steel Industries has visited our facilities and toured our laboratories and wanted to establish a relationship to have our students become part of their pool of candidates to work in their internship program for Industrial Electrical Maintenance Technician, which may lead to an apprenticeship position. Similarly, Target warehousing and distribution have done the same and ~~has~~ interviewed and hired our students to work as line support technicians. Other small electrical installation and repair companies have continuously been hiring from our pool of students in the fields, providing them with needed hours for their apprenticeship programs.

2. Develop new or increase funding sources such as grants and donations for additional technology development that mirrors industry.

3. Continue to voice the need for additional staffing as evidenced by program enrollment and growth sustainability numbers.

4. Increase community outreach to K-12 to expose prospective student to the career field and to articulate with high schools that provide classes related to our field so that we can smooth the path for those high school students who wish to continue with this career. Currently, a representative from the Technology division or the department chair visit local high school campuses to showcase the program and to provide potential students with vital information to help them make a life-changing career decision to pursue their education in one of our department's ~~program offerings.~~

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7. Progress on Previous Does Not Meets

No Progress

On Track for
Next Two Years

Significant Progress

What steps are being taken to address previous deficiencies as identified on the previous full efficacy review?

Quality of Program: The program is held to an industry certification standard, and PLOs are in alignment with state licensing expectations. Though elements of the program are strong, there are many courses which have not assessed SLOs. If SLOs are not measurable, they should be modified to make them so. Two-Year Plan: The program provides a list of departmental goals with no description of specific planning to achieve them. The program also marked two boxes, making it unclear whether they feel that they are on track or that they need changes.

The program has launched new and relaunched legacy courses that include SLO's however after checking SLO cloud reports there are courses that were not functioning and staff was unable to input some SLO information, the program will make arrangement to input missing SLO information and will also be adding and revising SLO's to make the outcomes measurable

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RESPONSE

Two-Year Plan:

1. California Steel Industries (CSI) has opened a school (INTech) on sight and now directly recruit within its own school, the Machinist Technology program will launch Industrial Maintenance courses fall 2020 and will be

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awarding credit. The program has actively been visiting industry and attempting to gain employer relations, however without the approval of the apprenticeship we have lost many potential employers' relations

2. The program has been awarded \$578,000 in strong workforce funding and \$150,000 in TAAACCT funding and is continuously applying for additional funding through any available grants
3. The program has hired 3 additional adjuncts to keep up with the new courses that are being launched fall 2020, however an additional fulltime is needed to complete other task that fall under the full time responsibility, the program will continue to advertise and recruit instructors through word of mouth and the college website as well as the California community college system website to have a continuous adjunct pool
4. The program has eight articulations in place with the local high school system. The program has tried to offer concurrent courses at the local high schools; however, the high schools have not been able to acquire funding for the required software. The program has partnered with Redlands High School to bus students for the summer 2020 semester. The program actively participates in events in an effort to form partnerships with the high schools, the program also participates in bi-annual articulation meeting to form partnerships with the high school system.

1. The program has been visiting industry in person to establish apprenticeships; however, the program was unable to find funding for the free tuition requirement, consequently many of the companies are waiting or are no longer interested, the program is working with the college foundation to help with the effort to fund the tuition.
2. The program continues to apply for grants, however, with other colleges as the lead, our program has been denied or awarded funding that will not allow the purchase of necessary machine tools, also, the Perkins funding has been reduced every year for the past three years, used equipment has been purchased as an alternative since the Perkins funding will not cover the purchase of new equipment, also, Perkins division ranking for the program were ranked low.
3. With the new programs, courses, apprenticeships and outreach, we expect the program enrollment to go up currently there are three adjuncts and one fulltime faculty, with the advent of the new courses, an additional two adjuncts will be hired.
4. The program has eight articulations in place with the local high school system, the program has tried to offer concurrent courses at the local high schools; however, the high schools have not been able to acquire funding for the required software, the program has partnered with Redlands High School to bus students for the summer 2020 semester.

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Signatures:

Administrator

Date

Faculty

Date

Advisory Committee Member

Date

**Career Education Program Two-Year Review
Team Efficacy Report
Spring 2020**

Name of Department: Machinist Technology

Efficacy Team: Joanna Oxendine, David Smith, and Wally Johnson

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

Machinist Technology offers an adequate discussion for its two-year update; the program's attention to employment trends, local need, and its role and action with regard to supporting local needs for those certified in Machinist Technology, Maintenance Mechanics, and Computer-Aided Drafting with the development of new certificate programs warrants a status of CONTINUATION. The team also commends the program's proactive efforts to launch and boost training opportunities for individuals with autism so that they may gain the skills they need to enter into and gain employment in the field.

1. Purpose of this Program: Meets Does Not Meet

Efficacy Team Analysis and Feedback:

The department provides information regarding the purpose of the program articulated in a well-developed mission statement.

Efficacy Team Recommendations to Address Does Not Meets (if applicable):

Though the program meets the standard, for clarity, the team recommends that future reports be submitted in final format without tracked changes, as this made reading the report a bit confusing throughout.

2. Demand for this Program: Meets Does Not Meet

Efficacy Team Analysis and Feedback:

The program updates labor market data and gives information on opportunities for growth for Machinist Tech., Maintenance Mechanics, and CAD. Regional data demonstrate a growing need for all three fields, supporting the programs' efforts to expand curriculum, certificates, and enrollment. For example, on average, there are on average 16 regional credentials awarded annually for a field (machinist tech.) with 897 annual openings. Many classes are cancelled, though, due to low enrollment, delaying or preventing students' ability to earn certificates.

Efficacy Team Recommendations to Address Does Not Meets (if applicable):

Again, though this did not affect the overall rating in this category, the team recommends the program identify clearly in future reports the exact fields in which their students are employed, perhaps with a statement of "Students in this program have the ability to enter the following career fields:..."

3. Quality of this Program: Meets Does Not Meet

Efficacy Team Analysis and Feedback:

The program provides information regarding the national standards utilized to develop and assess credentials curriculum in the field. Partnerships with external entities are discussed with regard to their role in expanding the breadth and depth of the program to improve upon students' experience and learning.

The program recognizes that, though average success rates fall between 66% and 100%, more work needs to be done in terms of analyzing why some courses experience lower-than-program success rates and SLO attainment/mastery averages.

Efficacy Team Recommendations to Address Does Not Meets (if applicable):

4. External Issues: Meets Does Not Meet

Efficacy Team Analysis and Feedback:

The program discusses external factors that have impact on the program, from changes in technology that require curricular updates or new pieces of equipment, to loss of enrollment due to students being hired away from the program as soon as they've gained enough skills to do so. Issues identified as negatively impacting the program include competitor programs (i.e., INTech), the need for additional faculty, lack of funds, and low enrollment.

Efficacy Team Recommendations to Address Does Not Meets (if applicable):

5. Cost of this Program: Meets Does Not Meet

Efficacy Team Analysis and Feedback:

The program discusses FTES and the latest EMP report. Funding has been and remains a challenge, as general fund and Perkins allocations have not been enough to cover the substantial machine and technology upgrades necessary to keep the program and curriculum up-to-date for industry needs.

Efficacy Team Recommendations to Address Does Not Meets (if applicable):

6. Two-Year Plan: Meets Does Not Meet

Efficacy Team Analysis and Feedback:

To address some of the challenges identified in the rest of the report, the program provides a four-step plan for moving forward. This plan includes strengthening partnerships with industry leaders, identifying and developing new and increased funding sources, advocating for the hiring of additional faculty/staff, and increasing outreach to K-12 students in hopes of increasing enrollment.

Efficacy Team Recommendations to Address Does Not Meets (if applicable):

Program Efficacy Report Spring 2020—Conditional Reporting (from Spring 2018 efficacy review)

Name of Department: Admissions & Records

Efficacy Team: Paula Ferri-Milligan, Carol Jones, Sandra Moore

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

The Admissions & Records Office provides crucial services for students. The department shows a service pattern that meets the students’ needs. The department makes communication a priority--with students, staff, the community, faculty, and administrators. The department impacts the culture and climate of the campus by supporting on campus organizations. The department promotes currency in their areas by ensuring that staff is able to participate in professional development activities. For example, the entire department attends the annual A & R Region Workshop, sends a team to the California Association of Community College Registrar and Admissions Officers conference annually, evaluators attend the Annual Region 9 Evaluators meeting and College Source Conference, and various members attend the CSEA conference. The department defines and measures satisfaction and productivity through concurrent enrollment, late add petition, and number of readmission by status, and degrees and certificates earned. The department provides a brief analysis of the data in these areas. The department cites two challenges--lack of staff and front counter working conditions. In each case, the department proposes solutions. The department meets the criteria in that they have evaluated the physical environment and presents evidence to support the evaluation.

The team has identified areas that the department needs to address:

Because this office is central to students and the services they receive across the campus, limiting the analysis to only graduation data is not sufficient. The department does state that it will work with TESS in order to develop a way to track student data. This will allow the department to identify student needs and help in future planning--needs assessment--staffing, etc.

An analysis of the fluctuations in the service success data is needed in order to guide the department in its planning.

The SAO data collection is out of date. The department states that it has “not been consistent with collecting data or distributing student surveys.” The previous efficacy report stated that the department had “yet to strike upon the service area outcome to describe their commitment to student services.” Although there are plans in place, the SAO issue is not resolved at this time. The department is working with the Dean of Research and Planning on the surveys, and it plans to collect data through the surveys on a more regularly basis. The department mentions that a survey will be in place by fall 2018. The department needs to establish a regular cycle for SAO evaluation.

The department does not address other services or productivity in other areas--status of department compared to departments at other colleges, time to respond to student requests, time to respond to complaints, employee satisfaction/staff morale surveys, etc. This type of data is important to consider in a service area that makes contact with all students. This would also guide the department in its needs requests for growth.

The EMP was updated from the previous efficacy report; however, the update occurred on the previous form, so required EMP information was not addressed--progress from last year’s action plan and SAOs/SLOs/PLOs. The EMP needs to be updated and submitted to Institutional Research and Planning.

Part I: Questions Related to Strategic Initiative: Increase Access

	Does Not Meet	Meets	Exceeds
Demographics	The program <u>does not provide</u> an appropriate analysis regarding identified differences in the program’s population compared to that of the general population.	The program <u>provides an analysis</u> of the demographic data and provides an interpretation in response to any identified variance. The program <u>discusses the plans or activities</u> that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program’s analysis and plan <u>demonstrates a need</u> for increased resources.
Pattern of Service	The program’s pattern of service is <u>not related to the needs of students.</u>	The <u>program provides</u> evidence that the pattern of service or instruction meets student needs. The program <u>discusses the plans or activities</u> that are in place to meet a broad range of needs.	In addition to the meets criteria, the program <u>demonstrates that the pattern of service needs to be extended.</u>

Does Not Meet **Meets** **Exceeds**

Efficacy Team Analysis and Feedback:

Demographics: The department does not have a current tracking system for the students who are served, and uses graduation data to analyze against the campus demographics. The department reports graduation data to address demographics.

Because this office is central to students and the services they receive across the campus, limiting the analysis to only graduation data is not sufficient. The department does state that it will work with TESS in order to develop a way to track student data. This will allow the department to identify student needs and help in future planning--needs assessment--staffing, etc.

Response:

The Admissions and Records office is still working on the implementation of an effective tracking system. Based on the feedback we have received from the Q-less setup team we should officially have Q-less installed by the end of spring 2020. As we continue to develop way to best serve out student population, below is the demographics of the students enrolled. Although Admissions and Records doesn’t have an Outreach and Recruitment position, we increase access by assisting the Outreach program with recruitment efforts by facilitating admission application workshops and registration workshops.

Student enrollment status Summary report:

	Annual 2017-2018	Annual 2017-2018	Annual 2018-2019	Annual 2018-2019
	Student Count	Student Count (%)	Student Count	Student Count (%)
San Bernardino Total	19,290	100.00 %	19,308	100.00 %
Female	11,086	57.47 %	11,223	58.13 %
Male	8,146	42.23 %	8,031	41.59 %
Unknown	58	0.30 %	54	0.28 %

	Annual 2017-2018	Annual 2017-2018	Annual 2018-2019	Annual 2018-2019
	Student Count	Student Count (%)	Student Count	Student Count (%)
San Bernardino Total	19,290	100.00 %	19,308	100.00 %
19 or Less	4,523	23.45 %	4,935	25.56 %
20 to 24	6,323	32.78 %	5,989	31.02 %
25 to 29	3,634	18.84 %	3,487	18.06 %
30 to 34	1,872	9.70 %	1,904	9.86 %
35 to 39	1,082	5.61 %	1,147	5.94 %
40 to 49	1,128	5.85 %	1,135	5.88 %
50 +	728	3.77 %	711	3.68 %

	Annual 2017-2018	Annual 2017-2018	Annual 2018-2019	Annual 2018-2019
	Student Count	Student Count (%)	Student Count	Student Count (%)
San Bernardino Total	19,290	100.00 %	19,308	100.00 %
African-American	2,361	12.24 %	2,246	11.63 %
American Indian/Alaskan Native	38	0.20 %	33	0.17 %
Asian	652	3.38 %	675	3.50 %
Filipino	231	1.20 %	238	1.23 %
Hispanic	12,733	66.01 %	12,907	66.85 %
Multi-Ethnicity	694	3.60 %	696	3.60 %
Pacific Islander	42	0.22 %	39	0.20 %
Unknown	69	0.36 %	79	0.41 %
White Non-Hispanic	2,470	12.80 %	2,395	12.40 %

As the office is central to many, if not all students we assist with a variety of efforts to increase enrollment such as:

- High schools dual enrollment
- Generation Go program
- Assisted in the implementation of the College Promise program

Since the implementation of not dropping students for non-payment in spring 2017, students with outstanding balances have increased dramatically. Prior to spring 2017 students with an outstanding balance on average was about 10 students with a balance that totaled \$722.50 (example below is from spring 2016).

Parameters: SBVC | 2016SP |

12018 Students, 10 with Balance Due \$722.50

After spring 2017 the approximately 1300 students now have an outstanding balance with a total \$298,637.96 (example below is from fall 2018).

Parameters: SBVC | 2018FA | VDEREG |

12825 Students, 1309 with Balance Due \$298,637.96

Due to the increase in balance the number of fiscal disputes have increased. We have seen over 75 petitions in the last year of students requesting to have their balance adjusted. Students that can show proof of non-attendance we will adjust their fees and remove the \$46 per unit enrollment fee, which allows students to enroll in future terms.

We also worked jointly with TESS to program the WebAdvisor system to allow partial payments. This opens access to students that otherwise cannot afford to pay the full balance at one time and once the students balance is below \$200 they are eligible to register for the next term.

Above outlines some of the efforts Admissions and Records puts forth to help the campus community increase enrollment and retain students.

Pattern of Service: The department shows a service pattern that meets the needs of students. The department is open during the day--five days a week--and is open two evenings each week until 7:00--Tuesday and Wednesday--in order to accommodate evening students. The department offers additional hours during the first two weeks of classes--extending Monday through Thursday hours into the evening and opening on Saturday. During summer session when the campus is closed on Friday, the department remains open from 8-5:30. In addition, processes have been made available online for students (admission application, transcript request, enrollment verifications, and registration/payment), further accommodating student needs. The department also works closely with staff from local feeder high schools to offer offsite admissions and registration workshops.

Part II: Questions Related to Strategic Initiative: Promote Student Success

	Does Not Meet	Meets	Exceeds
Data/Analysis demonstrating achievement of instructional or service success	Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes	Program <u>has not demonstrated</u> that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes	Program <u>has demonstrated</u> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs)	In addition to the meets criteria, the program <u>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) into its planning, made appropriate</u>

	<p>(SLOs) based on the plans of the program since their last program efficacy.</p> <p>Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is missing or incomplete.</p>	<p>and/or Student Learning Outcomes (SLOs).</p>	<p><u>adjustments, and is prepared for growth.</u></p>
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Does Not Meet **Meets** **Exceeds**

Efficacy Team Analysis and Feedback:

Data/Analysis demonstrating achievement of instructional or service success: The department presents data regarding degrees and certificates earned, number of readmission by status, number of graduates, academic exception petitions, late add petitions, enrollment status (from EMP and included within the report). The department's narrative states the services that it offers, but it does not present an analysis of the data. An analysis of the fluctuations in the service success data is needed in order to guide the department in its planning. For example, the department cites in its action plan that it wants to reduce the number of late add petitions that are processed per term. This can only be accomplished through an analysis of the factors that are contributing to the high number.

Response: The goal as a department is to create a clear and concise process to all student's introduction to the college environment. We want to make sure students are successful in registering for class during their priority dates.

We also want to assure student's degrees and certificates/transfer certificates are notated in a timely manner, to allow a smooth transition into their career field or transfer institution.

The below numbers demonstrate the number of students that applied to the college from 08/10/2017-5/30/2018 and the number of students that completed the online orientation for the same time frame. Those dates were selected to describe the number of applications the college received specifically between the fall 2017 and spring 2018 terms. There's always an overlap from term to term while applications are open.

Application Numbers

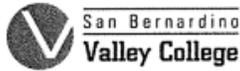
Orientation Numbers

Term applied	<u>Number of applications</u>	<u>Orientations completed</u>	<u>Number of Orientations</u>
Fall 2017	3198	Fall 2017	2695
Spring 2018	9078	Spring 2018	4719
Summer 2018	4541	summer 2018	2826
Total	16817	Total	10240

Note: * the data above could have duplicate applicants from one term to the next is students submitted applications for each term.

Comparing the data above, there are approximately 6000 applicants that did not move forward in the matriculation process. We understand there are a number of factors that may have prevented them

from moving forward however, in order to be more proactive we have made updates to our welcome letter to students. The letter clearly outlines next steps with active links, to Online orientation, guided self-placement, counseling appointments and WebAdvisor. The letter has been updated to also include supportive Student service resources. Copy of updated letter below:



Homer J. Simpson
SBVC ID# 0111121
Student E-mail Address: h.simpson1121@student.sbccd.edu

Dear Homer,

Congratulations, you have been accepted to San Bernardino Valley College!

We are very excited that you have chosen our college to achieve your academic and personal goals. We want to ensure that your experience here is rewarding, challenging, exciting and successful at every level of your educational path. Above, please find and keep a record of your student identification number and your student email address (all future correspondence will be sent to this email address). In order to assist you in your success, we have outlined next steps for you to follow:

Login to webadvisor using the login information in the box below

- **STEP 1 - Orientation:** Begin your Online Orientation. (login to webadvisor)
- **STEP 2 – Assessment:** Schedule your Guided Self Placement after completing Online Orientation. (Certificate of Completion for Orientation will be required for testing.)
- **STEP 3 - Counseling:** Schedule an appointment with a counselor to complete your Academic Education Plan. Visit **ADSS102** or call **(909) 384-4404** (Orientation and Guided Self Placement must be completed prior to appointment.)
- **STEP 4 - Registration:** Register for classes on your WebAdvisor portal.
Your registration date will be assigned soon. Please see our Admissions Policy regarding enrollment priority.
- **Contact:** Contact these campus resources immediately for additional support to ensure success:
 - Financial Aid -ADSS 106
 - Extended Opportunity Programs & Services (EOPS) – ADSS 202
 - Veterans Resource Center – CC 133
 - Disabled Student Programs and Services (DSPS) – ADSS 105
 - Foster Youth Services – LA 128
 - Student Health Services – Bungalow behind football field scoreboard
 - Dreamer Resource Center – LA 121
 - You may visit the WebAdvisor Portal any time to take care of academic tasks such as registering for new classes, tracking your academic progress and communicating with instructors online.

****Veterans, Foster Youth, and International Students will receive important information in an additional follow up e-mail.****

USERNAME:	h.simpson1121
INITIAL PASSWORD:	Temp followed by your birthdate in MMDDYY format EX. – Temp010188 (Only the letter "T" must be capitalized)

You will be prompted to create a new password upon first log-in. If forgotten, you may reset your password using [Forgot Password](#) feature.

Note: Your Student E-Mail address will be activated AFTER you have successfully logged in to WebAdvisor.

For the registration process we communicate via email priority dates with the Counselors and programs, that in turn communicate with their students and plan student schedules accordingly. We

also post registration in WebAdvisor 3-4 weeks before priority registration begins. We are still analyzing data to determine whether students utilize their priority registration dates. As you will see below the new form has spaces for students to list multiple degree or certificates.

In evaluating the graduation process we found that most students apply and graduate with multiple degrees. Therefore we have created 2 new graduation applications that will be fully implemented fall 2020 (see drafts below).

Draft



San Bernardino
Valley College

AD/SS 100
701 S. Mt. Vernon Ave.
San Bernardino, CA 92410
(909) 384-4400
valleycollege.edu

Admissions & Records Office
Student Services

Application for Degree

DIPLOMA NAME: The name on your diploma will appear EXACTLY as it appears on your SBVC transcript. To change your name, obtain and submit the Student Change of Information Form in-person at the Admissions Office.

Last Name _____		First Name _____		MI _____
SBVC ID# _____		Date of Birth _____		
Street Address _____		City _____	State _____	Zip _____
Student Email Only _____				
Area Code/Telephone# _____		Other names used at SBVC _____		

Please check all that apply. Documentation not submitted may delay petition for graduation processing.

- In-progress registration from other colleges (attached) Test scores (e.g. AP, IB, CLEP)
 Official transcripts from other colleges Modification of Major Form

To receive credit for courses taken at other colleges or universities you must submit official transcripts to the Admissions and Records Office. Only transcripts mailed directly from each college listed will be considered official. Contact the Admissions & Records Office at (909) 384-4401 to verify transcripts have been received.

List any other colleges attended below:

Commencement Ceremony information can be found on the SBVC website.

Petition submitted for year 20 _____ (check one)

- Fall (Deadline Oct. 1st) Spring (Deadline March 1st) Summer (Deadline July 1st)

When a deadline falls on a Saturday or Sunday, the filing period will be extended to the following Monday.

I am applying for (check all that apply):

Associates Degree

Major(s): _____	Major(s): _____

This is not an option to select.

Select Graduation Plan below. Catalog Year Used _____.

University Studies and Associates for Transfer degrees require full certification in either CSUGE or IGETC

IGETC CSU Certificate of Achievement. This is Option 1a.

Re-order IGETC UC Certificate of Achievement: Option 1a. (Students who have completed 2yrs foreign language in high school must submit official high school transcript.)

Re-order CSU General Education Certificate of Achievement: Option 1b.

Re-order SBVC General Associate Degree: Option #2

Student Signature _____ Date _____

*** RESPONSE TO THIS PETITION WILL BE SENT TO YOUR SBVC EMAIL ACCOUNT ***

Counselor Signature _____ Checked by Counselor (Signature) _____ Date _____	A&R OFFICE USE Eligible Status _____ Date Notified _____ SGRD _____
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. Lastly, we promote student success as we have processed and entered over 300 waivers/exemptions, pre-requisite clearance and challenge forms as it relates to the implementation of the guided self-placement summer 2019.

Services Area Outcomes and/or Student Learning Outcomes: The department identifies one SAO. Data is collected through student surveys although the department states that the collection of data through the surveys has not been consistent. The overall rating for the online add/drop process was 98% and 90% of students surveyed have logged on to their student email account. The department provides an analysis of the low (47%) rating of students who said that they know and understand how to order transcripts. It is planning to communicate with students about the processes more often through Facebook and Instagram.

The SAO data collection is out of date. The department states that it has “not been consistent with collecting data or distributing student surveys.” The previous efficacy report stated that the department had “yet to strike upon the service area outcome to describe their commitment to student services.” Although there are plans in place, the SAO issue is not resolved at this time.

The department is working with the Dean of Research and Planning on the surveys, and it plans to collect data through the surveys on a more regularly basis. The department mentions that a survey will be in place by fall 2018. The department needs to establish a regular cycle for SAO evaluation.

Response: While evaluating the achievement of service success, we determined that our last SAO statement is outdated and doesn't address current trends. Some of the services/process we changed.

Program SAO Summary Evaluation Form

Division/Program: Admissions & Records Semester Evaluated: Spring 2019 Next Evaluation: Spring 2020		Lead Evaluator: April Dale-Carter Participants: Veada Benjamin, Sylvia Romo, Julie Ulloa
Service Area Outcome Statement		Students will become more self-sufficient with completing the matriculation process after receiving the welcome email.
Strategic Initiatives aligned with the SAO.		<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input checked="" type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input type="checkbox"/> Effective Evaluation and Accountability
SAO Assessment Tool		Evaluating the number of students applied to the number of students that complete the online orientation
Criteria – What is “good enough”? Rubric		Rubric criteria are based on 85% criteria satisfaction rating.
What are the results of the assessment? Are the results satisfactory?		Based on the data collected for Fall 2017 and spring 2018 and summer 2018. The data shows that more students apply to the college than those that actually move forward and complete the online orientation.
Were trends evident in the outcomes? Are there gaps?		Not fully evaluated. Based on the data we can see that there are approximately 6000 students that did not complete the online orientation. We know and understand there are a variety of factors that discourages students from completing the process...family obligations, jobs, not understanding the process, etc

What content, structure, strategies might improve outcomes?	We have modified the welcome letter in an attempt to outline the matriculation process in a clear and concise manner. Realizing that some of the other factors that prevent students from completing the matriculation process it out of our control.
Will you change evaluation and/or assessment method and or criteria?	Yes we are considering other methods to evaluate why students do not complete the matriculation process. In collaboration with the On Board team we are looking into this.
Evidence of Dialogue (Attach representative samples of evidence)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input type="checkbox"/> Staff Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SAOs) See spreadsheet below on numbers collected from our CCC apply system and the CCCCCO data mart.
Will you rewrite the SAOs	No.
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services <input checked="" type="checkbox"/> Program Planning /Student Success The results will be used to improve our student online programs.

Please note: We are looking to have 2 statements by spring 2021. The additional statement will look at the trends of students utilizing their priority registration. The Student Services Division as a whole is working on evaluating their SAO in the 2020/21 school year.

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

	Does Not Meet	Meets	Exceeds
Communication	The program <u>does not identify</u> data that demonstrates communication with college and community.	The program <u>identifies</u> data that demonstrates communication with college and community.	In addition to the meets criteria, the program <u>describes</u> plans for extending communication with college and community and provides data or research that <u>demonstrates</u> the need for additional resources.
Culture & Climate	The program <u>does not identify</u> its impact on culture and climate or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> its impact on culture and climate. Program <u>addresses</u> how this impacts planning.	In addition to the meets criteria, the program provides data or research that <u>demonstrates</u> the need for additional resources.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Communication: The department indicates the ways that it communicates with other college departments, area high schools, faculty, and current students. The department is represented at Student Service and Instructional Joint Cabinet meeting, among other campus meetings, and through those interactions, the department solicits feedback/input from other programs in order to identify its impact to the campus. It meets with high schools from San Bernardino, Rialto, and Colton school districts. It communicates admission and records process to faculty. And it communicates with current students through emails.

Culture & Climate: The department impacts the culture and climate of the campus by supporting on campus organizations and staff fundraisers--Latino Faculty and Staff. Administrator Association, Black Faculty and Staff--and participating in campus events--New Student Welcome Day, High School Senior Day, Welcome Back Week, etc. External and internal partnerships as cited--local unified school districts, Sheriff's Academy, Amazon, County Housing Authority, Valley Bound, First-Year Experience, Student Athletes, STAR, etc. The department plans to continue to participate in campus outreach and in-reach programs.

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

	Does Not Meet	Meets	Exceeds
Professional Development	The program <u>does not identify</u> currency in professional development activities.	Program <u>identifies current avenues</u> for professional development.	In addition to the meets criteria, the program shows that professional development has <u>impacted/expanded</u> the program and <u>demonstrates</u> that the program is positioning itself for growth.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The entire department attends the annual A & R Region Workshop, sends a team to the California Association of Community College Registrar and Admissions Officers conference annually, evaluators attend the Annual Region 9 Evaluators meeting and College Source Conference, and various members attend the CSEA conference. Other professional organizations that were cited by the department include CACCRAO, Black Faculty and Staff Association, Latino Faculty and Staff Association, Administrator Association, CSEA, Classified Senate, Veteran organizations. The department collaborated with two other colleges and presented at the Veteran Summit.

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program <u>does not have</u> a mission/ statement of purpose, or it <u>does not clearly link</u> with the institutional mission.	The program <u>has</u> a mission/statement of purpose, and it <u>links</u> clearly with the institutional mission.	
Productivity	The data <u>does not show</u> an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data <u>shows</u> the program is productive at an acceptable level.	The program demonstrates that it is highly productive and is positioning itself for growth.

Relevance, Currency, Articulation	<p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p><u>Out of date course(s) that were not launched into CurricUNET by Oct. 1, 2017 may result in an overall recommendation no higher than Conditional.</u></p>	<p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p>	<p>In addition to the meets criteria, the program discusses plans to enhance current offerings that link to student/community needs and positions the program for growth.</p>
Challenges	<p>The program does not incorporate weaknesses and challenges into planning.</p>	<p>The program incorporates weaknesses and challenges into planning.</p>	<p>The program incorporates weaknesses and challenges into planning that demonstrate the need for expansion.</p>

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Mission: The mission addresses the college mission by providing services to a diverse community of learners that assist in the preparation of students to achieve their educational goals.

Productivity: The department defines and measures satisfaction and productivity through concurrent enrollment, late add petition, and number of readmission by status, and degrees and certificates earned. The department provides a brief analysis of the data in these areas.

The department does not address other services or productivity in other areas--status of department compared to departments at other colleges, time to respond to student requests, time to respond to complaints, employee satisfaction/staff morale surveys, etc. This type of data is important to consider in a service area that makes contact with all students. This would also guide the department in its needs requests for growth.

Relevance, Currency, Articulation: The only area here that is applicable is currency. The department states that the catalog is accurate for Admissions & Records information. It reviews the catalog in order to make any necessary updates.

Challenges: The department cites two challenges--lack of staff and front counter working conditions. In each case, the department proposes solutions. The lack of staffing relates directly to the concurrent enrollment processes. The department is working on streamlining this process, so staff is not pulled away from other duties in order to accommodate the concurrent enrollment students. The department also has a safety concern at the front counter--people reaching over the counter to take money and health problems of staff because of counter height. The department had the District Ergonomic team that has assisted with beginning to solve the health issues. The department is also requiring staff to "drop" money more often so that possible cash theft by the public is minimized. The security issue is important and should continue to be addressed in future plans/goals.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

	Does Not Meet	Meets	Exceeds
Facilities	The program <u>does not provide an evaluation</u> that addresses the sustainability of the physical environment for its programs.	Program <u>provides an evaluation</u> of the physical environment for its programs and <u>presents evidence</u> to support the evaluation.	In addition to the meets criteria, the program has <u>developed a plan</u> for obtaining or utilizing additional facilities for program growth.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The department meets the criteria in that they have evaluated the physical environment and presents evidence to support the evaluation. The department discusses the use of technology--the evaluation webpage being updated to facilitate the increase in Nursing student applicants. Although transcripts can be ordered online, they are still processed by hand in the office. The department is planning to partner with Credential solutions on their "transcript send feature." The department is continuing to make changes to its lobby in the attempt to make it less "confusing" for students. Although there are no plans to make structural changes, the department is researching the Q-Less system that "allows customers to wait in a virtual line rather than a physical line."

VII: Previous Does Not Meets Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The previous efficacy report stated that the department had "yet to strike upon the service area outcome to describe their commitment to student services." The department is currently working with the Dean of Research and Planning to "address these concerns in the near future." The department mentions that a survey will be in place by fall 2018. Although there are plans in place, the SAO issue is not resolved at this time.

Response: We believe at this time the SAO has been addressed. Although we did not keep our original statement from 2016, we have moved forward with a new statement that we determined is more

relatable to the new initiatives regarding getting students to their goals quicker. We have made changes to our process and some forms to become more student centered.

**Career Education Program Two-Year Review
Team Efficacy Report
Spring 2019**

Name of Department: Accounting

Efficacy Team: D. Algattas, J. Lamore, T. Heibel

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

Though given data on success, retention and other measures available from the program's last available EMP (no current one was submitted to the committee) suggest the Accounting program might be operating adequately, the report presented does not support such an assessment. Basic info and analysis are missing throughout. The most serious issues are as follows:

- Lack of LMI labor market data or analysis
- No plan exploring drop in success, retention, or number of certificates/degrees awarded
- Absence of information on compliance with external issues
- No analysis of WSCH
- No evidence of planning
- Key department curriculum will be overdue for content review by the end of spring 2019

Particularly troubling is that the department seems to not improve processes to insure previous problems do not recur – the lack of productivity data and analysis and the expired curriculum are problems the department has had to remedy before.

1. Purpose of this Program: Meets Does Not Meet

Efficacy Team Response:

The Program adequately discusses purpose and general mission.

2. Demand for this Program: Meets Does Not Meet

Efficacy Team Response:

The program notes that advisory board is satisfied that students are prepared for entry-level accounting jobs. In addition, they note classes fill well (though there is no specific data, like FTES) and that online classes fill quickly. FTES info is provided in next area, though in that context, it is less relevant.

However, the program does not discuss or analyze a number of aspects of their program which would seem basic to establish demand. Though the students seem prepared for entry-level jobs, there is no mention or analysis of parallel success for

students who transfer. Additionally, CTE programs generally cite labor market data as a basic way to quantify external demand – that data is not included. Job market info is provided in next section (though from a non-traditional source – US News website – LMI is the standard) and thus is somewhat out of context.

Finally, info on the faculty was not relevant in this category. It is better suited for the following “Quality” section.

RESPONSE:

According to LMI data (March 2019) from the Inland Empire/Desert Regional Consortium for Inland Empire and Desert Community Colleges, employment for the accounting occupational group is expecting to increase by 4% between 2017 and 2022 in the Inland Empire/Desert Region. A total of 11,184 accounting job openings will be available over the five-year timeframe. The entry-level wage for each of the occupations in the accounting occupational group is above the MIT Living Wage estimate of \$12.39 per hour for a single adult living in the Inland Empire/Desert Region. There appears to be an opportunity for program growth based on the average annual number of program completions for the selected community college program in the region (227 community college credentials, 6 other educational institution credentials, 233 total) and the annual openings for the accounting occupational group in the local region (2,237 annual job openings).

Our online enrollment continues to be strong, showing 3% increases from 2016-17 (64%) to 2017-18 (67%). We experienced a 10% increase in FTES while offering the same number of course. We had a 31% decrease in degrees and a 27% increase in Certificates from 2016-17 to 2017-18. Yet, from 2017-18 to 2018-19, degrees rose 16% and certificates declined 25%. Over the 5 year period from 2014-15 to 2018-19, however, degree attainment continues to outpace certificates on average of 40.4 to 21.4 respectively.

We will continue to promote and make aware to our students the benefits of obtaining the degrees/certificates and update our program and offerings informed by current analytics.

3. Quality of this Program: Meets Does Not Meet

Efficacy Team Response:

The program notes the qualifications of its faculty, but does not provide any of the other markers of program quality one might expect, nor does it effectively analyze the quality concerns in the data they present. The success and retention numbers are slightly lower, which might not be of concern, but the department explanation seems little better than a hunch, which is unsupported by any evidence. The drop in certificates and degrees awarded is also not explained with evidence. The unsupported explanations suggest the department is not planning to investigate the issues by gathering data or formulating a plan. Advisory board input on curriculum would have been useful to note as well as any partnerships the program maintains.

RESPONSE:

We have two full-time faculties, both are Certified Public Accountants with masters degrees. Our 5 adjunct faculties are also well qualified possessing CPA, MBA, MSA and extensive experiences in the accounting related field.

To accommodate our students' needs, we continue to offer classes with traditional face-to-face lectures, online, and hybrid formats. We have two focus courses (ACCT 200 & 201), which are the required courses for all business majors (bachelor's degree/4-year universities). Both ACCT 200 and 201 are transferrable to UC/CSU.

To accommodate students' needs, the Tutoring Center (TC) offers free tutoring for students in all levels of accounting and bookkeeping courses. Students can receive free accounting tutoring Monday through Thursday, 11AM-8PM, in the Liberal Arts building room 206.

We continue to offer Accounting AA Degree, Accounting Certificate and Bookkeeping Certificate.

The curriculum of Accounting AA Degree Certificate has been modified/updated and approved by the curriculum committee on 10/22/2018 (Chancellors office approval on 03/25/2019).

The curriculum of Accounting Certificate has been modified/updated and approved by the curriculum committee on 10/22/2018 (Chancellors office approval on 03/25/2019).

The curriculum of Bookkeeping Certificate has been modified/updated and approved by the curriculum committee on 12/09/2019 (Board of Trustee approval on 02/13/2020).

4. External Issues: Meets Does Not Meet

Efficacy Team Response:

The program states they comply with all regulations and mandates, but does not specify what those are or how they comply. There are numerous accounting association datasets that could be explored (licensing, hiring, and other certification-related data), as well as local, regional, state, and federal certification and hiring trends. This is another area in which advisory committee input could be incorporated. The CPA exam and California Board of Accountancy standards are important to this discipline, but no info on those is provided or how the program complies with requirements. Perhaps there have been pedagogical changes in teaching accounting to discuss. There is no evidence to support the contention that this program is aware of any external issues bearing on their discipline.

RESPONSE:

The recent changes made in the education requirements for the California Uniform CPA exam attributes to some degree why students are taking more accounting courses. We have seen students coming back to take more accounting courses in order to satisfy the new CPA exam requirements. The new rule requires a CPA exam candidate to hold a baccalaureate degree or higher with 150 total semester

units. Per California Board of Accountancy (CBA) Regulations section 9.2(b), a CPA exam candidate also needs to have 24 semester units in accounting subjects specifically related to the subjects of Accounting, Financial Reporting, Auditing, Financial Statement Analysis, External or Internal Reporting, Taxation, Attestation, Bookkeeping, Cost (Cost Analysis, Costing), Peachtree and QuickBooks.

We have found that all 6 courses currently offered in Accounting Department satisfy these new CPA exam requirements:

- (1) Accounting (ACCT 200 & ACCT 201)
- (2) Financial Reporting (ACCT 200)
- (3) Auditing
- (4) Financial Statement Analysis (ACCT 200 & ACCT 201)
- (5) External or Internal Reporting (ACCT 200 & ACCT 201)
- (6) Taxation (ACCT 030)
- (7) Attestation
- (8) Bookkeeping (ACCT 010)
- (9) Cost, Cost Analysis & Costing (ACCT 201)
- (10) Peachtree
- (11) QuickBooks (ACCT 047)

5. Cost of this Program: Meets Does Not Meet

Efficacy Team Response:

The program notes their software cost is covered adequately, but no details are given.

RESPONSE:

Historically, the Accounting Department has subscribed to Quick Books software, which carried an annual fee. As of 2019, however, this software is now free of charge. Thus, the department's software costs are minimal.

With regard to the cost of the program, or cost-efficiency as illustrated in WSCH/FTEF, the metric has fluctuated, as it is sensitive to running classes that are significantly below cap. From 2014-15 to 2018-19, WSCH/FTEF were 513, 435, 406, 441 and 437 respectively. From 2014-15 to 2016-17, WSCH/FTEF declined 21%, where the College's focus was on increasing overall FTES, a byproduct being low enrolled courses. Such a policy is detrimental to a department's cost. From 2016-17 to 2017-18, however, WSCH/FTEF increased by 9%. While the number of sections offered for these years were the same (42), the course enrollment increased, which accounts for the increase in cost-efficiency. In 2018-19, WSCH/FTEF declined less than 1% from the previous year (2017-18), even though duplicated enrollment declined by 14.7%, and classes were cut. Based on current EIS data, Fall 2019 and Spring 2020 WSCH/FTEF is 505 and 481, respectively. The average, 493, represents a 13% increase in cost-efficiency from the previous year, 2018-19. We anticipate that our cost-efficiency will continue to improve, as greater focus and scrutiny is given to enrollment management and instructional efficiency.

6. Two-Year Plan: Meets Does Not Meet

Efficacy Team Response:

With the exception of noting they will need to hire adjuncts in the event full-time faculty retire and buying software as needed (without specific strategies for either), the program does not seem to have plans. Even in a document as superficial as the program's report, there are issues noted that require plans: the drop in certificates and degrees needs to be understood and addressed, the retention and success data should be considered, the online offerings might need to be expanded given the demand, the need to create a process to insure their curriculum stays current, etc.

RESPONSE:

Currently, the department is in the process of updating/revising the accounting program information on SBVC's website. The goal is to present our program in a more clear and attractive way to make our prospective students better understand what they can achieve after completing the accounting program, either in their future career or in pursuing degrees in 4-year universities.

According to the Bureau of Labor and Statistics (www.bls.gov), entry-level bookkeeping, accounting, and auditing clerk jobs requiring no degree and/or minimal college credits will experience a 4% decline over the years 2018-2028. The job outlook for accountants & auditors requiring a 4-yr degree during this same period will experience a 6% growth, which is representative of average growth rates. Recent accountant job analytics from Emsi, a labor market data company, reveal that from September 2016 to September 2019, unique job postings in Riverside, San Bernardino and Ontario for accountants requiring an associate degree was 137, compared to 2099 job postings requiring a bachelor's degree. While the Accounting department offers an AA degree, current research suggests that offering an AS-T degree would be beneficial to students, as it would better support their transitioning to a 4-year educational institution. Thus, the department will begin developing an AS-T degree in Accounting.

Additionally, the department is growing our adjunct pool, as we anticipate faculty retirement and attrition of part-time faculty. Presently, the department has 2 full-time faculty and 5 adjunct. Experiencing either a full-time and/or part-time attrition, the department would be challenged in offering the current level of courses.

7. Progress on Previous Does Not Meets: Meets Does Not Meet

Efficacy Team Response:

The program notes briefly that they have updated courses and SLOs (the SLOs were dropped into the document), which is one Does Not Meet from previous efficacy document. However, it should be noted that the program is in imminent danger of repeating that fault, as ACCT 200 and 201 will pass their 6 year content review deadline on 5/13/19. These courses not being current is particularly problematic since the program notes in their past efficacy document that these two courses are critical to their students in preparing for the CPA exam. Neither of these courses appear to be in the process of revision in *CurricuNet* as of the writing of this document.

Productivity was also a Does Not Meet in the previous efficacy document. The current report includes no specific information on key productivity measures, such as WSCH, enrollment, and degrees and certificates awarded.

RESPONSE:

All of the course curriculums have been revised in 2018 and they were approved by the curriculum committee either in late 2018 or in early 2019.

We have also updated the curriculums for the Accounting AA Degree Major, Accounting Certificate and Bookkeeping Certificate. They were approved by the curriculum committee either in late 2018 or in late 2019.

ACCT 200 -

Board of Trustees: 02/13/2020

Curriculum Approval: 12/09/2019

Chancellors Office Approval: 02/03/2020

ACCT 201 -

Board of Trustees: 02/13/2020

Curriculum Approval: 12/09/2019

Chancellors Office Approval: 02/03/2020

ACCT 010 -

Board of Trustees: 12/13/2018

Curriculum Approval: 10/22/2018

Chancellors Office Approval: 07/02/2018

ACCT 030 -

Board of Trustees: 12/13/2018

Curriculum Approval: 10/22/2018

Chancellors Office Approval: 01/10/2019

ACCT 047 -

Board of Trustees: 12/13/2018

Curriculum Approval: 10/22/2018

Chancellors Office Approval: 07/02/2018

ACCT 090 -

Board of Trustees: 12/13/2018

Curriculum Approval: 10/22/2018

Chancellors Office Approval: 01/10/2019

Accounting AA Degree Major -

Board of Trustees: 12/13/2018

Curriculum Approval: 10/22/2018

Chancellors Office Approval: 03/25/2019

Accounting Certificate –

Board of Trustees: 12/13/2018
Curriculum Approval: 10/22/2018
Chancellors Office Approval: 03/25/2019

Bookkeeping Certificate -
Board of Trustees: 02/13/2020
Curriculum Approval: 12/09/2019
Chancellors Office Approval: N/A

Program Efficacy Team Report (Instruction)

2018 – 2019

Name of Department: Business Administration

Efficacy Team: Sandra Moore, Robert Jenkins, Johnny Roberts

Overall Recommendation:

Continuation
 Conditional
 Probation

Rationale for Overall Recommendation: The team believes this is an important program, but the responses in the report do not provide clear communication regarding the program. In some sections the team found it difficult to understand the data being presented. In other sections, there was repetition of old EMP data and not a discussion of the 2017-2018 EMP data. The team recommended ‘Meets’ for the following sections:

Communication, Culture, and Climate

Professional Development

Facilities

The team recommended ‘Does Not Meets’ for all of the other sections.

The team is recommending a ‘Conditional’ rating.

Part I: Questions Related to Strategic Initiative: Increase Access

Goal: SBVC will improve the application, registration, and enrollment procedures for all students.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
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 analysis of the demographic data and provides an interpretation in response to any identified variance. The program discusses the plans or activities that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program’s analysis and plan demonstrates a need for increased resources.
Pattern of Service	The program’s pattern of service is not related to the needs of students.	The program provides evidence that the pattern of service or instruction meets student needs.	In addition to the meets criteria, the program demonstrates that the pattern of service needs to be extended.

		The program <u>discusses the plans or activities</u> that are in place to meet a broad range of needs.	
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Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

There are discrepancies in the demographic analysis. There is more than a 2-3% deviation from the college population. There are higher numbers of African-American students and lower numbers of Hispanic students than the college population than the 2-3% deviation noted in the report. The report does give some analysis regarding having an older population in the program, but the team believes more analysis is needed.

The arrangement of the responses for the Demographics section, Student Success section, and Student Learning Outcomes was a challenge to read and understand due to the mixing of data with explanations in paragraph form.

The description of pattern of service indicates that the program is serving the needs of the community with day, evening, online, short-term, and full-term classes.

It was a challenge to understand all the information presented. The team believes there is excellent work taking place within this program and that excellence needs to a better description.

RESPONSE:

In looking at the reported demographic information, the 2 categories that appear to have a deviation from that of the campus population is African-American, which is up 6.4% (18.8% versus 12.4%) and the Hispanic population which is down 5.8% (59.4% versus 65.3%).

The challenge here was to make sense of this data. In looking at the predominant feeder high schools, it became apparent that they are in San Bernardino area (Arroyo Valley, Cajon, Indian Springs, Pacific, San Bernardino, and San Geronio), hence supporting the higher African-American population which is 13.8% according to the US Census Bureau and 56.4% Hispanic population in the City of San Bernardino.

After looking further into the adjacent community colleges in the area, it was interesting to see that we support more African-American population (Crafton Hills College reported at 4%, Riverside Community college reported at 8% and Chaffey College reported at 8%).

The other demographic area of concern is in the following age categories: (1) age 25 to 29 and (2) age 30 to 34. In the 25 to 29 age category we are up 12.2 % (27.9%) over the reported school population of 17.7%. And for 30 to 34 age category we are up 4.7% (14%) over the reported school population of 9.3%.

Trying to speculate this age deviation is only speculative. This would make sense being that many of the student population is reaching to acquire an elevation in their current work status and finishing their degrees and certificates – as reported by the 9% increase in degrees awarded (123 to 134).

To address the "Pattern of Service", the department has taken a concerted effort to make sure to diversify the offerings to assure student accessibility. Being that many of our student population is older in nature, they are employed (Unemployment rate reported at about 4 % in the surrounding areas) seeking to enhance their careers, so we make sure to offer a variety of course offerings from day to evening, full term to hybrid (8 weeks, 10 weeks and 12 weeks) and Online. This is supported by the increase of online offerings to 63% up 5% from just 2 years prior.

Part II: Questions Related to Strategic Initiative: Promote Student Success

Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Data/Analysis demonstrating achievement of instructional or service success	Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes	Program <u>has not demonstrated</u> that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is <u>missing or incomplete</u> .	Program <u>has demonstrated</u> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program <u>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth.</u>

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The program repeats EMP descriptions and seems short on the analysis asked for. In terms of SLOs, the program does not show the data collection, there is a summary of the assessment for all courses. This section needs to be expanded and clarified. In terms of PLOs, there is a need for clarification. The learning outcomes for the program are used as PLOs. More details about the PLOs needed to be included in the report.

RESPONSE:

To address "Student Success", the program is seeing a slight drop in the success rate from the years in the past (73% in 2014-2015 to 67% in 2018-2019). Though over the last 2 years it has appeared to stabilize at 67% reported success rate. It is believed that the drop in success rates has been a direct result of the increase in the demand for the online offerings. Many of the student population – according to the reported SLO data – fail to complete the course and fail to drop themselves accordingly. So, the department is now making a conscious effort to drop students accordingly who fail to complete the desired coursework and issue them a "W". The department is also making sure to clean-up their rosters and drop students who officially not participating.

SLO assessment continues to illustrate a constant success of the courses and programs offered in BUSAD.

For example, in 2014-2015 (300 students evaluated in BUSAD 100 – Introduction to Business, the average SLO assessment was 87.67% and in 2015-2016 (298 students evaluated) this same assessment yielded a 69.46%. This drop in success was shown to be a result in the increase in online offerings and a lack of faculty dropping students for a lack of activity. Hence, after seeing this data, the department made a conscious effort to eliminate those non participating students, which assisted to bring back up the SLO assessment score - reported at 85.93% in 398 students assessed in 2016-2017. A similar analysis of BUSAD 103 – Marketing Principles showed the same type of data, in 2014-2015 (224 students assessed showed a 82.77% success rate, to 75.32% in 2015-2016 (151 students), to 81.46% in 2016-2017 (154 students). Once again, by making that conscious effort on the part of the faculty member the department is able to maintain higher success rates. So, the major concern for the department is to monitor and watch the enrollment of the students and interact more frequently to assure that they stay active in their courses.

To address the PLO's, the department has made a choice to use the following rational for their evaluation. Each course uses a "pre-test" and "post-test" to measure the success. This same type of assessment could not be used being that it would be extremely difficult to get a "post-test" completed. Hence, here is the agreed methodology for PLO. The PLO's are generated from the courses within the program. Then a student must show success in each course – illustrated by receiving a letter grade of "C" or greater. So, the rational is that if the student has successfully completed all the courses in the program, then they should of achieved success in the overall program. So in looking at the data reported in the SLO Cloud, the following data was calculated.

- (1) The BUSAD certificate has shown an increase in success by 9.96% (71.48 % in 2015-2016 to 81.44% in 2016-2017).
- (2) The BUSAD AA degree has shown an increase in success by 7.71% (76.35% in 2015-2016 to 84.06% in 2016-2017).
- (3) The Retail certificate has shown an increase in success by 1.42% (79.78% in 2015-2016 to 81.20% in 2016-2017).

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Communication	The program <u>does not identify</u> data that demonstrates communication with college and community.	The program <u>identifies</u> data that demonstrates communication with college and community.	In addition to the meets criteria, the program <u>demonstrates</u> the ability to communicate more widely and effectively, <u>describes</u> plans for extending communication, and provides data or research that <u>demonstrates</u> the need for additional resources.
Culture & Climate	The program <u>does not identify</u> its impact on culture and climate or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> its impact on culture and climate. Program <u>addresses</u> how this impacts planning.	In addition to the meets criteria, the program provides data or research that <u>demonstrates</u> the need for additional resources.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The program does identify how it communicates with the college and community using brochures, email lists, participation in career days at different companies, and a page on a retail association website.

In terms of culture and climate, the program works with an advisory board and local 4-year colleges to promote the program. The program is working on a newsletter to communicate with different companies, colleges, and students to create an understanding of business as a discipline. The program is also working on creating internships/part-time and full-time opportunities for students with the companies in their Advisory Committee.

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Professional Development	The program <u>does not identify</u> currency in professional development activities.	Program <u>identifies current avenues</u> for professional development.	In addition to the meets criteria, the program shows that professional development has <u>impacted/expanded</u> the program and <u>demonstrates</u> that the program is positioning itself for growth.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The program identifies currency in professional development activities such as membership in professional trade organizations, conference and workshop attendance, as well as currency in publications related to business. There is redundancy in the descriptions in this section.

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, and it links clearly with the institutional mission.	
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.	The program functions at a highly productive level and has planned for growth as appropriate.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2017 may result in an overall recommendation no higher than Conditional.</u>	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.	In addition to the meets criteria, the program discusses plans to enhance current course offerings that link to student/community needs and positions the program for improved student outcomes.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning that demonstrate the need for expansion.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The program has a mission that relates to the college mission.
 There is a description of productivity, which is a repetition from the EMP. The numbers describing FTEF are not the same as indicated on the EMP. The numbers seem off. There is some explanation for the drop in WSCH per FTEF. This section needs more analysis and explanation.
 The curriculum is current except for BUSAD 108 which had a review date of August, 2017 and BUSAD 222 which had a review date of October 2017. There is discussion of the adjustments needed for the catalog, but there is no mention of deletion or change for the out of date courses.
 The challenges seem to be a need for growth, however, this needs to be stated in a more direct manner.
 There is a description of planning in terms of certificates and improving student success in online classes.

RESPONSE

To address "Productivity", the department has seen a slight decrease in the FTES by 2.6% (124.39 in 2017-2018 to 121.09 in 2018-2019). This reduction appears to be the result of several factors: (1) reduction in course sections from 43 in 2017-2018 to 41 in 2018-2019, (2) the reduction of the number of sections that the students are taking as a result of being employed – illustrated in the less than 4% unemployment rate reported for San Bernardino area and the reduction in duplicated enrollment (1,244 in 2017-2018 to 1,213 in 2018-2019), and (3) the attention given by instructors to making sure the rosters are cleaned-up – eliminating non-participating students - to assure higher success rates.

In review of the degrees awarded, there has been a growth of 9% (123 in 2017-2018 to 134 in 2018-2019). This makes sense being that many of the students reported in the BUSAD department slightly are older than the general population on campus. Either they are finally finishing their degree as a result of taking fewer courses and working, or they are coming back as a result of them seeing the importance of an education for their ability to be promoted.

The FTEF is down from 8.6 in 2017-2018 to 8.2 in 2018-2019. This is believed to be a result of the reduction of sections reported along with the reduction in duplicated enrollment. In addition, as a result of the aggressive push of our District and College to increase the overall FTES for funding purposes, we have witnessed a drop in WSCH from 434 to 383. This push has resulted in classes making that normally would not of in the past. The rule of thumb in the past was 15 students for a 200 level course and 20 students for a 100 level course. We were letting courses make that were as low as 10 students resulting in less efficiency. The department has also aggressively offered courses in more hybrid(8 weeks, 10 weeks and 12 weeks) and online formats to adapt to the current demand of our students. Again reducing the overall efficiency and effectiveness of the reported department numbers.

All curriculum has been updated and current in the department including BUSAD 050 and BUSAD 108 - of which needed an update to its textbooks and the new distance learning addendum. All courses have SLO's current and PLO's assigned to each current certificate and degree offerings. In addition, courses have been deleted that no longer make sense to offer - as a result of demand and/or departmental advisory committee recommendation(s). All inconsistencies in the catalog have been identified, and the appropriate changes have been submitted and/or completed.

The department has continued to increase the desired offerings to adapt to the community needs identified by the advisory committee and student population at large. Many new certificates (Leadership/Management, Entrepreneurship, etc.) were created, and are in the process of being promoted accordingly. Adjustment(s) have been made to courses that are being taught in a hybrid and/or online format to assure greater success for the students. Things like additional postings of material at no cost (handouts, YouTube videos, etc.) and OER (Open Educational Resources) have been implemented and will continually be assessed for effectiveness. The SLO's are being watched and examined to assure growth results. All members within the BUSAD department have completed or are in the completion stages of ONLINE Training.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Facilities	The program <u>does not provide an evaluation</u> that addresses the sustainability of the physical environment for its programs.	Program <u>provides an evaluation</u> of the physical environment for its programs and <u>presents evidence</u> to support the evaluation.	In addition to the meets criteria, the program has <u>developed a plan</u> for obtaining or utilizing additional facilities for program growth.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The facilities are described as adequate. An emerging need for conducting courses in computer labs was identified. It appears there is a need for more face-to-face class offerings.

VII: Previous Does Not Meet Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The response does not reflect current EMP data. This seems to be a repetition of information produced earlier in the document. The program seems to be saying that there is a reduced demand for the program and sections, not a larger demand as indicated in the two-year-report. The program does not directly address the inconsistency. It implies that there is less demand in the response.

RESPONSE:

According to the Brookings Institution – a well-known D.C. firm devoted to independent research and analysis, by 2020 demand for college graduates with relevant skill sets will outpace supply by nearly 1.5 million. Good news for those with in-demand skill sets – who will be able to demand higher premiums for their services – but bad news for the under-educated – who may struggle to find employment in America's top job markets. Now that you understand the value of education, as it relates to future job opportunities, let's take a look at those job sectors that are expected to be among the fastest-growing by 2020.

(1) Business Management and Administration

Effective management is the key to success in an ever global and competitive economy. This is probably why top managers demand some of the highest compensation packages of any professionals. Managers of the past simply had to understand basic finance, management, and economics within a limited geographic scope. Today with the advent of the Internet, digital technology, social media and a myriad of ever evolving communication mediums, managers must be dynamic, with the ability to adapt and change their company's direction on a moment notice. In

addition, managers of the future must be well versed and stay up to date on the latest technologies affecting their industry. ***Business managers and administrators will be in high demand through 2020 and beyond.***

(2) Entrepreneurship and Small Business

While traditional businesses in retail, automotive, healthcare and professional services will continue to grow and support millions of jobs nationwide, the opportunity for small business owners and entrepreneurs will be greater than ever through 2020. Technology start-ups will continue to bring new consumer products and business services to market, but entrepreneurs and small businesses who can find new and innovative ways to meet customer needs will drive growth and career opportunities.

Based on the currently reported demand for business career opportunities to be at a growth rate of 14% through 2020 (According to the Labor of Bureau Statistics), and the constructive input of our Advisory Committee Members, many of the courses are being offered online, and many new Certificates have been created to meet and/or increase the demand for the overall BUSAD program and its offerings.

The entire Retail Management Certificate – which is heavily endorsed by the WAFC (Western Association of Food Chains) is now available to be taught in an online or distant learning format. In addition, we have worked diligently in getting San Bernardino Valley College's "landing page" on the WAFC's website (<http://retailmanagementcertificate.com/college/san-bernardino-valley-2/#.WagjkNirKcM>) up and fully operational. This has truly assisted in getting more interest in our offerings and is resulting in increased enrollment in such courses as BUSAD 050, BUSAD 103, BUSAD 110, BUSAD 112, BUSAD 120, BUSAD 127 and BUSAD 151 – the core required courses for the Retail Management Certificate.

In addition, the Management/Leadership Certificate of which was created to assist the WAFC in offering additional education to their population – is approved and being promoted accordingly. The rationale here was those who have already acquired the Retail Management Certificate can now take 2 additional courses (ACCT 200 Financial Accounting and BUSAD 210 Business Law) and be able to have additional education to assist them in the workplace. The Management/Leadership certificate has already been approved and completed by the Regional Consortium, and Curriculum process here at SBVC.

Furthermore, In accordance with the departments Advisory Committee, and the assessed overall community needs, the department had created, and had approved, the following entrepreneurship certificates: (1) Small Business Management and Entrepreneurship – 27 units for people who desire the necessary knowledge to be successful in the opening of their own business, (2) Entrepreneurship – Real Estate (15 units), (3) Entrepreneurship – Tax (15 units) and (4) Entrepreneurship – Catering (15 units). The rationale behind three of the lower level unit certificates is that though one has knowledge in their applied field of interest, they have inadequate knowledge to actually run their desired business. Hence, it would be required for them to take BUSAD 103 Marketing Principles and BUSAD 105 Small Business Management/Entrepreneurship to better understand how a business is run – reducing the potential for failure. In addition, we focused our efforts on building 6 non-credit courses (BUSAD 604, BUSAD 605, BUSAD 606, BUSAD 607, BUSAD 608 & BUSAD 609). The rationale here is to assist the community in getting the necessary knowledge to the community in hopes of them opening up successful companies that will assist the economic development of the surrounding area. The intent here is to try to get these entrepreneurs to seek further education from Valley College and ultimately transfer to Cal State San

Bernardino in hopes of acquiring a Bachelors of Arts degree in Entrepreneurial Management. The department is now in the stages of promoting these programs.

We have evaluated efficiency and effectiveness in every course within the discipline. We have made modifications to existing certificates and courses to accommodate the community needs – based on the recommendations of our advisory committee members. In addition, in looking to assist the population that our college serves, we are now implementing many OER Textbooks (Open Education Resources - FREE). BUSAD 100 - Introduction to Business, BUSAD 103 - Marketing Principles, BUSAD 108 - Personal Finance, Investments and Estate Planning, BUSAD 120 - Business Management, BUSAD 151 - Human Relations and BUSAD 210 - Business Law have already been offered as OER. The department intends to offer BUSAD 105 - Small Business Management and BUSAD 110 - Human Resource Management for QER as quality resources become available.

All but one of the department's staff has gone through the colleges "online education" process. The remaining member has enrolled in the program and it will completed by the end of the Spring Semester 2020.

With the strong career demand, modification of existing certificates and additional online and hybrid offerings, we should see a greater concentrated/desired growth in 2019-2020 academic year. The implementation of the NEW Leadership/Management certificate and Entrepreneur certificates should allow the desired increase in awarded certificates. In addition, being that we now offer the Retail Certificate 100% online, our enrollment is up approx. 30% in the courses and we should see an increase in the Retail Certificates in the next several years. The department is looking for ways assure a stronger student faculty interaction – similar to the face-to-face. One way to explore this is through better student contact via tools like ZOOM or CANVAS Chat. Again, the goal is to meet the demand of the student for flexibility, while maintaining and/or growing overall student success.

Institutional Program Review—2017-2018
Program Efficacy Phase: Student Services
DUE: Monday, March 18, 2019 by NOON

Purpose of Institutional Program Review: Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each fall and an in-depth efficacy review of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Committee members are available to meet with you to carefully review and discuss your Program Efficacy document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written early so that your review team can work with you at the **small-group workshops:**
Friday, February 22 from 9:30 to 11:00 a.m. in NH-222
Friday, March 1 from 9:30 to 11:00 a.m. in B-204

Final documents are due to the Committee co-chairs (Paula Ferri-Milligan at pferri@sbccd.cc.ca.us and Wallace Johnson at wjohnson@sbccd.cc.ca.us) by **NOON on Monday, March 18, 2019**.

SUBMISSION FORMAT:

- 1) Use this current efficacy form and attach as a **MICROSOFT WORD DOCUMENT (do NOT convert to PDF)**
- 2) Do NOT change the file name

It is the writer's responsibility to be sure the Committee receives the forms on time.

The efficacy process now incorporates the EMP sheet and SLO/SAO documentation, which you will need to insert. We have inserted the dialogue from the committee where your last efficacy document did not meet the rubric and the SBVC demographic data. **If you have questions regarding the SBVC demographic data, contact Christie Gabriel, Research Analyst, at cgabriel@sbccd.cc.ca.us by February 25. If you have additional data requests, those requests must be submitted to Christie Gabriel by February 8.** Following is the link to Program Review Efficacy Resources, which will be useful as you complete your efficacy report:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/17-efficacy.php>

Program Efficacy 2018– 2019

Program Being Evaluated

Cal Works

Name of Division

CalWORKs & Workforce Development

Name of Person Preparing this Report

Shalita Tillman

Extension

8659

Names of Department Members Consulted

Paula Ferri-Milligan

Name of Reviewers

Program Review Committee

Work Flow	Date Submitted
Initial meeting with department	
Meeting with Program Review Team	
Report submitted to Program Review co-chair(s) & Dean	by NOON on March 18

Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short- term, hourly
Managers	1		
Faculty	1		1
Classified Staff	3		4
Total	5		5

Part I: Questions Related to Strategic Initiative: Increase Access

Goal: SBVC will improve the application, registration, and enrollment procedures for all students.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Demographics	The program <u>does not provide</u> an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	The program <u>provides an analysis</u> of the demographic data and provides an interpretation in response to any identified variance. The program <u>discusses the plans or activities</u> that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program's analysis and plan <u>demonstrates a need</u> for increased resources.
Pattern of Service	The program's pattern of service is <u>not related to the needs of students</u> .	The <u>program provides</u> evidence that the pattern of service or instruction meets student needs. The program <u>discusses the plans or activities</u> that are in place to meet a broad range of needs.	In addition to the meets criteria, the program <u>demonstrates that the pattern of service needs to be extended</u> .

Demographics:

Provide an **analysis** of how internal demographic data compare to the campus population. Alternatively, provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.

Contact Christie Gabriel, Research Analyst, at cgabriel@sbccd.cc.ca.us asap for data and insert here.

CalWORKs Demographics	2015-16	2016-17	2017-18	2017-18 Campus-Wide
African-American	24%	26%	27%	12%
Asian	2%	1%	1%	6%
Hispanic	54%	55%	58%	66%
Two or More Races	6%	5%	5%	4%
White Non-Hispanic	13%	12%	10%	13%
Female	88%	87%	88%	57%
Male	12%	13%	12%	42%
Total Enrolled Students	490	431	424	19,290

The San Bernardino Valley College CalWORKs Program is designed to provide support services to a specific population of students that are low income receiving county cash aid. Guidelines are set by the California Department of Social Services CalWORKs (CDSS; <https://www.cdss.ca.gov/calworks>) and the California Community College Chancellor's Office (CCCCO; <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/Special-Populations/What-we-do/CalWORKs>). Demographic data collected illustrates low income students enrolled in the CalWORKs Program. To qualify for services a student must have an approved open cash aid case for their self and child or children along with a Welfare to Work (WtW) plan or an Exemption letter with the CDSS CalWORKs at the time of enrolling in the SBVC CalWORKs Program. Timelines are established by CDSS for how long a student can participate in the SBVC CalWORKs Program. Timelines will vary based on each student's time on county cash aid. A vast majority of students enrolled in the SBVC CalWORKs Program are referred by the San Bernardino County Transitional Assistance Department (TAD) who is governed by CDSS. Because of the specific program requirements and the TAD approval and referral process, this will control and determine student program enrollment. SBVC CalWORKs ensures program compliance is met.

Economic stability is a challenge for the community surrounding San Bernardino Valley College. Top service area zip code data retrieved from SVBC open database network reflects an estimated average that 25.2% of the students served from the top 11 zip zone areas live below poverty level. On an individual basis, of the 11 top service area zip codes that SBVC serves, the two zip code areas with the highest poverty level percentage is 92404 at 56.1% and 92410 at 42.8%. The impact of the economic challenge has increased the number of families utilizing San Bernardino County Transitional Assistance Department (TAD) CalWORKs services. **Parents that receive** county cash aid with an interest to further their education by way of San Bernardino Valley College are referred by the San Bernardino County Transitional Assistance Department to the campus CalWORKs Program. **Students are not required to participate in the SBVC CalWORKs Program but for those that identify a need to utilize the program support services will enroll.**

The surrounding community reflects a higher population of Hispanics and females (SBVC open database network). As a result the SBVC CalWORKs Program has a higher enrollment of Hispanic students and female students. The majority of the students that enroll in the CalWORKs Program are single parent households consisting of the mother and child/children. San Bernardino County TAD has a high percentage of young single mothers who apply for services with their agency. **Single fathers as well as two parent households participate in the program however there is a smaller margin for this group.**

Females and males that are **county CalWORKs eligible and are enrolled at SBVC do not necessarily** enroll in the SBVC CalWORKs Program. This creates a wide percentage margin of females and males enrolled in the program and the campus. This can also contribute to the wide percentage margin between the African-American and enrollment between the program and the campus. This could be a retention issue for this ethnic group. There are a number of variables that could contribute to low enrollment to the program from other ethnicity groups. This is not as high as African-Americans and Hispanics (ex. Zip zones served by the campus have a greater African-American and Hispanic population; Other services and resources may be available to assist students with educational expenses such as Tribal TANF, The Indian Consortium, and family support).

The department has recently engaged with the Research and Planning Department to begin collecting and tracking data to ensure data will be made available for future assessments. Data collected will be used to target underserved areas. This method will assist in how the department disseminates information and literature about

the services that are available to the community who “qualifies” for program services. The collected data will also be used to identify low retention.

California Community Colleges Chancellor's Office
Student Enrollment Status Summary Report

		Annual 2017-2018	Annual 2017-2018
		Student Count	Student Count (%)
San Bernardino Total		19,290	100.00 %
Female Total		11,086	57.47 %
	African-American	1,410	12.72 %
	American Indian/Alaskan Native	22	0.20 %
	Asian	354	3.19 %
	Filipino	139	1.25 %
	Hispanic	7,410	66.84 %
	Multi-Ethnicity	406	3.66 %
	Pacific Islander	19	0.17 %
	Unknown	31	0.28 %
	White Non-Hispanic	1,295	11.68 %
Male Total		8,146	42.23 %
	African-American	948	11.64 %
	American Indian/Alaskan Native	16	0.20 %
	Asian	297	3.65 %
	Filipino	91	1.12 %
	Hispanic	5,294	64.99 %
	Multi-Ethnicity	287	3.52 %
	Pacific Islander	22	0.27 %
	Unknown	29	0.36 %
	White Non-Hispanic	1,162	14.26 %
Unknown Total		58	0.30 %
	African-American	3	5.17 %
	Asian	1	1.72 %
	Filipino	1	1.72 %
	Hispanic	29	50.00 %
	Multi-Ethnicity	1	1.72 %
	Pacific Islander	1	1.72 %
	Unknown	9	15.52 %
	White Non-Hispanic	13	22.41 %

Data retrieved from CCCCO datamart breaks down the significant difference of females and males enrolled at SBVC. The data also reflects Hispanics being the dominant ethnic group enrolled at SBVC. This analysis concludes Hispanic women being the larger group compared to the other ethnic groups listed in the data report.

Pattern of Service:

Describe how 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.

The CalWORKs department pattern of service serves the needs of the community with various methods. Office hours are Monday through Thursday from 8:00am to 5:00pm and Friday from 8:00am to 4:30pm (Office closes at 2:00pm to the public). Community members, students and potential students are able to access our office during regular business hours either in person, by phone, email or fax. Office team members attend various community events or organizations to share program information. This could be in the form of facilitating a presentation or setting up a table at a much larger venue.

Individuals that are eligible for services are invited to enroll in the program within the office. Academic appointments are scheduled in advance for students to meet with a CalWORKs Counselor. Student also have an option to see a counselor during walk-ins sessions. The counseling structure allows for appointments and walk-ins to take place each week. This affords students flexibility when they have the need to see a counselor. Appointments are also scheduled for students to meet with the Job Developer or other team members in the department depending on the students need. Students with appointments receive a courtesy call the evening prior to their appointment to confirm, reschedule or cancel their appointment.

As office team members continue to contact students by phone, we also reach out to students by email or fax, depending on the need. In turn, students can also reach the department by phone, email or fax. Example or need to fax: Students are required to submit certain documentation to remain eligible for services. If a student is unable to deliver the document(s) in person they have the option of emailing or faxing the document to our office. The team has found these methods to be very convenient for the student and it allows us to expedite services for the student. For the convenience of the student, students have an option to submit documentation in this fashion.

Supportive services are disseminated two days a week every week (Tuesday's and Thursday's from 9:00am to 11:00am and 1:00pm to 3:00pm). Students that have a need for supportive services, they can complete a Supportive Service Request Form and submit it to one of the team members in the department. Once the request is approved, the student can receive supportive services during the days and times designated. In the event a student is unable to attend a supportive service day, accommodations can be made for the student(s). Example, students that have class during that time period, students that are employed, etc.

The department provides supportive services to eligible students on the first Saturday the week school session begins for the Fall and Spring sessions. The department coordinates with the bookstore who is also open on the first Saturday the week the session begins to align hours for students to obtain books.

Electronic delivery of program services is disseminated directly to San Bernardino County TAD Transitional Assistance Department Welfare-to-Work workers and community partners. Agencies forward information to students and potential students. Students may then be referred to the program by San Bernardino County or other partnering agencies to enroll. Some CalWORKs students are self-referred.

The department also works in collaboration with the SBVC Marketing Director to post events and department information on the SBVC Website, SBVC Facebook Page, and SBVC Twitter Account.

Part II: Questions Related to Strategic Initiative: Promote Student Success

Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Data/Analysis demonstrating achievement of instructional or service success	Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes	Program <u>has not demonstrated</u> that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is <u>missing or incomplete</u> .	Program <u>has demonstrated</u> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	In addition to the meets criteria, the program <u>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) into its planning, made appropriate adjustments, and is prepared for growth.</u>

Student Success:

Explain how the services in the program promote student success.

Chapter IV of the Comprehensive Guide to Welfare for California Families states that required supportive services for each participant in welfare-to-work activities include: Ancillary expenses, including the cost of books, tools, clothing specifically required for a job, fees, transportation, and other necessary costs; education related supplies and materials, such as backpacks, textbooks, workbooks and parking permits that a student may need to allow them to attend class and pursue their educational goals.

Students face many challenges with the rising cost of educational expenses along with the rising cost of living expenses. To assist with offsetting these challenges, the program covers the full cost of books and supplies required for a student's course(s). Arco gas cards in the amount of \$50.00 are given to eligible students monthly. Semester parking permits are purchased for students. Those requiring child care assistance can select a child care provider of their choice and once approved the full cost of child care services is absorbed by program funding. During office hours and at the student's convenience, students can use the small computer lab for typing papers, resumes, job search, completing an online assignment, etc. Printing is at no cost to the student. Department counselors are available for students to meet with in person, over the phone or by email to discuss academic progress. Required progress reports, monthly attendance and two contacts during the semester are requested to monitor student's academic progress. Students that show signs of being overwhelmed are encouraged to work more closely with the department counselors to develop an intervention plan.

CalWORKs work-study is a paid employment opportunity that will enable CalWORKs students to meet CalWORKs work requirements while pursuing an educational program, to provide students with work experience that will make

them more marketable when they finish their educational program, and to provide them with an additional source of income within the requirements of the CalWORKs program.

Student employment opportunities are identified after students are deemed eligible for the CalWORKs Program. The student is given an appointment (same **day** if possible) to meet with a member of the job development staff. Each eligible student is given a pre-screening interview that includes; work history, student's employment goal and area of study, hours of availability and any other job related information that may be needed for placement. Each eligible student completes a master application. Each student submits a resume. If the student does not have a current resume they are encouraged to attend one of the weekly workshops to develop one. The staff starts a work-study file and places all relevant information into the file. Job Developer contacts on and off campus employers that relates to the student's field of study. Employer contacts the office to inform job developer if they are interested in hiring the CalWORKs student. If the student is not successful in gaining employment, the student continues to work with the job developer and receives employment services until a suitable position is found. The job developer works with the counselor to ensure that job placement reflects certificate or degree program. The CalWORKs Program usually covers 75% of the student's work-study wages.

This year the CalWORKs Program was awarded college work-study funds from the San Bernardino County Transitional Assistance Department in the amount of \$75,000. Student's wages will be covered at 100% and employers will be reimbursed at 100%. Thus, allowing for more employment opportunities and partnership with local employers.

The Financial Aid Office provides the CalWORKs Office with a list of students that have been awarded Federal Work-Study for the academic year. The availability of FWS funds combined with CalWORKs work-study funds allows for a better work-study opportunities on-campus. Some on-campus departments have the ability to cover 25% of the student's wages. Others will need to rely on the student being eligible to Federal Work-Study funds. The Financial Aid Office and the CalWORKs Office have joint meetings to discuss concerns and issues that may arise. There is also an assigned liaison in the Financial Aid Office that can answer questions related to the Federal Work-Study process works.

Student employment opportunities are identified in several ways:

1. Job announcements/emails/phone contact from public and private sector
2. One-Stop Employment Services (WIOA/EDD)
3. Cold calling
4. Internet
5. Community organizations
6. District Human Resources
7. Placement requests from on-campus departments & divisions
8. Financial Aid work-study
9. Local job development meetings
10. Local Job Fairs
11. College Central Network Employment Website:

<https://www.collegecentral.com/valleycollege/>

Due to students being more likely to be hired by an off-campus employer, students are encouraged to partake in off-campus work-study placements or they are referred for direct hire (unsubsidized).

The program provides students with professional apparel which are donations from employees and community members.

Child care is a critical component to ensuring the success of CalWORKs students while they are enrolled in the community college and participating in qualifying work activities. CalWORKs students must have access to child care that meets their individual family needs including services to children of various ages and those with special needs, and the provision of child care during weekends and evenings. The child care service provides services for child(ren) birth to 12 years of age. Students have the option of selecting a child care provider of their choice however students are encouraged to utilize a licensed child care provider. **Eligible students who demonstrate the need for child care can attain this service within the department. Students can focus on academics due to this need being met.** Students are also referred to the SBVC Child Development Center for child care needs.

The department best practices efforts are to engage participants in programs and services that will enable them to **successfully complete their educational goal**, transition off welfare and into a career path that offers ~~the chance~~ of advancement and future economic stability.

The data below was collected from SARS Anywhere and displays the number of student contacts and reason codes for services provided to students by the office staff.

Unduplicated Count of Students Report

7/3/2017 - 6/29/2018

Short Name: All

Marked Yes

Not Marked

Marked No

Cancellations

Unduplicated Count	
Drop-Ins Only	375
Appointments Only	380
Total Unduplicated Contacts	519

Reason Code Summary Report

By Reason Code Only
7/3/2017 - 6/29/2018

Attendance: Attended Not Attended Not Marked Cancelled

Reason Code / Course	Description	Number of Student Contacts
(1)CONTACT	First appt for semester	472
(2)CONTACT	Second appt. for semester	204
(3)CONTACT	Third appt. for semester	0
ACAD/SUPP	Academic Support	0
ACADE PROBATION	Student on Academic Probation	25
ADV	Advising	0
BASIC SKILLS	Basic Skills	91
BOOKVOUCHER	Book Voucher	0
CALWORKS	CalWorks Program	427
CALWORKS ED PLAN	CalWORKs Education Plan/Academi	426
CALWORKS EMPLOYMENT	CalWORKs Employment Services	0
CALWORKS SUPPORT SVC	CalWORKs Books/Supplies/Parking	273
CALWORKS WS	CalWorks Workstudy	165
CAREER	Career Advising and Counseling	0
CDC	Child Development Program	0
CHILDCARE	CalWORKs Childcare Assistance	3
COMPUTER LAB	Computer Lab	0
DISCIPLINE	Discipline	0
EARLY ALERT	Early Alert 1, 2, 3	0
EDD	EDD - Training	14
EDD ED PLAN	EDD Education Plan/Academic Supp	14
EDD SUPPORT SERVICES	EDD Books/Supplies/Permit/Fee Wai	0
EMPLOYMENT	Employment Services	0
EMPLOYMENT SERVICES	General Job Development & Placem	0
EMPLOYMENT WORKSHOP	Employment Workshop	39
EXIT	Exit Interview/CalWORKS Student	0
FEE WAIVER	Enrollment Fee Waiver for WIA and E	0
FIN AID PROBATION	Student on Financial Aid Probation	38
FKCE	FKCE	0
FLEX	Counselor Flex day	0
FOSTER YOUTH	Foster Youth	0
FOSTER YOUTH BK VOUC	Foster Youth Book Voucher	0
FOSTER YOUTH ED PLAN	Foster Youth Education Plan/Acaden	0
FOSTER YOUTH LAB	Foster Youth Computer Lab	0
FOSTER YOUTH ORIENTA	Foster Youth Orientation	0
FOSTER YOUTH SUPPLY	Foster Youth Educational Supplies	0
GRAD APP	Student Graduation Application Chec	23
INTERVIEW	Job Interview	0
JOB CLUB	Monday Job Club	94

Reason Code Summary Report

By Reason Code Only

7/3/2017 - 6/29/2018

Attendance: Attended Not Attended Not Marked Cancelled

Reason Code / Course	Description	Number of Student Contacts
NSDAY	Non-Service Day	0
OTHER	Misc. information and data	168
S.E.P	Student Ed Plan/Counseling	0
SUPPLIES	Supplies	0
TRAN	Transfer Advising	0
TRANSPORTATION	Parking/Bus/Gas	0
UNEMPLOYCLAIMS	EDD Unemployment Forms/Claims	0
VBC	Valley Bound Commitment	0
VIRT COUN	Virtual counseling	0
WIA ED PLAN	WIA Education Plan/Academic Supp	16
WIA EMPLOYMENT	WIA Employment Services	0
WIA SUPPORT SERVICES	WIA Books/Supplies/Permit/Fee Wai	0
WIACITY	WIA City Program	0
WIACOUNTY	WIA County Program	0
WKABILIII INTAKE	New WAIII Client	1
WKABILITYIII ED PLAN	WorkAbility III Education Plan/Acadel	0
WKABILTY III EMPLOYM	WorkAbility III Employment Services	53
WORKABILITYIII	WorkAbility III Program	145

Total: 2691

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Location: V_CALWORKS

INSERT SAO and/or SLO DATA FROM CURRENT REPORT. INSERT COURE MAP IF AVAILABLE. Refer to prior reports as needed for the analysis. (Contact Dr. Celia Huston, Co-Chair, Accreditation Committee, at chuston@valleycollege.edu if you need assistance.) **NOTE: Do NOT include the summaries of the outcomes in this document.**

Service Area Outcomes/Student Learning Outcomes:

Demonstrate that your program is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs); refer to prior SAO/SLO summary. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SAOs/SLOs are being used to maintain and improve area services (e.g., discussions, revisions, assessments, etc.). Refer to EMP.

Program SAO Summary Evaluation Form

Division/Program: CalWORKs
Semester(s) Evaluated: Fiscal year 2015-2016, 2016-2017 and 2017-2018 (July 1 – June 30)
Next Evaluation: July 15, 2019

Lead Evaluator: Shalita Tillman
Participants: Bonnie Cruz, Anita Hernandez, Patricia Valenzuela

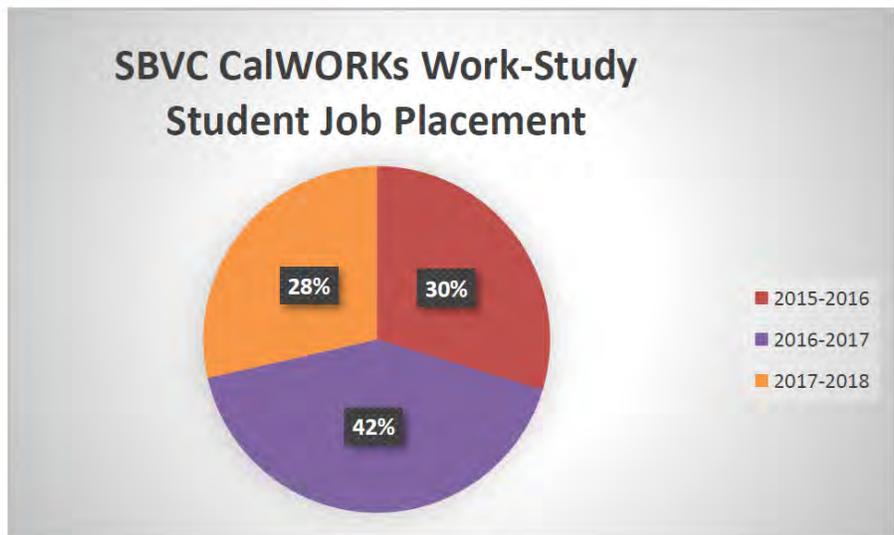
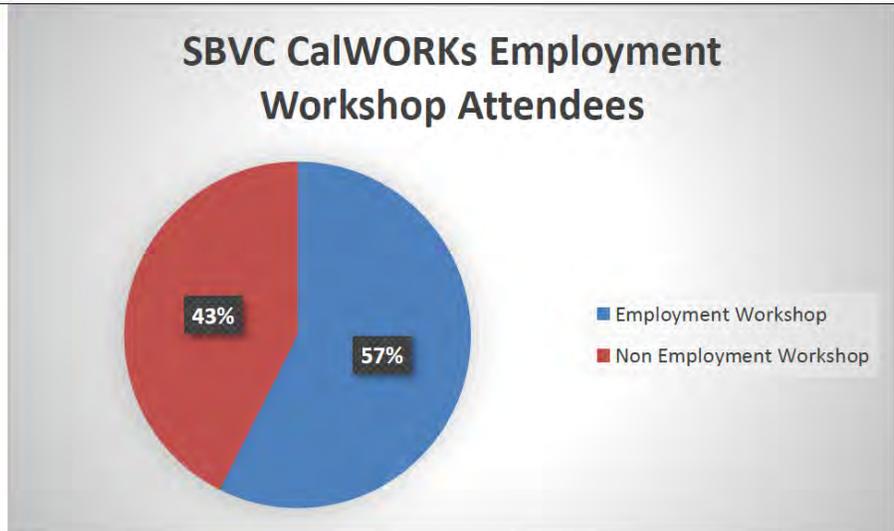
Service Area Outcome Statement **CalWORKs facilitates employment workshops and one on one appointments to prepare and reinforce student employability skills to increase their opportunity to obtain employment.**

Strategic Initiatives aligned with the SAO.
 Access Student Success Facilities Communication, Culture, & Climate
 Leadership & Professional Development Effective Evaluation and Accountability

SAO Assessment Tool Internal department data (Spreadsheet); Datatel data, **SARS Anywhere**

Criteria – What is “good enough”? Rubric There is always room for improvements to continue job development and job placement growth.

What are the results of the assessment? Are the results satisfactory?



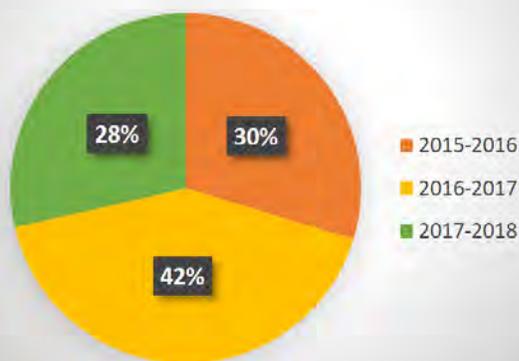
	<p>CalWORKs work-study is a component of the CalWORKs Program. This component of the programs is to assist students in obtaining unsubsidized employment and transition into the workforce. CalWORKs work-study component prepares eligible students that require employment service with employability skills and employment opportunities. Of the number of students serviced in the program 57% required employment assistance from the CalWORKs Job Developer. During the facilitation of employment workshops and one on one appointments, students participate in employment assessment and reveal their employability skill set. Recommendations are given to student to revise or create a well-designed resume. Students also participate in learning workforce techniques that will make them more marketable in the workforce. Students then progress to work-study (subsidized) job search or unsubsidized job search with the Job Developer. On and off campus job placement is made available to students. Resumes are submitted to campus departments and employers for review. Students selected for an interview are contacted by the campus department or employer. Once a student has been hired for employment, the student and the employer determine a work schedule. The overall objective of the CalWORKs Program at the county and state level is to create pathways to employment for CalWORKs students and transition them off county cash aid. SBVC CalWORKs work-study placement data comparison for 2015-2016 (79 placements), 2016-2017 (111 placements) and 2017-2018 (76 placements) show a decrease in CalWORKs work-study placements. Results are satisfactory in the aspect that the program was able to assist students in achieving meaningful employment and obtain transferrable workforce skills. However, the number of placements for fiscal year 2017-2018 declined by 35.</p>
<p>Were trends evident in the outcomes? Are there gaps?</p>	<p>The team's discussion brought about a number of theories that may have contributed to the trends in CalWORKs work-study placements over the last 3 years.</p> <ol style="list-style-type: none"> 1. Increased wages which absorbed more work-study funding for reimbursement allowing for fewer work-study placements. 2. Students obtaining full-time positions (ex. Amazon fulfillment centers and other logistic distribution centers in the Inland Empire). While on county cash aid, students who obtain full-time employment and has an income that is greater than their cash aid are considered over income and no longer qualify for CalWORKs services with the county. This action makes the student ineligible for SBVC CalWORKs services. Therefore, the student is exited from the SBVC CalWORKs Program. 3. A declining number of CalWORKs work-study placements can indicate students successfully transitioning into the workforce. 4. Due to the student's timeline with the county CalWORKs Program, students may timeout (exhaust cash benefits). This will make the student ineligible for SBVC CalWORKs services. The student will be removed from the program.
<p>What content, structure, strategies might improve outcomes?</p>	<ol style="list-style-type: none"> 1. Seek additional funding to assist with more CalWORKs work-study placements. 2. Develop more unsubsidized employment opportunities for CalWORKs students. 3. Increase follow-up and tracking methods regarding student's employment status.
<p>Will you change evaluation and/or assessment method and or criteria?</p>	<p>No change planned at this time.</p>
<p>Evidence of Dialogue (Attach representative samples of evidence)</p>	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input type="checkbox"/> Staff Date(s):</p> <p><input checked="" type="checkbox"/> Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input checked="" type="checkbox"/> Staff Date(s): September 2018</p>

	<input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)
Will you rewrite the SAOs	NO
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services <input checked="" type="checkbox"/> Program Planning /Student Success

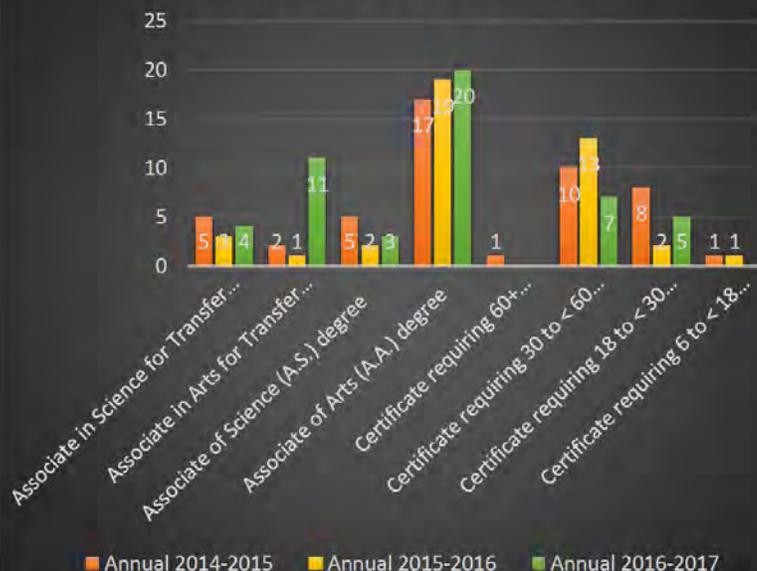
Description: (Provide an updated overview of your program/area. 225 Words Max)

CalWORKs is the welfare reform program established by Assembly Bill (AB) 1542. San Bernardino Valley College CalWORKs Program is designed to assist students receiving County CalWORKs enhance and achieve educational goals and employment self-sufficiency. Qualified students are eligible to receive the following services: book vouchers, book loans, access to computer lab, parking permit vouchers, gas cards, child care assistance, educational counseling, and employment services.

SBVC CalWORKs Student Job Placement



SBVC CaWORKs Graduates



Assessment: (Provide an analysis based on the data provided. As you do so, address each of the tables/charts. 225 Words Max)

The team’s discussion brought about a number of theories that may have contributed to the trends in CalWORKs work-study placements over the last 3 years. Increased wages which absorbed more work-study funding for reimbursement allowing for fewer work-study placements. Students obtaining full-time positions (ex. Amazon fulfillment centers and other logistic distribution centers in the Inland Empire). Receiving additional college work-study funding for FY 2016-2017 in the amount of \$150,000 from San Bernardino County Transitional Assistance Department which allowed for more work-study placements. Providing employers with 100% wage reimbursement increased employer participation with the CalWORKs work-study program. San Bernardino County Transitional Assistance Department did not offer college work-study funds for FY 2017-2018. This funding in past years increased the work-study placements and employer participation. Because the funding was not available, a reduction in CalWORKs work-study placements were evident and a reduction with employer participation due to employers not being able to receive 100% work-study reimbursement.

Ongoing monitoring of CalWORKs student graduation award status reflects 3 years. Data was retrieved from the California Community Colleges Chancellor’s Office on 9/12/2018. The data shows the graduation rate for CalWORKs students: 2014-2015 = 49 graduates; 2015-2016 = 41 graduates and 2016-2017 graduates = 50 and CalWORKs students are obtaining AA degrees more than the other categories listed. Graduation data for 2017-2018 is not available at this time and will be reflected in the next 3 year cycle.

Progress from Last Year’s Action Plan: (Provide an update on the progress made from last year’s Action Plan. 225 Words Max)

No data available for last years action plan.

SAOs/SLOs/PLOs: (Summarize how the assessment of SAOs, PLOs and/or any SLOs that shows significant effect has influenced your goals. 200 Words Max)

SBVC CalWORKs work-study placement data comparison for 2015-2016 (79 placements), 2016-2017 (111 placements) and 2017-2018 (76 placements) show a decrease in CalWORKs work-study placements. Results for placements are satisfactory in the aspect that the program was able to assist students in achieving meaningful employment to obtain transferrable workforce skills. However, the number of placements for fiscal year 2017-2018 declined by 35 placements compared to fiscal year 2016-2017).

Departmental/Program Goals: (Goals should be specific, measurable, linked to your data analysis, and reflected in the Action Plan section). Tie goals to the college.

1. Increase Job Placement (*SAO correlates to SBVC's Strategic Initiative 3- Communication, Culture, Climate*)
2. Increase program enrollment (*SAO correlates to SBVC's Strategic Initiative 2-Student Success*)
3. Increase educational goal completion (*SAO correlates to SBVC's Strategic Initiative 2-Student Success*)

Challenges & Opportunities: (Challenges and opportunities should be reflected in the Action Plan. 200 words maximum).

Challenges

1. Lack of space to increase CalWORKs computer lab for student use (only 4 PC's available).
2. Lack of space for program growth
3. Authentic and equitable support to enhance department productivity
4. More support with outreach efforts

Opportunities

1. CalWORKs students benefit from having priority registration
2. Outstationed San Bernardino County Employment Service Specialist assist located in department to assist students
3. Employment partnerships to place students on and off campus under the CalWORKs work-study program
4. Received additional CalWORKs funds in the amount of \$53,013.00 to provide more supportive services to students

Action Plan: (Describe your top priorities reflected in the Departmental/Program goals and provide specific steps to reach these goals.)

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Bring awareness of program, program needs and program benefits to adult learners by conducting presentations, outreach and in-reach efforts to all stakeholders.	<ol style="list-style-type: none"> 1. Increase Job Placement 2. Increase program enrollment 3. Increase educational goal completion 	<p>Department goals 1 and 2: increase fruitful partners on and off campus.</p> <p>Department goal 3: Seek cohort programs, more basic needs resources available on campus.</p>	Department goals 1, 2 and 3, target date June 30, 2019. However efforts will be ongoing.

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Communication	The program does not identify data that demonstrates communication with college and community.	The program identifies data that demonstrates communication with college and community.	In addition to the meets criteria, the program describes plans for extending communication with college and community and provides data or research that demonstrates the need for additional resources.
Culture & Climate	The program does not identify its impact on culture and climate or the plans are not supported by the data and information provided.	The program identifies and describes its impact on culture and climate. Program addresses how this impacts planning.	In addition to the meets criteria, the program provides data or research that demonstrates the need for additional resources.

Communication, Culture & Climate:

Describe how your program communicates its services, goals, and achievements to the campus and to the Community (outreach, events, website, campus emails, flyers, etc.).

Eligible CalWORKs students are informed of other support service programs that may assist them with educational, employment, and mental/physical health needs. SBVC CalWORKs staff collaborates with CWD, EOPS/CARE, DSPS, Financial Aid, On-Campus Tutoring Center, local WDD One-Stop Centers, and Southern California Goodwill Services Employment Resource Center to provide above and beyond services to CalWORKs students. Students that require additional support are referred to the support service program that meets their needs. Counselors and staff members follow up with each student referred and follow up with the support service program(s) representative to monitor the student's outcome. There is an open line of communication among the collaborating programs to share ideas, questions, and concerns to develop strategies for student success.

The department continues to provide CalWORKs Program opportunities by way of in-reach and outreach. Visit and presentations are conducted by a CalWORKs team member(s) to various organizations on-campus and within the community throughout the month. Information, literature and brochures is shared by attending events during regular business, after business hours and on the weekends. Brochures and promotional items are disseminated on and off campus.

The department also works in collaboration with the SBVC Marketing Director to post events and department information on the SBVC Website, SBVC Facebook Page, and SBVC Twitter Account. Electronic delivery of program services is disseminated directly to San Bernardino County TAD Transitional Assistance Department Welfare-to-Work workers and community partners. Agencies forward information to students and potential students. Students may then be referred to the program by San Bernardino County or other partnering agencies to enroll. Some CalWORKs students are self-referred.

Describe how your program seeks to enhance the culture and climate of the college.

In order to enhance the culture and climate of the college, needs for all stakeholders (students, employees, community members, partners, etc.) must be evaluated. Obtain informal and formal feedback from all stakeholders in the form of meetings (group or one-on-one), electronic, phone, etc. **Students have indicated food, clothing and housing insecurity needs.** The Dean of Counseling and Matriculation provided the program with food vouchers in the amount of \$10.00 to give to students that inform the program of the need. **Locations within the community that can meet the need of the student's current situation is communicated to students via email, flyers on campus and during one on one appointments.** Follow up takes place with the student to ensure they receive the assistance required. On and off campus collaboration with departments and organizations continues to evolve based on student needs.

San Bernardino Valley College CalWORKs & Workforce Development

IN NEED OF PROFESSIONAL CLOTHING!

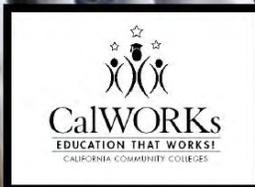
We have a variety of clothing for Men and Women. You are welcome to browse through our many racks of clothing and take what you need it's all free. Take a moment to stop by the CalWORKs office

located in the Campus Center Room CC—208

Hours 9:00 am to 2:00 pm.

For more information please call our office at (909) 384-4429

(Clothing is new or gently worn)



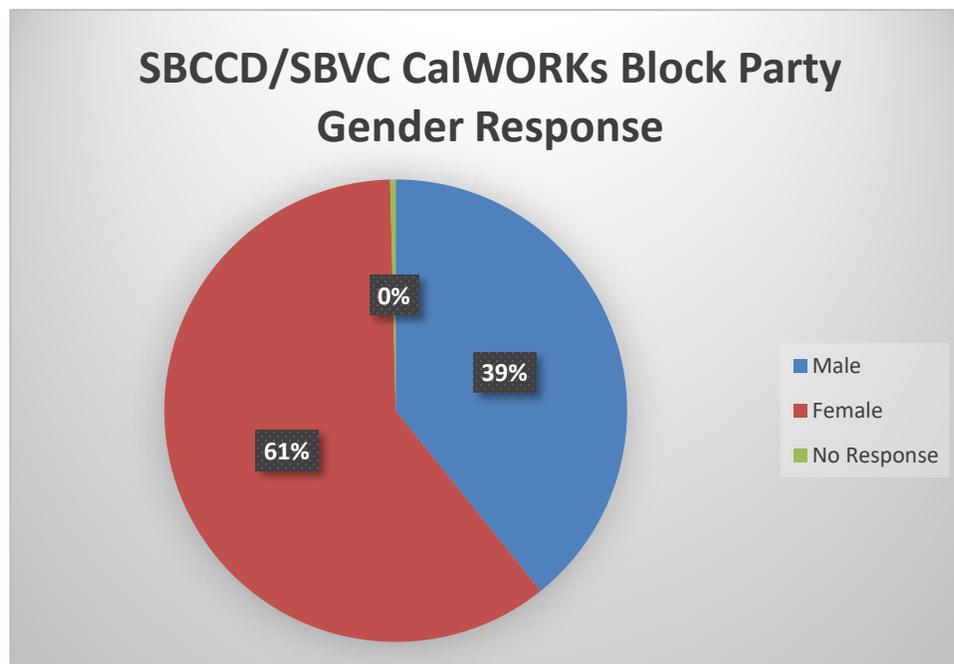
Describe one or more external/internal partnerships.

Eligible CalWORKs students are informed of other support service programs that may assist them with educational, employment, and mental/physical health needs. SBVC CalWORKs staff collaborates with Department of Rehabilitation, EOPS/CARE, DSPS, Financial Aid, On-Campus Tutoring Center and local WIOA/EDD One-Stop Centers to provide above and beyond services to CalWORKs students. Students that require additional support are referred to the support service program that meets their needs. Counselors and staff members follow up with each student referred and follow up with the support service program(s) representative to monitor the student's outcome. There is an open line of communication among the collaborating programs to share ideas, questions, and concerns to develop strategies for student success.

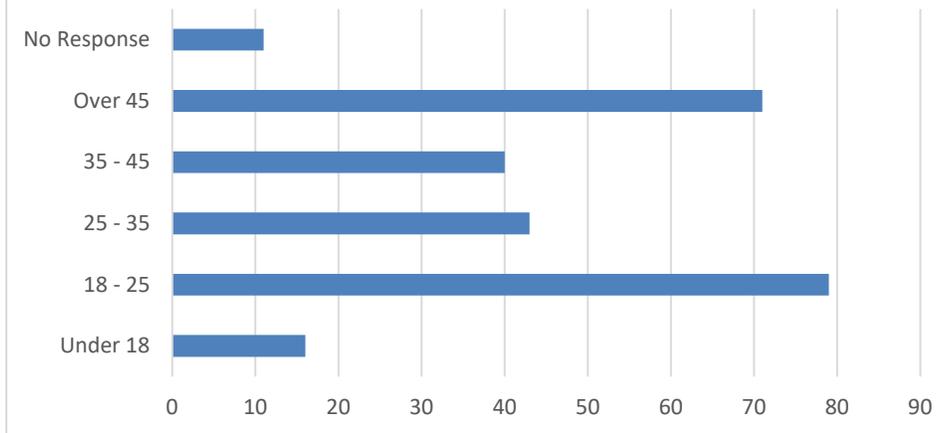
The Inland Empire Disabilities Collaborative Meetings. Beginning in January 2017 to present, the SBVC CalWORKs & Workforce Development Department began hosting the Inland Empire Disabilities Collaborative meeting. These meetings at one time were held at the Inland Regional Center prior to the tragic shooting in 2015. The Inland Empire Disabilities Collaborative meetings have not been held since. Each month, more than 60 partners from the Southern and Northern areas of California attend the collaborative meeting. The purpose of the meetings is to network, share updates on current trends, laws, policies and resources to better serve the disabled population. The meetings take place in Business 100 between 9:30am to 11:30am - on the 3rd Tuesday of each month.

The CalWORKs & Workforce Development Department in collaboration with San Bernardino County and Public Health hosted the annual Black Breastfeeding event on Saturday, August 26, 2017. There were refreshments, giveaways, vendors available to share resources and a wealth of knowledge for families regarding the benefits of breastfeeding. This was a free event and open to students and the community.

SBCCD in collaboration with CalWORKs & Workforce Development Department and community partners hosted a Block Party that was held at the San Bernardino Community College District (SBCCD) on Friday, May 11, 2018 from 3pm to 6pm. Approximately 73 vendors were participated. Some vendor resources consisted of employment opportunities, free haircuts, nutrition services, hygiene services and activities for children just to name a few. There was entertainment and food for all attendees. There were more than 300 people that attended. **Of the attendees, 260 completed a survey to receive a complimentary meal. Data collected reflect gender and age group.** This was a no cost event to vendors and community members.



SBCCD/SBVC CalWORKs Block Party Age Group Response



Monthly recruitment fairs were hosted by the CalWORKs & Workforce Development Department. The following employers BBSI, Ontrac, Think Together and FedEx were on campus and seeking qualified candidates. The employer's setup a table once or even twice a month – in front of the library between 10:00am to 2:00pm. An average 200 students would visit the employers. SBVC students were able to submit resumes/cover letters directly to employers as well as apply for employment at the link provided by each employer. **Type of Jobs:** Logistics, Administrative, IT, Accounting, HR, Risk Management and other in demand occupations.

All City Management (crossing guard) utilized Campus Center 222 (Conference Room) each Wednesday between 10-11:00am to provide orientations to students interested in the crossing guard position for the following School Districts: San Bernardino Unified, Colton, Grand Terrance and Rialto. After the orientation, each student gets a hiring packet. They average anywhere between 5-9 students each time.

All City Management (crossing guard) utilized the Library Viewing Room May 2018 to have an end of the year employee celebration. Over 50 of their employees attended.

CalWORKs & Workforce Development hosted the annual Job Fair held February 2018 in Business 100. There were more than 30 employers seeking qualified candidates. An estimate of 250 job seekers (students and community members) attended. **Type of Jobs:** Logistics, Administrative, IT, Accounting, HR, Law Enforcement, Green Jobs (Solar Panel installation), Retail, Food Service and other in demand occupations.

WORKFORCE dEVELOPMENT JOB FAIR

Don't miss this great opportunity!!

Date: WEDNESDAY

February **28, 2018**

Time 10:00 -1:00

Job Openings!

BRING YOUR RESUME

DRESS TO IMPRESS

INTERVIEWS ON THE SPOT

Location:

Business Building Room - B100



The CalWORKs & Workforce Development Department in collaboration with Golden State Opportunity Foundation hosted the California Earned Income Tax Credit (CalEITC) Taco & Taxes event on Saturday, February 3, 2018 from 10am to 2pm in the grass area which is located in the center of Business, Campus Center and Library Buildings. Refund amounts resulted in \$143,016. The event and services were free and was open to students, employees and the community. Appointments were preferred but walk-ins were also welcomed.

The CalWORKs & Workforce Development Department in collaboration with the San Bernardino County Transitional Assistance Volunteer Income Tax Assistance (VITA) Program hosted a series of free tax preparation services for 5 days beginning Thursday, February 8, 2018 from 1:30pm to 8:00pm in Computer Technology Services Room 106. Refund amounts resulted in \$270,587. The event and services were free and was open to students, employees and the community. Appointments were preferred but walk-ins were also welcomed.



Transitional Assistance

GILBERT RAMOS
Director

JAMES LOCURTO
Assistant Director

JUN 21 PM5:06

June 18, 2018

Shalita Tillman, CalWORKs and Workforce Development Manager
San Bernardino Valley College
701 South Mt. Vernon Avenue
San Bernardino, CA 92410

Dear Mrs. Tillman:

The Transitional Assistance Department (TAD), Volunteer Income Tax Assistance program (VITA), is pleased to report that we have reached another record breaking year! In 2018, TAD prepared 19,789 income tax returns countywide. This resulted in more than \$37 million in federal and state refunds, including more than \$16.6 million in Earned Income Tax Credits, to individuals and families in our San Bernardino County communities.

Of those 19,789 returns, the TAD Mobile Unit prepared 160 returns at San Bernardino Valley College (SBVC) which resulted in \$270,587 in income tax refunds and credits for this mobile site. Your partnership helped to ensure that taxpayers in our community received the income tax refunds and credits they qualified for, free of charge.

In October 2018, our VITA Program Coordinator will be in contact with you to plan for tax preparation services to be held at your location for the 2019 tax season.

TAD appreciates your continued support of our VITA program and we look forward to working with you in the future.

Respectfully,

Gilbert Ramos, Director
Transitional Assistance Department

BOARD OF SUPERVISORS

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Fifth District

Gary McBride
Chief Executive Officer

The CalWORKs & Workforce Development Department and the Transfer Career Center have worked collaboratively in launching the College Central Network site for SBVC. This site will provide employment and transfer information and opportunities to SBVC students and alumni's.



What plans does your program have to further implement any of these initiatives?

The program will continue to work closely with current partners as well as identify new partners (on and off campus) and resources as they relate to the CalWORKs Program. Future plans are to integrate online counseling sessions and develop an online CalWORKs enrollment document to assist in meeting the needs of the community.

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Professional Development	The program <u>does not identify</u> currency in professional development activities.	Program <u>identifies current avenues</u> for professional development.	In addition to the meets criteria, the program shows that professional development has <u>impacted/expanded</u> the program and <u>demonstrates</u> that the program is positioning itself for growth.

Professional Development:

1. Discuss the ways that members of your department maintain currency in their field (conferences, workshops, technical trainings, etc.).

Team members attend a number of workshops, conferences and technical training on and off campus. Below are a few of the conference, workshops, trainings, etc. that team members for the CalWORKs Program attend. Updates and current information relevant to the program is shared electronically and verbally.

1. Annual CalWORKs Training Institute
2. Professional Development Workshops
3. Technology trainings (STARFISH, WEBNOW, CANVAS, etc.)
4. CalOHSAs
5. AB705

6. Self-Well Being trainings
7. Office Retreat
8. Campus/District Meetings
9. Collaborative meetings with San Bernardino County Transitional Assistance Department

2. Identify the professional organizations that your department and/or department members belong to and how those organizations meet professional development parameters.

Below are some to the organizations team members belong to.

1. Association of California Community College Administrators
2. California State Employee Association
3. California Teachers Association
4. Valley Hills Credit Union Board Member
5. Inland Empire Job Corps Industry Advisory Council

3. Discuss specific ways staff engage in professional growth (i.e. attend or present at conferences, establish training opportunities with other community colleges). Include future opportunities that are planned by faculty and staff. Discuss how professional development has impacted/expanded the program.

Team members facilitate information during presentations at meetings on and off campus and during recruitment efforts in the community. Professional development has impacted the program by increasing employee motivation. Team members feel empowered when they have the knowledge needed to perform daily task.

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, and it links clearly with the institutional mission.	
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.	The program demonstrates that it is highly productive and is positioning itself for growth.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2017 may result in an</u>	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.	In addition to the meets criteria, the program discusses plans to enhance current offerings that link to student/community needs and positions the program for growth.

	<u>overall recommendation no higher than Conditional.</u>	Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.	
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning that demonstrate the need for expansion.

Mission and Purpose:

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

What is the mission statement or purpose of the program?

The objective of the CalWORKs Program is to provide educational opportunities that will result in career preparation for individuals who are currently receiving welfare, transitioning off welfare, unemployed or under-employed to achieve economic stability. Job Development and Placement Services prepares students to attain lifelong career success as they make career decisions, develop job search strategies, pursue experiential opportunities, and secure meaningful employment.

How does this mission or purpose relate to the college mission?

It mirrors the college's mission by extending and broadening the mission of recruiting and supporting a segment of the community that is not only diverse in ethnicity and culture, but also age, education and economically disadvantaged. It does this by doing aggressive recruitment, development of website and community organizations informing general public of the programs and its services.

Productivity:

Explain how your program defines and measures satisfaction and productivity. What do these measures reveal about your program over a three-year period?

Include data that is relevant to your program. Examples of data may include:

- Relative status of the department at SBVC in comparison to the same department at other multi-campus districts in terms of
 - i. staffing levels
 - ii. compliance with state, local, and federal regulations
- Average time to respond to requests for service

- Average time to respond to complaints
- Results of user satisfaction surveys
- Results of employee satisfaction/staff morale surveys
- Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence

All students enrolled in the program are accountable for submitting a required monthly attendance document that tracks their class attendance for courses they are actively enrolled in. All students are also required to submit a progress report to verify their academic progress during the semester. Students can obtain these documents from the CalWORKs Office during regular business hours. Based on the grades shared by the instructor(s), will determine if a student will have to meet with a CalWORKs counselor to discuss intervention methods and an action plan for the student's academic success. The action plan can be a combination of methods such as referring a student to tutoring and/or the student submitting additional progress reports during the semester to track the student's progress.



DAILY ATTENDANCE REPORT
COMPLETE AND SIGN BY THE 5TH OF THE MONTH

Student Name _____ Student ID _____
 School/Provider SAN BERNARDINO VALLEY COLLEGE Report Month _____
701 S. MT. VERNON AVE.
San Bernardino Ca 92410

PLEASE ENTER THE NUMBER OF HOURS BY DATE AND CLASS TO INDICATE ATTENDANCE
 INCLUDE HOLIDAYS AND ABSENCES

Class	DATE							
	COURSE	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1								
2								
3								
4								
5								

Class	DATE							
	COURSE	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1								
2								
3								
4								
5								

Class	DATE							
	COURSE	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
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Class	DATE							
	COURSE	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
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Class	DATE							
	COURSE	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1								
2								
3								
4								
5								

COURSE 1: Provider's/Instructor Signature	DATE	PRINT NAME
COURSE 2: Provider's/Instructor Signature	DATE	STUDENT SIGNATURE
COURSE 3: Provider's/Instructor Signature	DATE	LAST 4 DIGITS OF SSN
COURSE 4: Provider's/Instructor Signature	DATE	DATE
COURSE 5: Provider's/Instructor Signature	DATE	



PROGRESS REPORTS DUE BY
 18 Week courses due 8 weeks after session starts.
SHORT TERM CLASSES
 Are due 4 weeks after classes start.

OFFICE OF CALWORKS CalWORKs Progress Report

SEMESTER	SPRING	FALL
	SUMMER	

Please have your instructor(s) complete your Progress Report. Please return form to the CalWORKs Office once completed. If your grades fall below a "C" average and you have less than 12 units please make an appointment to meet with the counselor. If you have any questions or concerns, please contact the CalWORKs Office at (909) 384-4429.

Thank you for your cooperation!

Student Name (please Print) _____ Student ID Number _____ Date _____

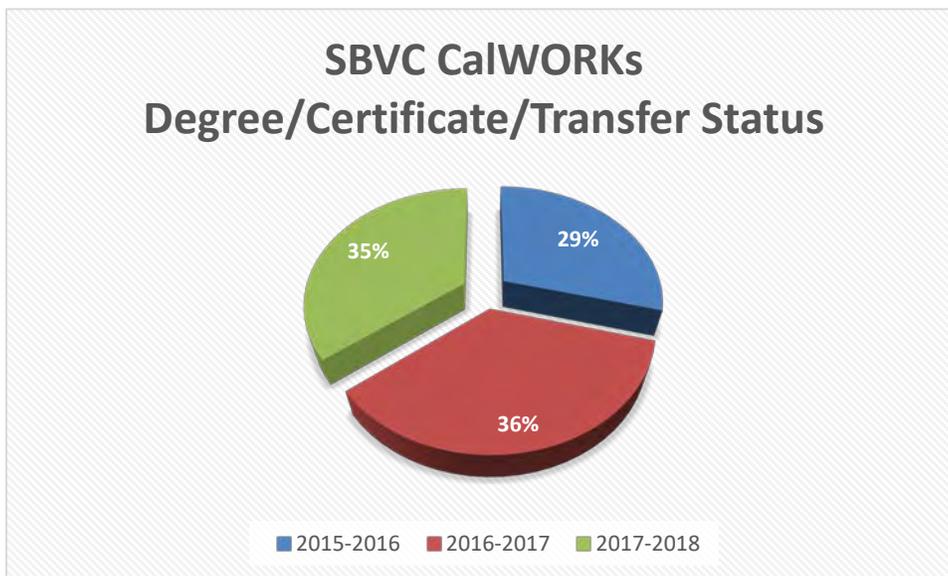
COURSE	ATTENDANCE	PROGRESS	GRADE	INSTRUCTOR	COMMENTS

Reviewed by: _____ CalWORKs Counselor _____ Date _____

Satisfaction and productivity **are** defined by being able to monitor the results of progress. Achievement status for CalWORKs students is tracked by monitoring the degree/certificate/transfer status by utilizing the California Community Colleges Chancellor's Office Data Mart software. This is done on a three-year cycle and is an ongoing effort.

California Community Colleges Chancellor's Office
 Special Population/Group Program Awards Summary Report

		Annual 2015-2016	Annual 2016-2017	Annual 2017-2018
San Bernardino				
	CalWORKs - California Work Opportunity & Responsibility to Kids Total	41	50	50
	Associate in Science for Transfer (A.S.-T) Degree	3	4	9
	Associate in Arts for Transfer (A.A.-T) Degree	1	11	6
	Associate of Science (A.S.) degree	2	3	1
	Associate of Arts (A.A.) degree	19	20	20
	Certificate requiring 30 to < 60 semester units	13	7	8
	Certificate requiring 18 to < 30 semester units	2	5	3
	Certificate requiring 6 to < 18 semester units	1		3



Over the last 5 years the programs allocation continues to receive growth. (See chart below).

Reference allocation at website below

<http://extranet.cccco.edu/Divisions/StudentServices/CalWORKs/Allocations.aspx>

FY	Program Funds	Child Care	Work-Study	TANF	Total Allocation for Each Fiscal Year
2018-2019	\$ 456,172.00	\$ 111,229.00	\$ 79,544.00	\$ 109,281.00	\$ 756,226.00
2017-2018	\$ 445,170.00	\$ 112,735.00	\$ 81,320.00	\$ 111,189.00	\$ 750,414.00
2016-2017	\$ 433,944.00	\$ 112,745.00	\$ 81,332.00	\$ 111,203.00	\$ 739,224.00
2015-2016	\$ 286,733.00	\$ 112,663.00	\$ 80,389.00	\$ 110,578.00	\$ 590,363.00
2014-2015	\$ 252,511.00	\$ 103,816.00	\$ 69,346.00	\$ 98,987.00	\$ 524,660.00

Relevance and Currency, Articulation of Curriculum:

Review all mentions of your area in the catalog. Is the information given accurate? If not, briefly identify the areas that will be revised.

The information presented in the catalog for the CalWORKs Program is current and correct.

If your information needs updating, contact Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us).

If applicable to your area, describe your curriculum/content (e.g., seminars, workshops, presentations, classes, etc. associated with the program).

CalWORKs offers online orientations to students as well as one-on-one orientations. The orientation covers program eligibility requirements, support services; and expectations of the student as well as what the student can expect of the CalWORKs Program.

Employment workshops are available to CalWORKs students. The purpose of the workshops is to inform students of current workforce and hiring trends; resume development, interview techniques; job search, job fairs, and other employment related trends that will lead to meaningful employment.

Just this fiscal year a pilot Skills (Self-Care/Stress Management) Workshop was implemented and each semester consist of three workshops. The workshops are facilitated by the department’s adjunct counselor to all CalWORKs work-study students. These workshops assist CalWORKs students with balancing their personal life, professional life and education. Ten to fifteen CalWORKs work-study students attend each workshop. We are slowly growing the workshop to incorporate a more robust CalWORKs audience.

The Content Review Summary from Curricunet indicates the program’s current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy. (NOTE: If the report is inaccurate, contact Mary Copeland, Co-Chair, Curriculum Committee, (mcopel@valleycollege.edu) or Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us) for updated information.

INSERT CURRICUNET REPORT (If applicable):

Articulation and Transfer

List Courses above 100 where articulation or transfer is <u>not</u> occurring	With CSU	With UC

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

Currency

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

Is the information given accurate? If applicable, list the courses that are no longer offered. (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

The information presented in the catalog for the CalWORKs Program is current and correct.

Challenges:

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

There are still many stakeholders on campus that do not have a lucid view of the uniqueness of the CalWORKs Program and the services provided to students. Data collection is an area that requires more attention. To address deficiency's, short presentations will be developed and implemented within campus departments to point out program services and how we can collaborate to enhance services to students. Choose appropriate data collection tools to measure services provided to students and measure event attendance/feedback.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Facilities	The program <u>does not provide an evaluation</u> that addresses the sustainability of the physical environment for its programs.	Program <u>provides an evaluation</u> of the physical environment for its programs and <u>presents evidence</u> to support the evaluation.	In addition to the meets criteria, the program has <u>developed a plan</u> for obtaining or utilizing additional facilities for program growth.

Facilities:

Provide an evaluation of the facilities in your area and their impact on the educational environment for your students (classroom facilities, technology, space needs, maintenance issues, etc.). Address sustainability of the facility (including technology needs).

The CalWORKs & Workforce Development Department is located in the Campus Center room 208. The workspace is adequate for employees however during high peak times the entrance area, small computer lab area, and the open space becomes over crowded with students and/or community members (see photos below).

A small computer lab is available for CalWORKs student to access educational and employment related documents at no cost to the student. Printing services are also available to students at no cost. Students have the capability to access WebAdvisor, complete or update the FASFA application; register, add or drop courses, access online course work, apply for employment, type a paper, access online courses, etc. The computer lab is located in the CalWORKs Office in the Campus Center Room 208. The Dean of Counseling and Matriculation provided 20 laptops for students to use, however students cannot print from the laptops and space is still an issue for students to use the laptops. Students also have to wait to use a computer to print. Being able to have more space for a computer lab will allow for the program to add more computers as well as space for laptop use and allow students to print. This will reduce the wait time for students needing to use the computer and have access to free printing services.

Each student is electronically tracked upon entering the office for services. Each student's service is captured in SARS Trak. This technology provides a more accurate count of students being served and the type of services that are provided.

CalWORKs student county CalWORKs status and SBVC CalWORKs supportive services are entered in Datatel and captured in MIS which is reported to the CCCC each semester by District Computing Services.

Students have the opportunity to connect with staff members via email to review, discuss or resolve matters. This communication tool has improved contact with students and serves as a time management tool.

After a number of failed requests to get assistance in purchasing very much needed furniture for the CalWORKs & Workforce Development Department, the office team members turned to Associated Student Government. After the Associated Student Government Officers of 2017-2018 visited the department to view the furniture and reviewed our proposal, the department was approved for \$7,869.92. The furniture was installed during spring break of 2018. The format of the office is more functional and looks much more professional. The CalWORKs team appreciates Associated Student Government's generosity!!!

The team members do share concerns of the position of the entrance and exit of the office in the event there is an emergency (see photos below). These concerns have been shared with upper administration in the past few years.







VII: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received “Does Not Meet.”

Address, in **DETAIL AND WITH SPECIFIC EXAMPLES**, how each deficiency was resolved. If these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

Cal Works provided a remediation report for the spring 2013 full efficacy review. The department remediated all of the deficiencies in spring 2014 conditional reporting and received continuation at that time.

Program Efficacy Team Report (Student Services)

Spring 2020

Name of Department: CalWORKs

Efficacy Team: Carol Jones; David Smith; Tim Hosford

Overall Recommendation:

Continuation
 Conditional
 Probation

Rationale for Overall Recommendation:

The program is a valuable one that has done well getting funding. The department provides a pattern of service that meets the needs of its students. It is collaborative with other areas of the campus, and it provides online and one-on-one orientations, employment workshops, and personal skills workshops to its students. The program needs to fully assess its own weaknesses and address problems, such as gaps in data collection and lack of analysis of available data.

Please address the 12% underrepresentation of the Hispanic population in your future response.

The program needs to explain how what they do contributes to student success. Data collection on these could be better, which would allow them to assess how well these services support student success, and being explicit about how the service increases success or is connected to success would help.

The SAO results should be reported in a more meaningful way, such that the impact on student success can be seen. Please work with our campuses Student Learning Outcomes, Faculty Lead, Bethany Tasaka {btasaka@sbccd.cc.ca.us} to improve your SAOs and/or determine strategies to disaggregate your data in the near future.

The department provides a list of challenges; however, it does not adequately address plans for how it will meet those challenges.

Part I: Questions Related to Strategic Initiative: Increase Access

Goal: SBVC will improve the application, registration, and enrollment procedures for all students.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
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 analysis of the demographic data and provides an interpretation in response to any identified variance. The program discusses the plans or activities that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program's analysis and plan demonstrates a need for increased resources.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides evidence that the pattern of service or instruction meets student needs.	In addition to the meets criteria, the program demonstrates that the pattern of service needs to be extended.

		The program <u>discusses the plans or activities</u> that are in place to meet a broad range of needs.	
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Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The San Bernardino Valley College CalWORKs Program is designed to provide support services to a specific population of students that are low income receiving county cash aid. Students are not required to participate in the SBVC CalWORKs Program but for those that identify a need to utilize the program support services will enroll them.

Demographics (Meets): CALWORKS has a significantly higher percentage of females and African Americans than the campus. The CalWORKs program does a good job explaining the high percentage of females. The higher percentage of African-Americans in the CalWORKs Program versus campus wide was believed to be partly due to retention issue for this ethnic group. No further elaboration or data was provided, the Program Review Committee is unclear on how a retention issue results in a higher African-American representation. The CalWORKs' program is underrepresented in terms of Hispanic (12% down), despite community numbers and this was not addressed; please discuss your outreach/planning for the future to help align the programs population to that of the campus.

The majority of the students that enroll in the CalWORKs Program are single-parent households consisting of the mother and child/children. San Bernardino County Transitional Assistance Department (TAD) has a high percentage of young single mothers who apply for services with their agency. Females and males that are county CalWORKs eligible and are enrolled at SBVC do not necessarily enroll in the SBVC CalWORKs Program.

Pattern of Service (Meets): The CalWORKs department pattern of service serves the needs of the community with various methods. Office hours are Monday through Thursday from 8:00am to 5:00pm and Friday from 8:00am to 4:30pm.

The counseling structure allows for appointments and walk-ins to take place each week.

Students are required to submit certain documentation to remain eligible for services. If a student is unable to deliver the document(s) in-person they have the option of emailing or faxing the document to our office.

Supportive services are disseminated two days every week (Tuesdays and Thursdays from 9:00am to 11:00am and 1:00pm to 3:00pm). The Program Review committee is concerned that eight hours a week for supportive services seems low and we would like to see a list of the services provided in this section.

The department provides supportive services to eligible students on the first Saturday of each Fall and Spring sessions. The department coordinates with the bookstore which is also open that first Saturday to align hours for students to obtain books.

Efficacy Team Recommendations to Address Does Not Meets (if applicable): N/A

Part II: Questions Related to Strategic Initiative: Promote Student Success

Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Data/Analysis demonstrating achievement of instructional or service success	Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes	Program <u>has not demonstrated</u> that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is <u>missing or incomplete</u> .	Program <u>has demonstrated</u> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	In addition to the meets criteria, the program <u>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) into its planning, made appropriate adjustments, and is prepared for growth.</u>

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Data Analysis (Does Not Meet): Descriptions of services would be helpful in order to specifically link these services to student success. Often numbers are presented without analysis and the program sometimes neglects to define what it considers a successful interaction with students and how often that criteria is met.

“SARS Anywhere” was used to collect data and displays the number of student contacts and reason codes for services provided to students by the office staff. 7/3/17-6/29/18 Drop-in only 375, appointment only 380 and total unduplicated contacts = 519. Why don’t these numbers add up if they are unduplicated?

CalWORKs also tumble from 111 placements in 2017 to 76 placements in 2018 – that’s a 32% decrease. Please make sure to check your numbers and explain abnormalities in the future.

CalWORKs has between 41-50 students graduating each year from 2014-2017, this numbers are not discussed – it is unclear if this is an acceptable graduation rate or not for the program.

The program provides a list of items that they provide to students (books, gas cards, parking permits, child care, etc.). Yet according to the “Reason Code Summary Report” many of these are listed as zero to only a few student contacted for these items. Given that they serve several hundred students, the numbers of students they contacted for these services seems strange and is cause for concern that data may not be collected or logged properly.

Reason Code summary report (from page 10-11 of efficacy document)

CalWorks – 427 CalWorks Ed Plan – 426 CalWorks Employment Services - 0 CalWork workstudy – 165
Career counseling – 0 Computer lab -0 Childcare – 3 Employment and Employment Services – 0
Foster Youth program – 0 Transportation – 0

There was no data available for last year's action plan.

Since facilitating employment opportunities is a major goal of the program the Program Review committee strongly recommends that CalWORKs keep track of CalWORKs student employment numbers, encourage a requirement for CalWORK students to attend a certain number of workshops per semester and for its program to better monitor and report workshop attendance data.

SAO:(Does Not Meet): The SAO section is a copy/paste of the Program Summary Evaluation Form and the EMP without any extra explanation for the committee.

CalWORKs has one SAO reported, which is: "CalWORKs facilitates employment workshops and one-on-one appointments to prepare and reinforce employability skills to increase their opportunity to obtain employment". They give a pie chart showing 57% of their workshops were non-employment workshops, which without context is not useful. There is no presentation of the actual number of workshops or attendance information. The number of students attending workshops would be valuable information. Students are not required to attend any of the workshops but are encouraged to do so. This SAO has no definition for success and we have no way to understand the percentage that is being reported to measure it as a success or failure.

The SAO is related to work-study placement and from 2015/16 – 2017/18 the number placed were 79, 111, 76. These are more meaningful numbers and should be added to the graphs. When graphs are displayed showing the percentages of work-study students job placement making the 3 years add up to 100% these numbers are not helpful – the committee recommends showing the percentage of students that find work-study versus the total number of students served each year. The raw numbers show 111 students placed in work-study in 2016 and then a drop down to 76 students placed in work-study in 2017 – a 32% drop (then an explanation can be given for this drop).

The list of ways by which the program helps students find work could be expanded to be more specific. Additionally, the committee would like to see a list of the avenues of work-study and employment that the CalWORKS students tend to access.

Under the trends area of the SAO the CalWORKs Program mentions that students who attain full time employment earning more than their cash aid are exited from the program. Is this considered a success by the program? If so, this would be a terrific metric to use.

Efficacy Team Recommendations to Address Does Not Meets (if applicable):

Data Analysis: Since helping students find employment opportunities is a major goal of the program the committee recommends that CalWORKs keep track of CalWORKs student employment numbers and monitor & report workshop attendance data.

Make sure to explain the numbers related to services provided that the data shows and how they correlate to student success. Stop showing percentages that split per year – that make the three years add up to 100% - data displayed this way is not helpful or meaningful (page 12 of efficacy).

SAO: The committee strongly recommends that CalWORKs re-write their SAOs so that they are able to be measured in a meaningful way. Please work with our campuses Student Learning Outcomes, Faculty Lead, Bethany Tasaka {btasaka@sbccd.cc.ca.us} to improve your SAOs and/or determine strategies to disaggregate your data in the near future. The program needs a concrete way in which to measure their success. Come up with concrete metrics by which the SAO can be assessed. Examples include, how many students attended workshops, how many students find employment, and how many students that attended workshop were able to find employment.

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Communication	The program <u>does not identify</u> data that demonstrates communication with college and community.	The program <u>identifies</u> data that demonstrates communication with college and community.	In addition to the meets criteria, the program <u>describes</u> plans for extending communication with college and community and provides data or research that <u>demonstrates</u> the need for additional resources.
Culture & Climate	The program <u>does not identify</u> its impact on culture and climate or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> its impact on culture and climate. Program <u>addresses</u> how this impacts planning.	In addition to the meets criteria, the program provides data or research that <u>demonstrates</u> the need for additional resources.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Communication: (Meets) CalWORKs collaborates with a number of other services on campus—CWD (County Welfare Department), EOPS/CARE, DSPS, Financial Aid, etc. CalWORKs representatives provide outreach on-campus and within the community. The program also collaborates with Marketing to post events and information on the SBVC Website, SBVC Facebook Page, and SBVC Twitter Account. Electronic delivery of program services is disseminated directly to San Bernardino County Transitional Assistance Department (TAD) Welfare-to-Work workers and community partners.

Culture and Climate: (Meets) The program provides an extensive list of events and services on and off-campus collaborations; however, there is no data to address the impact of those events/services or discussion of future planning. Some of the programs offered are truly impressive and the ads and flyers promoting these programs and events are excellent, however, the program review committee is concerned that the efficacy report was submitted in the Spring of 2020 and no new events have been mentioned since May of 2018.

Given recent developments, the team would have liked to know whether the CalWORKs program interacts with the Food Pantry and the expansion of mental health services at the Student Health Center. This section would also be strengthened with a more specific description of the methods by which other programs refer students to CalWORKS and vice versa. We would also like to see a bit more elaboration in the plans area.

Efficacy Team Recommendations to Address Does Not Meets (if applicable): N/A

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Professional Development	The program does not identify currency in professional development activities.	Program identifies current avenues for professional development.	In addition to the meets criteria, the program shows that professional development has impacted/expanded the program and demonstrates that the program is positioning itself for growth.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Team members attend a number of workshops, conferences and technical training on and off campus including the annual CalWORKs training Institute and various professional development put on by our campus. It may be useful for CalWORKs to describe the training and Professional Development in a bit more detail, and explain how it benefits them and their students.

Efficacy Team Recommendations to Address Does Not Meets (if applicable): N/A

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, and it links clearly with the institutional mission.	
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.	The program demonstrates that it is highly productive and is positioning itself for growth.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2017 may result in an overall recommendation no higher than Conditional.</u>	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are	In addition to the meets criteria, the program discusses plans to enhance current offerings that link to student/community needs and positions the program for growth.

		<u>in place</u> to articulate appropriate courses.	
Challenges	The program <u>does not incorporate</u> weaknesses and challenges into planning.	The program <u>incorporates</u> weaknesses and challenges into planning.	The program <u>incorporates</u> weaknesses and challenges into planning that demonstrate the need for expansion.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Mission (Meets): CalWORKs' mission statement is in line with that of the college. The objective of the program is to "provide educational opportunities that will result in career preparation for individuals who are currently receiving welfare, transitioning off welfare, unemployed or under- employed to achieve economic stability".

Productivity (Does Not Meet): Satisfaction and productivity are defined by being able to monitor the results of progress. Achievement status for CalWORKs students is tracked by monitoring the degree/certificate/transfer status by utilizing the California Community Colleges Chancellor's Office DataMart software. This is done on a three-year cycle and is an ongoing effort. The numbers of students in the program was mentioned to be 519 in 2018 and that same year 50 CalWORKs students receive Associates or Certificates. The graduation/transfer rate is about 10% of the students being served in a year; how does this compare to the campus-wide graduation & transfer rates? More context is needed to sufficiently evaluate the success of the program. Is a 10% graduation/transfer rate considered reasonable or should the program plan to increase this number? The team has concerns about the attendance forms and whether they adequately facilitate data collection and instructor involvement.

Relevance/Currency: (Meets) The program addresses both online and one-on-one orientations, employment workshops, and personal skills workshops that are provided to students.

Challenges (Does Not Meet): CalWORKs mentions having an issue with choosing appropriate data collecting and measuring services to measure attendance and feedback. They mention they will address deficiency but do not go into any detail on how they plan to do this. Currently a lot of the statistics reported are not meaningful. CalWORKs needs to work with the research office to help come up with ideas on how to measure i.e. workshop attendance, employment, employment readiness, etc. that match their goals and mission more directly. Some of the problem is likely related to the way SAO data is being graphically presented. Make sure to show productivity and success per year. When making a pie graph make sure the data is meaningful.

Efficacy Team Recommendations to Address Does Not Meets (if applicable):

The program should more specifically address CalWORKs weaknesses so tools can be developed to improve these areas. The committee recommends that the California Community Colleges Chancellor's Office Special Population/Group Program Awards Summary Report be better explanation in context. Some in-depth analysis of the program fund allocation would be useful, as well.

Productivity: Contextualize the graduation/transfer data by showing a comparison to the college-wide data and discuss whether this is meeting the desired or targeted value and whether or not we need improvement. Assess whether current methods of attendance verification are sufficient.

Challenges: Work with the research office to help come up with ideas on what to measure that will be meaningful to your program (i.e. workshop attendance, employment, employment readiness, etc.) that match departmental goals and mission more directly.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Facilities	The program <u>does not provide an evaluation</u> that addresses the sustainability of the physical environment for its programs.	Program <u>provides an evaluation</u> of the physical environment for its programs and <u>presents evidence</u> to support the evaluation.	In addition to the meets criteria, the program has <u>developed a plan</u> for obtaining or utilizing additional facilities for program growth.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The CalWORKs Programs workspace is adequate for employees. However, they report that during high peak times the entrance area, small computer lab area, and the open space becomes overcrowded with students and/or community members. The program includes photos that greatly assist in illustrating the spatial resources the program has access to. For future reports, some numbers on traffic, peak times, and computer usage could further bolster the program's facilities needs.

Efficacy Team Recommendations to Address Does Not Meets (if applicable): N/A

VII: Previous Does Not Meet Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Instead of submitting a response to the Spring 2019 efficacy they resubmitted the entire report anew.

Efficacy Team Recommendations to Address Does Not Meets (if applicable): N/A

Institutional Program Review—2019-2020
Program Efficacy Phase: Administrative Areas
DUE: Friday, March 13, 2020 by NOON

Purpose of Institutional Program Review: Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs so that the college community can make informed decisions about budget and other campus priorities. Program Review is conducted by authorization of the SBVC Academic Senate. **This year, your program is required to complete a full-efficacy review.** The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

Access to Efficacy information and resources can be found on the [Program Review Efficacy Resources](#) page.

The committee evaluates the self-awareness that each program demonstrates in all aspects, both positive and negative, of its performance. This includes the program's ability to address areas that need improvement and areas where the program will capitalize on its strengths. Ultimately, the efficacy document should identify and expand upon a program's position within the framework of the college structure and identify plans that are in place to improve the services that it offers to students and the college community.

As you complete your efficacy review, keep in mind that the Program Review Committee is comprised of faculty and staff from departments throughout the campus, and student representatives. The composition of the committee members ensures that a global view is maintained when evaluating the reviews and that the program is not only addressing departmental and divisional goals but that the program is also considering institutional goals as well. Committee members may not already be familiar with your program, so be sure that you provide adequate support and analysis for each of the questions.

Committee members are available to meet with you to carefully review and discuss your Program Efficacy document. The rubric that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written early so that your review team can work with you at the **small-group workshops:**

Friday, February 21 from 9:30 to 11:00 a.m. in B-204

Friday, March 6 from 9:30 to 11:00 a.m. in B-204

Programs are now required to provide and analyze disaggregated SLO/SAO data. The committee strongly suggests you plan to attend one of the workshops below to learn how to extract SLO/SAO data and assemble and analyze relevant data sets for your program.

Disaggregation Workshop: Monday, January 27th 2:00 - 3:30 pm LA-208

Disaggregation Workshop: Tuesday, February 11th 12:00 - 1:30 pm LA-208

Final documents are due to the Committee chairs – **please send to all three** (Carol Jones at carjones@sbccd.cc.ca.us and Joel Lamore at jlamore@sbccd.cc.ca.us and Wallace Johnson at wjohnson@sbccd.cc.ca.us) by **NOON on Friday, March 13, 2020**. It is the writer's responsibility to be sure the committee receives the forms on time.

SUBMISSION FORMAT:

- 1) Use this current efficacy form and attach as a **PDF**
- 2) Do NOT change the file name

The efficacy process now incorporates the EMP sheet and SLO/SAO documentation, which you will need to insert. We have inserted the dialogue from the committee where your last efficacy document did not meet the rubric and the SBVC demographic data. **If you have questions regarding the SBVC demographic data, contact Christie Gabriel, Research Analyst, at cgabriel@sbccd.cc.ca.us by February 28.** If you have additional data requests, those requests must be submitted to Christie Gabriel by **February 10.**

Program Efficacy

2019– 2020

Program Being Evaluated

Campus Business Office, Switchboard, Mailroom

Name of Division

Administrative Services

Name of Person Preparing this Report

Scott Stark

Extension

8958

Names of Department Members Consulted

Lilliana Molina, Roslin Halim, Heidi Walker, Anabel Martinez, Shyla Cobbett

Name of Reviewers

Joel Lamore, Carol Jones, Paula Ferri-Milligan

Work Flow	Date Submitted
Initial meeting with department	February 3, 2020, March 10, 2020
Meeting with Program Review Team	
Report submitted to Program Review co-chair(s) & Dean	March 10, 5:00 pm

Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers			
Faculty			
Classified Staff	4	1	
Total	4	1	

The PROGRAM serves the entire campus community of students, staff, and faculty, in addition to the external community at large. Access to college courses is supported through high quality services provided by this PROGRAM. Distribution of services is illustrated in the tables below:

Students	Faculty	Staff
Parking Permits	Parking Permits	Parking Permits
Provide Temp Parking Permits	Provide Temp Parking Permits	Provide Temp Parking Permits
Financial Aid and Foundation Checks distribution		
Walk-in over the counter support	Walk-in over the counter support	Walk-in over the counter support
Collect and record Fees-financial transactions	Collect and record Fees-financial transactions	Collect and record Fees-financial transactions
	Mail receiving and distribution/ internal and USPS	Mail receiving and distribution/ internal and USPS
Club Deposits		
Fax services for financial aid docs	Outgoing Pre-sort and USPS Mail	Outgoing Pre-sort and USPS Mail
	Prepare outgoing bulk mailings	Prepare outgoing bulk mailings
Switchboard connect/transfers	Switchboard connect/transfers	Switchboard connect/transfers
Information and assistance via switchboard inquiries	Information and assistance via switchboard inquiries	Information and assistance via switchboard inquiries

Community	General Campus Benefits
Telephone Inquiries	Collect and deposit revenues
Switchboard connections/transfers	Internal Auditing
Over the counter walk in support	Provide account information
	Maintain Petty Cash
	Provide "Change" for operations
	Process 3 rd party invoices
	Maintains Student "hold" system
	Deposits to bank accounts
	Fax receipt and send for campus

Part I: Questions Related to Strategic Initiative: Increase Access

Goal: SBVC will improve the application, registration, and enrollment procedures for all students.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
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 analysis of the demographic data and provides an interpretation in response to any identified variance. The program discusses the plans or activities that are in place to recruit and	In addition to the meets criteria, the program's analysis and plan demonstrates a need for increased resources.

		retain underserved populations as appropriate.	
Pattern of Service	The program's pattern of service is <u>not related to the needs of students.</u>	The <u>program provides</u> evidence that the pattern of service or instruction meets student needs. The program <u>discusses the plans or activities</u> that are in place to meet a broad range of needs.	In addition to the meets criteria, the program <u>demonstrates that the pattern of service needs to be extended.</u>

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

Demographics – 2016-17 to 2018-19 Academic Years		
Demographic Measure	CBO, Mailroom, Switchboard	Campus-wide
Asian	20%	3.2%
African-American		12.3%
Filipiino		1.3%
Hispanic	40%	63.7%
Multi-Ethnicity		6.9%
Native American		0.2%
Pacific Islander		0.2%
White	40%	11.1%
Unknown		0.9%
Female	100%	57.7%
Male	0%	42.0%
Disability	0%	4.4%
Age 19 or Less		23.7%
Age 20 to 24		32.9%
Age 25 to 29		18.2%
Age 30 to 34		9.7%
Age 35 to 39	20%	5.7%
Age 40 to 49	40%	6.0%
Age 50+	40%	3.9%

Demographics:

Provide an **analysis** of how internal demographic data compare to the campus population. Alternatively, provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.

If campus demographics are not applicable to your program, discuss why.

ANALYSIS

Refer to the demographic comparison in the table above.

Administrative Services selects employees based on merit and qualifications, not on ethnicity or age.

Additionally, the CBO, Mailroom, and Switchboard program represents too small of a sample to adequately reflect the demographics of the large population sample of the college.

Pattern of Service:

Describe how the pattern of service and/or instruction provided by your department serve the needs of the population you serve. Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

The PROGRAM provides consistent and scheduled service hours to serve the needs of the campus and community for financial transactions, parking decal/temporary permits, and campus information.

CBO Office Hours: M-Th 8:15 a.m. to 4:45 p.m. and Friday 8:15 a.m. to 4:15 p.m.

Staff works until 5 p.m. M-Th but final minutes are used to close out financial systems, secure cash, and close the office.

Mail Room Hours: 7:30 a.m. to 4 p.m. M-F staffed, but mailroom lobby is open 730-9 M-Th and 730-6 Friday.

Telephone Switchboard Hours: 8:00 a.m. to 4:45 p.m. M-Th and Friday 8 a.m. to 4:15 p.m.

The majority of classes on campus are offered during normal business hours, The majority of faculty and staff and students are on campus during these hours, and the PROGRAM office hours match this schedule to provide service to the greatest number of students, faculty, and staff. Much service/information is provided over the telephone for people who are not on campus during normal business hours.

The account clerk positions are cross trained to provide customer support on the telephone and for walk-in over the counter service. A longtime inefficiency was resolved by discontinuing the part time telephone switchboard operator position and replacing it with a part-time account clerk I. When telephone traffic was slow, the operator position could not perform other duties to remain productive. Now, telephone coverage is balanced between the account clerks, and all positions remain productive during slow telephone traffic. Substitutes are used to cover for absences during critical peak periods.

2 of the 4 CBO staff can provide spanish bilingual service to customers who require this either in person over-the-counter or on the telephone.

The PROGRAM offers an online method for student parking decals. All faculty and staff decals are distributed at the start of each semester. The CBO sets up booths at opening day and adjunct orientation to provide decals for the convenience faculty and staff.

Financial aid checks are now distributed via *Bank Mobile – electronic transfers*. A few exceptions or special instances are handled across the counter at the CBO.

Substitutes are used when available for Mail Room Clerk. CBO staff are cross trained to cover for this position when substitutes are not available. Administrative Services management and staff also assist during peak loads or when staffing is down.

Online parking decal purchase for students during sales dates is available 24/7.

Part II: Questions Related to Strategic Initiative: Promote Student Success

Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Data/Analysis demonstrating achievement of instructional or service success	Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes: Continuous Assessment	Program <u>has not demonstrated</u> that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is <u>missing or incomplete</u> .	Program <u>has demonstrated</u> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program <u>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth.</u>
Service Area Outcomes and/or Student Learning Outcomes: Disaggregated Data Analysis	Program <u>has not demonstrated</u> that it has analyzed disaggregated data for Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	Program <u>has demonstrated</u> that it has analyzed disaggregated data for at least two highly relevant Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	In addition to the meets criteria, the program <u>demonstrates that analysis of 3 or more relevant disaggregated SLO data sets support program growth.</u>

Student Success:

Provide an analysis of the data and narrative from the program’s EMP Summary and discuss what it reveals about your program. (Use data from the Charts that address Success & Retention and Degrees and Certificates Awarded”)

EMP is general overall campus data available at Office of Research, Planning, and Institutional Effectiveness.

PROGRAM is a *support program* and provides services as per the table on page 3 to the demographic indicated in the table on page 4. Student Success is supported by the program through these services and contribution to the college mission as per section V of this document.

Supplemental Data:

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

No additional data.

Program SAO Summary Evaluation Form

Division/Program: Administrative Services: CBO, Mailroom & Switchboard Semester Evaluated: Spring 2020 Next Evaluation:	Lead Evaluator: Scott Stark Participants: Shyla Cobbett, Roslin Halim, Liliana Molina, Heidi Walker, Anabel Martínez, Karol Pasillas, Scott Stark
Service Area Outcome Statement	To provide accurate and timely financial transactions and reporting service to those we serve. To facilitate effective mail service between the community and the college. To connect the caller with the appropriate department, employee or service which results in student success and/or great customer service for student, caller, staff and faculty.
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input checked="" type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input type="checkbox"/> Effective Evaluation and Accountability
SAO Assessment Tool	<ol style="list-style-type: none"> 1. Number of transactions not completed or customers that were not served as a percentage of all requests for service or transactions. 2. Number of customers requesting service that were not served expressed as a percentage of all service requests. 3. Number of annual complaints expressed as a percentage of overall service requests.
Criteria – What is “good enough”? Rubric	On the three assessments above, less than 1.0 % failure rate is good enough.

What are the results of the assessment? Are the results satisfactory?	The CBO, Mailroom, and Switchboard program have a 0% failure rate with the assessments listed above. The results are satisfactory. While the customer is not always satisfied, the dissatisfaction is not related to our service i.e. the caller is not always successfully connected to the program because the program may not be available to answer the call, or the student wanting the financial aid or scholarship check may not receive the check because of lack of identification. Our program strives to serve the customer while staying within compliance of board policy and college procedure.
Were trends evident in the outcomes? Are there gaps?	The SAO's are successful and static. Gaps are not evident at this time. The new Student Centered Funding Model is slowing growth and it appears that existing staffing is more than adequate to handle the anticipated load at a continued high quality of service.
What content, structure, strategies might improve outcomes?	Continued monitoring with the assessment tool criteria. We will continue ongoing review of our processes and procedures for effectiveness and efficiency and adjust as necessary for improvement.
Will you change evaluation and/or assessment method and or criteria?	Not at this time.
Evidence of Dialogue (Attach representative samples of evidence)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input checked="" type="checkbox"/> Staff Date(s): <input checked="" type="checkbox"/> Department Meeting. Date(s): 2/2/2020, 3/10/2020 <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: SAO outcome statements, assessment tools, criteria rubric, our performance, complaints and kudos, trends, gaps, and potential improvements. We also discussed our ability to sustain quality and timely service given the increasing customer contacts and the fact that technology has improved our efficiency.
Will you rewrite the SAOs	No. The SAO and evaluation tools combined with ongoing assessment and change is working well.
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services <input checked="" type="checkbox"/> Program Planning /Student Success We determined that we are operating efficiently given the level of service provided by such a small number of employees. This is attributed to the high morale maintained in our office, and cross-training. We will pay close attention to our service and continue to review of all our procedures and change as necessary for improvement.

Student Area Outcomes: Evidence of Continuous Assessment

Course SLOs/SAOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs). Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs/SAOs are being used to improve student learning. Refer to EMP.

Examples of evidence could include the following:

- Documentation of meeting/workshop dates to address findings
- Updated curriculum based on findings
- Alternative teaching methods developed and implemented based on findings
- Development of new materials based on findings

Generate reports from the Cloud as necessary. Include analysis of SLO/SAO Cloud reports and data from summary reports. This section is required for all programs.

The PROGRAM is self-monitoring in addition to receiving input from management when issues arise.

Examples of changes brought about through self-monitoring include the following:

1. Developed new procedure manual for cross training and substitutes. Manual contains step by step instructions for most transactions.
2. Implemented sealed bank bags for all deposits to improve security and controls.
3. Reduced paperwork required to close financial sessions for efficiency- remove unnecessary redundancy.
4. Changed internal invoicing process to electronic inter account transfers to eliminate need to cut checks where possible.
5. Streamlined parking permit process for large programs such as *Promise*.
6. CC Student Life on deposit amounts from clubs to increase security and awareness and accurate club accounting.
7. Simplify TVM receipt process to remove unnecessary redundancy.

These changes all improve the efficiency and efficacy of the process.

Student Area Outcomes: Disaggregated Data Analysis

Course SLOs/SAOs. Demonstrate that your program is evaluating disaggregated SLO data as appropriate to your program's student population, educational delivery methods, etc. Your program should evaluate as many different disaggregated data sets as useful in understanding success rates, course patterns, patterns of service, etc. SLOCloud allows departments to do any type of disaggregation that can be sorted by section number.

Examples of evidence could include the following:

- Day/Evening classes
- Online vs on-ground (i.e. face to face/classroom delivery)
- Lower level and upper level courses
- Gateway courses
- Cohort or learning community courses
- Courses relevant to degree or certificate PLOs

Analysis of the data should explain numbers, note any relevant patterns, and detail program changes or actions (if any seem indicated) to address areas for improvement or to capitalize on strengths or opportunities revealed in the data.

No analysis provided.

Program Level Outcomes:

If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.).

Describe how this set of data is being evaluated or is planned to be evaluated. Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

N/A

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Communication	The program does not identify data that demonstrates communication with college and community.	The program identifies data that demonstrates communication with college and community.	In addition to the meets criteria, the program demonstrates the ability to communicate more widely and effectively, describes plans for extending communication, and provides data or research that demonstrates the need for additional resources.
Culture & Climate	The program does not identify its impact on culture and climate or the plans are not supported by the data and information provided.	The program identifies and describes its impact on culture and climate. Program addresses how this impacts planning.	In addition to the meets criteria, the program provides data or research that demonstrates the need for additional resources.

Communication, Culture & Climate:

Describe how your program communicates its services, goals, and achievements to the campus and to the Community (outreach, events, website, campus emails, flyers, etc.).

Services are communicated in the course catalog. Special announcements are delivered through campus-wide email from the VPAS.

Describe how your program seeks to enhance culture and climate of the college population as a whole (creating safe environments, creating an inclusive campus, increasing educational value, etc.).

Our staff attempts to understand the customer's plight to get correct information, understand processes, and negotiate the SBCCD environment. When staff senses frustration, or that the customer has been passed along without receiving appropriate service (lost in red tape) we attempt to intervene on the customer's behalf to gain the information or expedite service.

Describe one or more external/internal partnerships.

The CBO and mailroom partners with most departments and programs on campus as well as district offi
Examples include:

1. Receive and deposit funds: Police Department, Sunroom, Den, Financial Aid, Cafeteria, Child Care, Clubs, Athletics, Admissions and Records.
2. Conduct financial transactions for rentals, pay for class supplies, or pay for testing for Art, Welding, Nursing, and Music.
3. Conduct routine financial transactions, invoices, reconciliations with District Accounts Payable program.
4. Distribute payroll checks over the counter for faculty and staff in partnership with District Payroll.

What plans does your program have to further implement any of these initiatives?

As need arises, case by case basis.

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Professional Development	The program <u>does not identify</u> currency in professional development activities.	Program <u>identifies current avenues</u> for professional development.	In addition to the meets criteria, the program shows that professional development has <u>impacted/expanded</u> the program and <u>demonstrates</u> that the program is positioning itself for growth.

Professional Development:

1. Discuss the ways that members of your department maintain currency in their field (conferences, workshops, technical trainings, etc.).

Customer service seminar provided by EOPS program.

Microsoft Office Suite of applications training through SBVC professional development.

On line training provided by SBCCD

Deliberate and scheduled continuous cross training in house to increase and maintain flexibility and nimbleness of the program to respond effectively to absences and spikes in workload.

Annual Pitney Bowes USPS training for mail room clerk.

Specialty seminars within region as requested by PROGRAM staff.

2. Identify the professional organizations that your department and/or department members belong to and how those organizations meet professional development parameters.

None

3. Discuss specific ways staff engage in professional growth (i.e. departmental training, attendance at conferences or workshops, etc.) Include future opportunities that are planned by staff. Discuss how professional development has impacted/expanded the program.

Professional development as indicated in 1 above increases the capability of the staff within their job responsibilities, and significantly improves the ability for the PROGRAM to respond and provide consistent service during staff absences and work load spikes.

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, and it links clearly with the institutional mission.	
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.	The program functions at a highly productive level and is positioning itself for growth.
Currency	The program does not show evidence of currency.	The program provides evidence that it maintains currency within the published documents.	In addition to the meets criteria, the program provides support for future planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning that demonstrate the need for expansion.

Mission and Purpose:

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

What is the mission statement or purpose of the program?

The PROGRAM supports student success by providing support in three critical areas: Financial, Parking, and Communication. The program conducts financial transactions, provides parking decals and temporary permit support, provides USPS, campus, and district mail service, and provides information and communication support telephone switchboard services.

How does this mission or purpose relate to the college mission?

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

The PROGRAM provides services that *support* a diverse community of learners while they are here, and services that support the programs that directly provide high quality education that SBVC provides. These services are enumerated in other sections of this report.

Additionally:

90% of students attending SBVC receive some form of financial aid (Research and Planning Data). This is reflected in the data presented in part II of this report. The CBO role in accounting for and distributing scholarship checks to students is critical to their success at the college.

Student Life and the associated clubs are an important component of student engagement in campus activities. The data shows (available in Research and Planning) that engaged students are more successful in obtaining their educational goals. The PROGRAM collects and deposits club and ASG revenue, which contributes to the participating student's engagement and success.

Productivity:

Explain how your program defines and measures satisfaction and productivity. What do these measures reveal about your program over a three-year period?

Include data that is relevant to your program. Examples of data may include:

- Relative status of the department at SBVC in comparison to the same department at other multi-campus districts in terms of
 - i. staffing levels
 - ii. compliance with state, local, and federal regulations
- Average time to respond to requests for service
- Average time to respond to complaints
- Results of user satisfaction surveys
- Results of employee satisfaction/staff morale surveys
- Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence

Campus survey data is available over 2 year period from classified staff and students.

The data indicates:

1. Of the staff that use the services of CBO and/or mailroom, a significant majority are either completely satisfied or satisfied.
2. Of the students that use the services of the CBO, a majority are satisfied with the service.

The survey data:

Classified Campus Climate Survey

To what extent are you satisfied with the following District and campus services?

Cashier Services (SBVC Campus)	Completely satisfied	Satisfied	Neutral or Never used service	Dissatisfied	Completely dissatisfied	Total
2017/2018	30.00%	36.67%	33.33%	0.00%	0.00%	30
2018/2019	20.37%	42.59%	31.48%	1.85%	3.70%	54

To what extent are you satisfied with the following District and campus services?

Mail room (SBVC Campus)	Completely satisfied	Satisfied	Neutral or Never used service	Dissatisfied	Completely dissatisfied	Total
2017/2018	53.33%	36.67%	10.00%	0.00%	0.00%	30
2018/2019	50.00%	35.19%	11.11%	0.00%	3.70%	54

Student Campus Climate Survey

Which services have you used and how do you rate the quality of services you have received? (Choose all that apply)

Campus Business Office	Very Satisfied	Somewhat Satisfied	Not Satisfied	Never used service	Total
2017/2018	16.0%	5.1%	1.1%	71.6%	499

How do you rate the quality of the following services?

Campus Business Office	Satisfied	Neutral	Dissatisfied	Never used this service	Total
2018/2019	35.85%	15.57%	1.42%	47.17%	424

Requests for service are in real time over the counter or by telephone. Time to respond to requests is almost immediate because there are typically multiple clerks that can respond at any time. If there is a queue (occasional), service is provided as the customer reaches the counter. By telephone, if there is a queue (occasional), wait time is typically not longer than a minute.

Complaints come in regarding other departments, to which the clerk endeavors to resolve or connect the customer to someone who can resolve. The CBO and mailroom almost never receive complaints for their service.

Staffing levels are appropriate to maintain this high level of service response. This is based on staff interviews, administrative services observation, and satisfaction data from climate surveys.

Currency

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

Review all mentions of your area in the catalog. Is the information given accurate? If the information is inaccurate, how does the program plan to remedy the discrepancy?

If your information needs updating, contact Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us).

The CBO mailroom information in the current Spring 2020 catalog is accurate. Administrative Services reviews the information in each catalog.

Planning: Challenges/Trends/Strengths:

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program.

- In what way does your planning address trends that will impact the program?
- In what way does your planning address challenges in the program?
- In what way does your planning capitalize on strengths in the program?

If you addressed other plans within the efficacy document, **readdress** them here.

The current trend with the most impact is the PROMISE program. The PROGRAM is planning and working with partners in student services to streamline processes to effectively handle the load of financial transactions and parking permits.

The PROGRAM has not identified any other significant challenges to continuing the good work. A program strength is the staff's understanding of our customer's needs, and ability to provide good customer service. Their close proximity facilitates good communication and ability to fill in for each other quickly and seamlessly to support the customer.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Facilities	The program <u>does not provide an evaluation</u> that addresses the sustainability of the physical environment for its programs.	Program <u>provides an evaluation</u> of the physical environment for its programs and <u>presents evidence</u> to support the evaluation.	In addition to the meets criteria, the program has <u>developed a plan</u> for obtaining or utilizing additional facilities for program growth.

Facilities:

1. Describe current facilities:
 - a. Classroom space
 - b. Access to equipment
 - c. Maintenance
 - d. Technology
 - e. Other

The CBO office space in the ADSS building comprises a small lobby area for customers to conduct transactions with our staff, and an adjacent office space that houses 4 cubical offices for the 4 account clerks and one additional for future growth. CBO clerks have access to all equipment and technology needed to function within their work area.

The mailroom lobby houses all campus program mail boxes as well as USPS and inter-district mailbox. An adjacent mail work area provides work space for mail clerk who has access to all equipment and technology required to function within her work area.

Both lobby areas are equipped with ADA door controllers.

2. Provide a sufficient discussion of current and projected needs of the facilities in your area and their impact on the educational environment for your students (classroom facilities, technology, space needs, maintenance issues, etc.). Address sustainability of the facility (including technology needs).

CBO has space for one additional staff member and equipment to accommodate growth.

The CBO lobby for customers to queue and transact business is too small, allowing for only 3 to be accommodated simultaneously. Occasionally the queue extends to the outside. CBO and other staff entering the office must excuse themselves and squeeze around customers to in order to enter the office space. It is inconvenient and sometimes uncomfortable depending on the weather, for students to stand outside.

A larger CBO lobby and entry area is needed for student comfort and for office ingress-egress, as well as an interior doorway between the CBO and the mail room to facilitate staff collaboration and customer service.

VII: Previous Does Not Meets Categories

List, from your most recent Program Efficacy document, those areas which previously received “Does Not Meet.”

Address, in **DETAIL AND WITH SPECIFIC EXAMPLES**, how each deficiency was resolved. If these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

Program is currently on probation for not having turned in last efficacy document.

Efficacy document provided 3/2020.

Program Efficacy Team Report (Administrative Services)

Spring 2020

Name of Department: CBO, Switchboard, Mailroom

Efficacy Team: Timothy Hosford, Abena Wahab, Joel Lamore

Overall Recommendation:

Continuation
 Conditional
 Probation

Rationale for Overall Recommendation: The Program did not include an EMP document, evinces weak data collection and analysis, and problematic SAO evaluation. The program also fails to include correct demographic data describing its service population. In general, the program seems to have a weak idea of how it serves students outside the transactional functions of the CBO. In a similar vein, the program poorly communicates its role on campus to the student population, with a sparse Catalog entry and few if any other avenues of interaction.

Part I: Questions Related to Strategic Initiative: Increase Access

Goal: SBVC will improve the application, registration, and enrollment procedures for all students.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Demographics	The program <u>does not provide</u> an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	The program <u>provides an analysis</u> of the demographic data and provides an interpretation in response to any identified variance. The program <u>discusses the plans or activities</u> that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program's analysis and plan <u>demonstrates a need</u> for increased resources.
Pattern of Service	The program's pattern of service is <u>not related to the needs of students.</u>	The <u>program provides</u> evidence that the pattern of service or instruction meets student needs. The program <u>discusses the plans or activities</u> that are in place to meet a broad range of needs.	In addition to the meets criteria, the program <u>demonstrates that the pattern of service needs to be extended.</u>

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback: Demographics--In providing the demographic data for the staff instead of the service population, the program has mis-interpreted the purpose of this section. Data for the service population should have been obtained from the Office Research, Planning, and Institutional Effectiveness. There is no discussion or analysis regarding the CBO's interaction with the student population, or which students come into the office for service as opposed to using the online platforms.

Pattern of Service--The program provides a basic outline of its pattern of service, which they support via cross-training by all staff members. The CBO is open during normal business hours, and while peak hours and periods are mentioned, there is no discussion or analysis of when those peak hours and periods are, or whether there is any variation in these times between the CBO, Mail Room, and Switchboard. Nor is there discussion of what measures are taken to meet the demand during these times other than cross-training and management assistance, or whether these measures are sufficient. The program would also benefit from a more complete list of the services they offer, both to students and staff.

While the program does describe its online presence in the purchasing of parking decals and disbursement of financial aid checks, there is no analysis of whether this sufficiently meets demand for off-hours service, or what that demand might be.

Efficacy Team Recommendations to Address Does Not Meets (if applicable):

- Obtain service population demographic data from Research
- Discuss and analyze the comparative demographics, especially if there are discrepancies
- List all services provided by CBO to staff and students and discuss which are most frequently used and which are rarely used, if any.
- Discuss when peak hours/periods occur, and whether cross-training/management assistance is sufficient.
- Provide data about online transactions, whether other services could be expanded online.

Part II: Questions Related to Strategic Initiative: Promote Student Success

Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Data/Analysis demonstrating achievement of instructional or service success	Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes	Program <u>has not demonstrated</u> that it is continuously assessing Service Area Outcomes	Program <u>has demonstrated</u> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u>	In addition to the meets criteria, the program <u>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or</u>

and/or Program Level Outcomes: Continuous Assessment	(SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is <u>missing or incomplete</u> .	Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	<u>Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth.</u>
Service Area Outcomes and/or Student Learning Outcomes: Disaggregated Data Analysis	Program <u>has not demonstrated</u> that it has analyzed disaggregated data for Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	Program <u>has demonstrated</u> that it has analyzed disaggregated data for at least two highly relevant Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	In addition to the meets criteria, the program <u>demonstrates that analysis of 3 or more relevant disaggregated SLO data sets support program growth.</u>

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback: Student Success--The program fails to provide an EMP, nor is it available at the Office of Research, Planning, and Institutional Effectiveness. It is incumbent upon the program to provide this document to the committee. Given the lack of an EMP document, the reference to ‘the table on page 3 to the demographic indicated in the table on page 4’ is incoherent, if indeed the EMP is what this sentence refers to. There is no indication otherwise.

SAOs—The program provides it’s SAO Evaluation Form, asserting that the program boasts a 0% failure rate, with no plans to change either the SAO or the evaluation criteria. In the section for Assessment Tools, the program discusses failure rates as *metrics*, however it does not provide the *tools* used to assess transactions, services, requests, or annual complaints. Without knowing what those tools are, the committee is being asked to take the remarkable 0% failure rate at face value.

The Evaluation Form also goes on to insist that any customer dissatisfaction as a result of not receiving service at the endpoint is not counted because it is not their fault. This is a strange and defensive statement to include. If the program is receiving complaints for their failure to obtain what they need from financial aid or other offices to which the Switchboard connects them, what is done to assist the student further, if anything?

While the program discusses changes made as a result of self-monitoring of procedures, none of this is explicitly or implicitly linked to the SAOs. This may indicate that the SAOs do not adequately cover the program’s activities.

Finally, there is no data disaggregation as required by the document.

Efficacy Team Recommendations to Address Does Not Meets (if applicable):

- Provide the EMP document to the committee
- State specifically within the Report how the program contributes to student success
- Discuss the tools by which the metrics are assessed.
- Analyze whether the SAOs are supporting student success and provide evidence of evaluation.

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Communication	The program <u>does not identify</u> data that demonstrates communication with college and community.	The program <u>identifies</u> data that demonstrates communication with college and community.	In addition to the meets criteria, the program <u>demonstrates</u> the ability to communicate more widely and effectively, <u>describes</u> plans for extending communication, and provides data or research that <u>demonstrates</u> the need for additional resources.
Culture & Climate	The program <u>does not identify</u> its impact on culture and climate or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> its impact on culture and climate. Program <u>addresses</u> how this impacts planning.	In addition to the meets criteria, the program provides data or research that <u>demonstrates</u> the need for additional resources.

Does Not Meet **Meets** **Exceeds**

Efficacy Team Analysis and Feedback: Communication—The program states that its services are listed in the course catalog. The catalog contains a single reference to each area, with no description of any of them. The program does not discuss whether it feels this bare-bones listing is sufficient, or whether it has plans for other avenues of communication such as the web, handbooks, seminars, etc. Campus-wide emails from the VPAS are not described in any detail. What kind of events merit such a step?

Culture and Climate—The program asserts that its staff attempts to intervene with dissatisfied customers in order to expedite service. There is no analysis or discussion of what these actions entail, or what the programs options or capabilities are in pursuit of this goal, nor is there anything indicating how successful the program is in these efforts.

Partnerships—The program lists several partnerships in thin but correct fashion. The program would benefit from more in-depth analysis of these partnerships and whether they could be expanded or altered to better serve students.

Efficacy Team Recommendations to Address Does Not Meets (if applicable):

- Evaluate whether the catalog entries are sufficient communication of the program’s services to the campus. If not, what plans are there to improve?
- Detail options for assisting dissatisfied students and staff
- Provide and analyze metrics on the success of interventions
- Analyze partnerships in more detail, discuss plans for future initiatives or areas that can be improved.

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Professional Development	The program does not identify currency in professional development activities.	Program identifies current avenues for professional development.	In addition to the meets criteria, the program shows that professional development has impacted/expanded the program and demonstrates that the program is positioning itself for growth.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback: Professional Development--The list of professional development activity is basic and narrowly focused on essential job functions, the majority of which is in-house. There is no discussion regarding how staff are involved in these activities (i.e. attendees, presenters, coordinators, etc.). Similarly, there is no analysis of how these opportunities contribute to the program, nor what kinds of opportunities the program is looking for.

The program and department members have no membership or interaction with any professional organizations. There is no discussion of what kinds of organizations would be beneficial to the program, if any, nor plans to promote involvement.

When asked for specific way that the staff engage with opportunities, the program simply states that the staff use the aforementioned list to maintain basic job functionality.

Efficacy Team Recommendations to Address Does Not Meets (if applicable):

- Discuss in detail how professional development opportunities contribute to program effectiveness.
- Identify possible new opportunities, and why they might be beneficial to department staff.
- Evaluate whether and which professional organizations might provide opportunities for staff.
- Describe specific examples of professional growth, and opportunities the program intends to take advantage of.

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, and it links clearly with the institutional mission.	
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.	The program functions at a highly productive level and is positioning itself for growth.
Currency	The program does not show evidence of currency.	The program provides evidence that it maintains currency within the published documents.	In addition to the meets criteria, the program provides support for future planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning that demonstrate the need for expansion.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback: Mission—While there is no formal statement, the program describes its mission clearly. It makes a strong case for supporting the college mission, noting that 90% of our students receive financial aid according to the Research Department. The CBO provides a critical role in disbursing this aid. The program also works directly with campus clubs and ASG, managing their revenue. These facts could have been helpful in sections I and III but are well-used here. However, these likely do not provide a full picture of the CBOs role on campus.

Productivity—The campus climate survey provides the bare beginnings of a snapshot of the program’s productivity. Once again, the data here would have been helpful in evaluating the SAOs. Areas of concern include the fact that this data clashes with the assertion in section I of a 0% dissatisfaction rate, as well as the disconcerting number of students who claim to have never used the CBO. This suggests that students may not be aware of their interactions with the CBO, and that the CBO poorly communicates its role and services to the students. Additionally, there is no data of student use of the mail room. The Campus Climate survey also lacks hard *productivity* data: how many students and staff served, how many pieces of mail processed, how many calls taken/routed, how many checks released, etc. These are all measurable data that would provide a strong snapshot of productivity. Analysis is weak, limited to two conclusions with no discussion of how program policies affect the numbers, or whether the number of students who are unaware of their interactions with the CBO skews the data.

Planning—The document discusses the Promise program very briefly. A more in-depth analysis of the challenges involved, and how the program is addressing them, would be useful in planning for future challenges of a similar nature (**trends**). There’s no discussion of such trends. The lack of EMP data, which is specifically requested by the prompt, hinders the programs ability to effectively address this section.

Efficacy Team Recommendations to Address Does Not Meets (if applicable):

- Provide the EMP document and reference the challenges described by it under planning.
- Collect and present hard data on metrics such as how many students and staff served, how many pieces of mail processed, how many calls taken/routed, how many checks released, etc.
- Analyze the data and evaluate productivity in light of it.
- Evaluate whether the CBO needs to strengthen its communication of its services to students, and methods by which to do so.
- Discuss in more depth how the Promise program is changing processes, and what the program can learn from the experience to apply to future initiatives.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Facilities	The program <u>does not provide an evaluation</u> that addresses the sustainability of the physical environment for its programs.	Program <u>provides an evaluation</u> of the physical environment for its programs and <u>presents evidence</u> to support the evaluation.	In addition to the meets criteria, the program has <u>developed a plan</u> for obtaining or utilizing additional facilities for program growth.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback: Facilities—The program provides a succinct and general description of its facilities. The office space has room for one additional staff. The program does identify a major problem with the atrium of the CBO, noting that during busy periods the queue extends out the door as barely three people can occupy it, which can hinder egress by staff. There is some information that seems pertinent that is not provided here: is this the only entrance/exit to the office? Are there building code limitations on occupancy? Answers to these questions would perhaps strengthen the programs stated need for a larger lobby.

Efficacy Team Recommendations to Address Does Not Meets (if applicable):

VII: Previous Does Not Meet Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback: The program did not submit a document during the last efficacy cycle, therefore there were no DNM categories.

Efficacy Team Recommendations to Address Does Not Meets (if applicable):

**Career Education Program Two-Year Review
Program Efficacy Report
Spring 2019**

Name of Department: Computer Information Technology

Efficacy Team: Berchman Melancon, Carol Jones, Raymond Carlos

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

The team recommends a rating of "Conditional." The team recognizes that the CIT Program is a valuable program for students, and commends their effort to increasing success, retention, and transfer rates.

The team recommends that the program provide a more thorough analysis of the data for the specific Strategic Initiatives. The department did not address the does not meet in the last full efficacy Spring 2017 in section 2 Student Success. The CIT program does not address the low success rate under 70%. They do not explain how they can work to improve success. It is recommended that the CIT program explain why SLOs are below 70% and explain plans for improving student success and retention in this field that is known to have a higher level of required math and critical thinking skills than most disciplines.

The team recommendation of Conditional is concluded because the information being mentioned has no charts or documentation (or documentation provided was not explained in enough detail for the average reader to understand) to back up the suggested comments.

The team does recognize that the CIT Program is a valuable program for students, and commends the effort to increase the success, retention, and transfer rates of students, but without evaluating the information in more detail it is the opinion of the team that the departments setting itself up for possible weaknesses with no direction to resolve.

1. Purpose of this Program: Meets Does Not Meet

The CIT departments mission states their courses are "useful to students and prepares them for employment and/or towards transferring into a four-year college. Not only does CIT align with the college's mission statement it also reflects the "diverse community of learners" that enter college.

It is recommended by the committee that the CIT program provide more supporting document by including information on their programs degrees and certificates that will help ensure students are prepared for transfer to a four year school or to the workforce.

2. Demand for this Program: Meets Does Not Meet

The CIT program provides evidence of job market demand in CIT related areas that was found in the related links but analysis/explanation of this data is needed for members of the committee that do not have background knowledge of this field. Also FTES and student enrollment in the EMP data was not analyzed. The department mentions the new courses in "cybersecurity" continue to attract students from local feeder schools of ROP programs, with no evaluation that their program is meeting the demands.

The committee recommends a Does Not Meet in this section.

RESPONSE:

According data from downloaded from: <https://www.glassdoor.com/blog/highest-paying-college-majors-2017/>, where the top The Top 10 Highest-Paying College

Majors were presented, Information Technology ranked number 5 in the ten majors compared. Computer science and Engineering ranked number one followed by Electrical, Mechanical and Chemical Engineering.

Table 1: The Top 10 Highest-Paying College Majors

1. **Computer Science and Engineering: \$70,000**
2. **Electrical Engineering: \$68,438**
3. **Mechanical Engineering: \$66,040**
4. **Chemical Engineering: \$65,000**
5. **Information Technology: \$63,500**
6. **Civil Engineering: \$63,000**
7. **Nursing: \$63,000**
8. **Industrial Engineering: \$62,270**
9. **Management Information Systems: \$60,960**
10. **Statistics: \$60,000**

In the inland Empire area, the trend is similar. According to Data obtained from <https://desertcolleges.org/docs/dsn/ict/ict-in-the-ie.pdf>,

Table 2 - Top 10 Largest ICT Occupations (by 2012 jobs)

Occupation (SOC Code)	2012 Jobs	2015 Jobs	Change	% Change	Annual Openings	Avg. Hourly Earnings
Computer Support Specialists (15-1159)	3,672	3,913	241	7%	185	\$22.89
Graphic Designers (27-1024)	2,299	2,337	38	2%	76	\$19.30
Software Developers, Systems Software (15-1133)	2,209	2,439	230	10%	102	\$55.13
Telecommunications Line Installers and Repairers (49-9052)	1,873	1,763	(110)	(6%)	33	\$28.00
Computer Systems Analysts (15-1121)	1,831	2,012	181	10%	87	\$34.13
Network and Computer Systems Administrators (15-1142)	1,718	1,890	172	10%	88	\$42.35
Telecommunications Equipment Installers and Repairers, Except Line Installers (49-2022)	1,502	1,485	(17)	(1%)	40	\$24.50
Computer Programmers (15-1131)	1,405	1,487	82	6%	56	\$31.63
Computer, Automated Teller, and Office Machine Repairers (49-2011)	1,351	1,475	124	9%	80	\$16.14
Software Developers, Applications (15-1132)	1,345	1,553	208	15%	74	\$41.85

Source: EMSI Employment Data - 2013.3

According to the data in Table one, obtained from the URL above, Information and Communication Technology continued to project a desirable outlook going into the future. Looking at the table, computer support specialists topped off other occupations in the table followed by Graphic Design and software development.

The CIT department, working through the curriculum process, got a series of courses approved last year to address gaps in skills and to meet requirements for new and emerging occupations in the field. Few of these new classes have been offered yet. Some, however, will be offered during fall 2020. As we continue to provide the new courses, we will be in a better position to do some analysis of the student learning outcomes, and how they are affecting our feeder high school students who take them. Our Cyber Security program enables students to transfer to our feeder universities and complete their degrees in Computer Information Systems with an emphasis on Cyber Security.

Commented [LS1]: I restructured the sentence slightly.

Commented [LS2]: Consider revision.

From 2014-15 to 2018-19, the department's FTES experienced some increases and decreases. During the 2014-15 to 2015-16 years, when duplicated enrollment was most robust (1,945 and 1753 respectively), FTES grew by 9%. In fact, the departments' efficiency was greatest during 2015-16, at 407. From 2015-16 to 2016-17, duplicated enrollment declined by 16%, increased by 8% from 2016-17 to 2017-18, then declined by 5.67% from 2017-18 to 2018-19. During this same time period, 2015-16 to 2018-19, FTEF declined by 2.9, as the department experienced a retirement, and some faculty turnover. These combined experiences, along with a reduction in course sections yielded lower efficiency has shown in 2016-17 and 2017-18 WSCH/FTEF of 373 and 391, respectively. Yet, in 2018-19, where FTEF and duplicated enrollment was at its lowest, 14.91 and 1429, efficiency increased to 400, as fewer low enrolled classes were offered.

Generally, exception 2014-15 years, degree awards were constant, averaging 13.25 per year over the 2015-16 to 2018-19 period. Certificates awarded during the same timeframe, however, experienced some increases and decreases, with 2018-19 being the year with the least number of certificates awarded (5). The department is currently reviewing and updating its offerings, to increase certifications awarded.

3. Quality of this Program: Meets Does Not Meet

The CIT department cites some of their SLO results related to the departments goal #4 (maintain hardware and software currency) as evidence that evidence of the quality of their program.

The CIT programs is aware that the majority of their certificates and degree are currently going through the approval process. Their AS degree aligns with CSUSB Information & Science Technology BS degree.

The CIT programs full-time & part-time faculty are which diverse in terms of sex and race.

The faculty in the CIT program all hold Masters and one holds a Ph.D. in their discipline, so they are qualified to teach these courses. The committee recommended the CIT department explain in more detail a continuation of what they do to ensure their faculty meet the needs of their students. What are you doing to help improve student success? How are you helping motivate students to succeed in this field which is known to be challenging due to the math and critical thinking skills that are required?

The CIT department gives examples of their partnership with "Here-to-career" and "workforce workability grants." They also give an explanation of how the funds received are spend to improve their program.

4. External Issues: Meets Does Not Meet

The CIT program recognize a major challenge recruiting faculty to teach new courses, but, gives no resolution or plan on how they should move forward or work with what is offered at this time.

The CIT programs states that they are having difficulty getting ACCJC approval of degrees and certificates, they state a lack of communication with the Regional Consortium and SBVCs Curriculum Committee has not helped the approval process. The committee recommends to the CIT department document a process or a plan on how they will get ACCJC approval.

The committee recommends a Does Not Meet in this section.

RESPONSE:

This issue has been resolved. Before an Administrative Curriculum Coordinator was hired permanently in the instruction office, we were having difficulty following up with our approvals once they left the curriculum committee and the SBCCD district. We did not have a loopback channel to know when additional information is that all CTE programs be pre-approved by Region 9 was needed before it is sent to the chancellors'

office. Lastly, the ACCJC approval requirement added few years to get a piece of the curriculum approved. The added requirement had delayed our and program approval. It was an external issue for our department jumping through the hoops until an Administrative Curriculum Coordinator that is tasked to helping faculty, navigate the approval process once it leaves our district. Since Kay D was hired to liaison between faculty and the external approval agencies, we now have a better way to interface with the regional, chancellor office, and ACCJC. We get timely notice when additional information that may have to keep a course or program from approval. This is a significant boost to the process, and we have many recent courses approved to show the effectiveness of having Administrative Curriculum Coordinator position. Other External issues include finding and recruiting adjuncts to teach newly developed classes, lack of workforce to mount serious outreach campaign and non-competitive wages compared to nearby colleges and frequent class cancellations. We are reaching out to HR for help in advertising for the positions in Journals and periodical that span beyond the Inland Empire. We will increase word of mouth effort to other professional colleagues during professional conferences and workshop in the coming year and reach out to former students who have graduated from four year institutions and obtained their degrees. We are also partnering with the SBVC outreach department to increase our outreach effort to our feeder high schools. The program meets the demand of the job market by training the students using the online and Hybrid model of instruction. According to the EMP 90% of the department courses are online or Hybrid.

5. Cost of this Program: Meets Does Not Meet

The EMP data explains the dip in enrollment between 15/16 and 16-17 related to an economic recovery resulting in students leaving school for employment, but, there is no chart or documentation to confirm employment is the reason they discontinues attendance. The FTES has remain constant for the last two years. The dip in WSCH per FTES has been increasing with no rational of why this is occurring.

It is the committee recommendation the CIT department structure a plan to improve enrollment or expand in this section.

The committee recommends a Does Not Meet in this section.

RESPONSE:

Compared to the prior four school years, 2017-2018 experienced some improvement. According to the EMP data for the year, we reduced sections compared past 4 years, but enrollment was stable. That means that we are more efficient. We had less section, and lower FTES, but enrollment was still higher for the school. CIT Department continue to partner with feeder Highs and ROP's. We have signed many new articulation agreements with High schools in the recent year. We have open lab each Friday to help struggling students with their homework and/or department advising. We have partnered with some college grant opportunities, for example our partnership with Here to career and workforce developments grants provided us monies to Digitize almost all the CIT Classrooms in B-Building. Each class is equipped with two large screen smart television and a pull-down screen for the projector and a digital control box. We also invested some of the funds in three 3-D printers to provided students hands-on experiences. We are working with marketing to produce program fliers that can be used for outreach. We have developed new programs and course; new course and program help to uplift out program to meet current demand in the job market. We are pursuing Center for Academic Excellence

(CAE Y2) in Cyber security. This is an initiative program by the National Initiative on Cyber Security Education and Homeland Security to standardize Cyber security education nationwide, and it is becoming a new standard for all two- and four-years college graduating students in Information Technology. We are part of Inland Consortium on Technology.

However, to completely address committee concerns, we are in the process of doing internal survey to monitor trends and dips in WSCH per FTES.

6. Two-Year Plan: Meets Does Not Meet

The program provides general statements about planning—which includes mention of creating transfer and career pathways, modifications to certificates and courses, adding a new faculty member to replace the vacant position, and a general projected growth for this year. The committee recommends the CIT department clarify which new certificates have been created.

7. Progress on Previous Does Not Meets: Meets Does Not Meet

The department did not address the does not meet in the last full efficacy in section 2 Student Success.

The previous comment in the efficacy report in this section was: Institutional Expectations: Does not address the low success rate under 70%. Does not explain how they can work to improve success. Simply stating “There is no data to explain this discrepancy” is not sufficient.

Committee recommendation: The committee recommends the CIT department to take the time to explain how the program should discuss in details the challenges of increasing the success rates.

The committee recommends a Does Not Meet in this section.

RESPONSE:

According to archival data on Program Review Report 2016-2017 page #16, CIT Department received a continuation without any Does not Meet area. We do not have any Does not meet to address as recommended here.

However, our computer Science received some “Does not meets” which was adequately responded to in the time period the committee allowed. The committee lifted the conditional rating previously ranked Computer Science and moved the program to a continuation status for the same year 2016-2017.

Institutional Program Review—2018-2019
Program Efficacy Phase: Instruction
DUE: Monday, March 18, 2019 by NOON

Purpose of Institutional Program Review: Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each fall and an in-depth efficacy review of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Committee members are available to meet with you to carefully review and discuss your Program Efficacy document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written early so that your review team can work with you at the **small-group workshops:**

Friday, February 22 from 9:30 to 11:00 a.m. in NH-222

Friday, March 1 from 9:30 to 11:00 a.m. in B-204

Final documents are due to the Committee co-chairs (Paula Ferri-Milligan at pferri@sbccd.cc.ca.us and Wallace Johnson at wjohnson@sbccd.cc.ca.us) by **NOON on Monday, March 18, 2019.**

SUBMISSION FORMAT: 1) Use this current efficacy form and attach as a MICROSOFT WORD

- DOCUMENT (do NOT convert to PDF)**
2) Do NOT change the file name

It is the writer's responsibility to be sure the Committee receives the forms on time.

The efficacy process now incorporates the EMP sheet and SLO/SAO documentation, which you will need to insert. We have inserted the dialogue from the committee where your last efficacy document did not meet the rubric, the curriculum report (if applicable), and the SBVC demographic data. **If you have questions regarding the SBVC demographic data, contact Christie Gabriel, Research Analyst, at cgabriel@sbccd.cc.ca.us by February 25. If you have additional data requests, those requests must be submitted to Christie Gabriel by February 8.** Following is the link to Program Review Efficacy Resources, which will be useful as you complete your efficacy report:

[https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/17-
efficacy.php](https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/17-efficacy.php)

Program Efficacy

2018 – 2019

Program Being Evaluated

Computer Science

Name of Division

Mathematics, Business & computer Technology

Name of Person Preparing this Report

Extension

Reginald Metu,

Names of Department Members Consulted

Malik Stalber, Maha Al-Hussini

Names of Reviewers

Johnny Roberts, Tim Hosford, Abena Wahab

Work Flow	Date Submitted
Initial meeting with department	
Meeting with Program Review Team	
Report submitted to Program Review co-chair(s) & Dean	by NOON on March 18

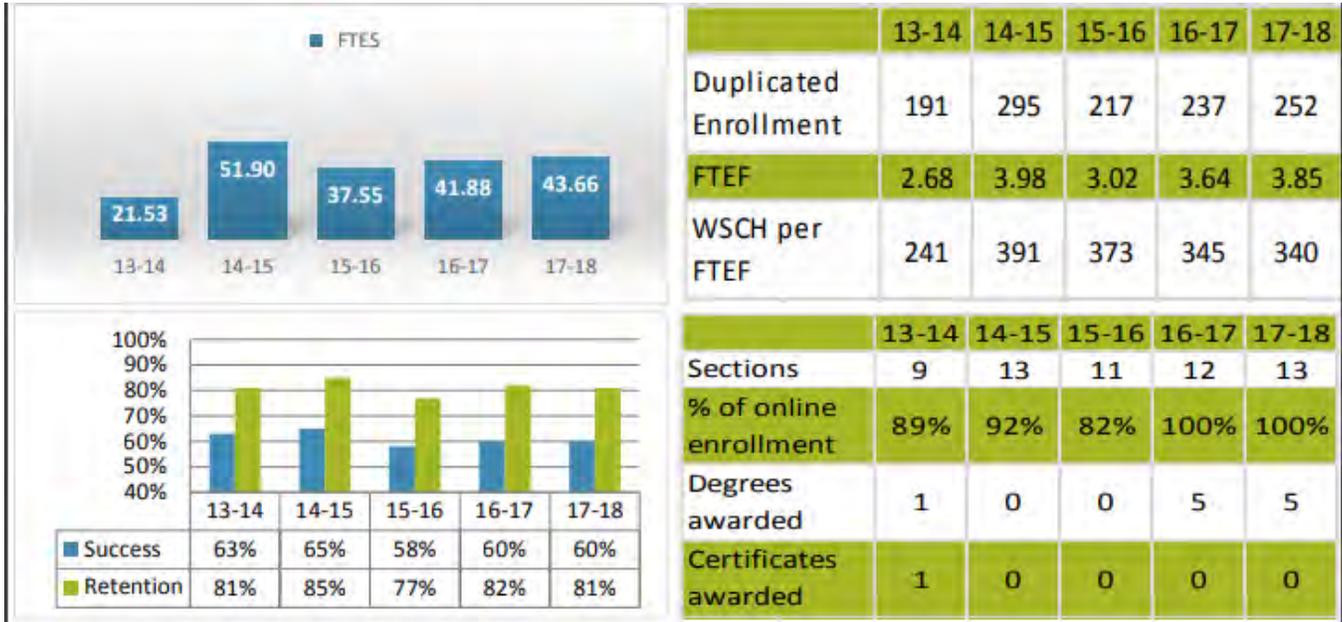
Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers	0	0.25	0
Faculty	.5	0	5
Classified Staff	.25	0	0
Total	.75	0.25	5

PROGRAM: PLEASE INSERT YOUR RECENT EMP FROM FALL 2018

Description: The Computer Science program prepares students planning to transfer to a four-year university, experience in computer programming for students enrolled in science or engineering disciplines and academic computer science preparation for students interested in pursuing employment at Valley College. The program offers an AS degree and a certification in computer science.



Assessment: FTES from 2017-18 data indicated much improvement compared to that of 2016-17, and equally higher than the last four years, except for the 2014-15 academic years. FTES for 2012-13 was slightly higher than the 2016-17, and 2017-18. Student success remains the same from last year data. There is a slight dip in student retention compared to 2016-17 data. Degrees and certificates awards are about the same from the previous year.

Progress from the 2018 action plan was significant. A majority of the CS certificates and degree programs have been modified and have passed through the region 9 approval process. This includes an AS degree that aligns with CSUSB. We have continued to expand our academic models while also expanding our outreach activities that have produced articulation agreements with some surrounding high schools. The progress of the action plan not only includes the development of a plethora of non-credit CS programs and certificates, but also new courses in iOS, Android, web, and security.

SAOs/SLOs/PLOs: (Summarize how the assessment of SAOs, PLOs and/or any SLOs that shows significant effect has influenced your goals. 200 Words Max)

The Analysis of department SLO downloaded from the college SLO cloud for the years 2017-2018, revealed that about 78.64.59% percent of the students who completed SLO could analyze a problem and create an algorithmic solution for the desired resolution. The findings well tied into one of our department goals #1, which attempts to Increase the number of students who earn a Computer Science degree and certificate. In another related area of the SLO revealed that 78.97% of the students queried

could design, implement and evaluate secure computer-based system specification. In another finding, 78.64% of the students agree that they engage in research to access new ideas and information. These findings support Computer Science goals #5 and #6. This is a strong indication that the students will be more likely to embrace a new course in the discipline to address developing technologies and the changing nature of the computer field. Reader Note: "Data in this analysis contain duplicate headcount. A student can be counted once for each statement in an SLO, and for each class they took."

Departmental/Program Goals: (Goals should be specific, measurable, linked to your data analysis, and reflected in the Action Plan section). Tie goals to the college.

1. Increase the number of students who earn a CS degree and certificate
2. Create transfer and Career Pathways
3. Improve student success and retention
4. Offer a new certification aligned with Microsoft Programming certification(s)
5. Develop a new course to address the changing trend in discipline
6. Develop a Gaming certificate

Challenges & Opportunities: (Challenges and opportunities should be reflected in the Action Plan. 200 words maximum).

Challenges

1. Frequent course cancellation due to low enrollment each semester
2. The unnecessary high number of units required for CS AS-T degree
3. Lack of workforce to conduct high school outreach
5. Rapid and constant nature of the field
6. lengthy Regional, State and ACCJC degree and certificate approval process
7. No loopback communication between Regional consortium approval process and the college curriculum committee.

Opportunities

1. Visio Studio
2. Game programming and development
2. Microsoft IT Academy
3. Partnership with Here to Career and Workability Grants to develop new courses
4. New classes to address emerging areas of the Computer science discipline
5. Active Computer Science student gaming club on campus

Action Plan: (Describe your top priorities reflected in the Departmental/Program goals and provide specific steps to reach these goals.)

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. Offer course students need to graduate on time 2. Improve outreach efforts to feeder High 3. Create new course to address needed area 4. Offer sections in newly approved course in Android, iOS, and Web programming 5. Start process design a game certificate	1. Increase the number of students who earn a CS degree and certificate 2. Improve student success and retention 3. Offer a certificate aligned with Microsoft Programming certification(s) 4. Develop new courses to address changing trends in discipline 5. Develop a Gaming certificate	1. Incentive to attract and retain qualified faculty in the CS area. 2. Funds to do the leg work required 3. None 4. None 5. none	1. Ongoing 2. Ongoing 3. Spring-2018 4. Spring-2018 5. Fall-2019

Part I: Questions Related to Strategic Initiative: Increase Access

Goal: SBVC will improve the application, registration, and enrollment procedures for all students.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Demographics	The program <u>does not provide</u> an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	The program <u>provides an analysis</u> of the demographic data and provides an interpretation in response to any identified variance. The program <u>discusses the plans or activities</u> that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program's analysis and plan <u>demonstrates a need</u> for increased resources.
Pattern of Service	The program's pattern of service is <u>not related to the needs of students.</u>	The <u>program provides</u> evidence that the pattern of service or instruction meets student needs. The program <u>discusses the plans or activities</u> that are in place to meet a broad range of needs.	In addition to the meets criteria, the program <u>demonstrates that the pattern of service needs to be extended.</u>

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

Demographics – 2015-16 to 2017-18 Academic Years		
Demographic Measure	Program: Computer Science	Campus-wide
Asian	9.6%	4.8%
African-American	6.1%	12.4%
Hispanic	62.7%	65.3%
Native American	0.0%	0.2%

Pacific Islander	0.4%	0.2%
White	21.2%	13.2%
Unknown	0.0%	3.9%
Female	21.5%	57.5%
Male	78.5%	42.5%
Disability	2.5%	5.4%
Age 19 or Less	2.5%	22.5%
Age 20 to 24	46.3%	34.7%
Age 25 to 29	30.0%	17.7%
Age 30 to 34	13.5%	9.3%
Age 35 to 39	4.6%	5.5%
Age 40 to 49	1.9%	6.2%
Age 50+	1.3%	4.1%

Demographics:

Provide an **analysis** of how internal demographic data compare to the campus population. Alternatively, provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.

The internal demographic data reflects an accurate pretrial of the current campus population. The demographic reports are not detailed to pinpoint those who are specifically taking computer science; however, the data collection and population are all relevant to the computer science program. As technology grows and evolves daily, there is a need to harness the efficiency and reach of these technologies to support learning in a controlled and goal driven environment. However, when technology is used in education, it is normally used as a person would use a paperclip to pick their nails, it was not designed for the job, but if you bend it just right, it will work. From a learner's perspective, this leaves much to be desired (Perrotta & Feinberg, 2016). As Dickey (Dickey, 2007) would point out, new technological tools continually challenge every facet of modern life on a personal and professional scale and is challenged to discover models and methods for developing engaging interactive learning environments, preparing students for the future, and maintaining a technologically relevant working environment.

The internal demographics not only reveal a continued rise in the female population on campus, it also exposes the need to accommodate this demographic, along with others, in the male dominated field of computer science and programming. A study by Perry (2018) reveals that in 2018 female's share of computer science degrees stood at 18.7% and rapidly declining. Through previous efforts to increase the diverse population in the computer science department, in 2018 we measured 21.5% female population in the San Bernardino computer science program which, as demonstrated by the demographics chart, is steadily growing. A clear analysis of the data reveals that the largest

demographic is being served along with every other demographic of the campus population that far surpasses the national average. The definition of a computer science program is a program that focuses on computer theory, computing problems and solutions, and the design of computer systems and user interfaces from a scientific perspective. Includes instruction in the principles of computational science, computer development and programming, and applications to a variety of end-use situations. This vast landscape of requirements could not be accomplished in the years prior to 2014 as there was no dedicated computer science department and no full-time faculty designated to manage the growth.

During and after 2014 many of the critical infrastructure issues related to the computer science department were in the motion and being addressed at a rapid rate. This includes hiring two full-time faculty members, developing an open computer laboratory to support student growth and collaboration, participating in collegiate games, merging efforts with the media department to increase student exposure to problem solving and team work, to working with NASA to send students on a journey of creation through a NASA sponsored innovation competition. The volatility of growth in the computer science arena and efforts to adjust to such changes, while building the SBVC CS program, is reflected in the FTES chart over time. While these efforts are required to maintain a quality program, the program extends this effort by also conducting outreach to under-represented feeder high school communities to welcome those communities into the world of computation.

References

Dickey, M. D. (2007). Game design and learning: A conjectural analysis of how massively multiple online role-playing games (MMORPGs) foster intrinsic motivation. *Educational Technology, Research and Development*, 55(3), 253-273. Retrieved from <http://library.capella.edu/login?qurl=https%3A%2F%2Fsearch.proquest.com%2Fdocview%2F218037579%3Faccountid%3D27965>

Perrotta, K., & Feinberg, J. (2016). Using digital simulations for teaching the constitutional convention in undergraduate history., 158-176.

Pattern of Service:

Describe how 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.

The largest demographic at San Bernardino Valley College remains to be female and the computer science department aims to serve that population while also maintaining equal support and focus on minority populations. In today's world, understanding some concepts in code and maintaining a literacy in computer science is as important as Math, English, or writing. Elementary schools are actively teaching students to program, and business leaders are consistently requiring some computer coding

skills to verify a candidate's understanding of logic. By 2020, it is estimated that over one million new digitized jobs will be available worldwide, 90% of organizations currently lack IT (Information Technology)/Computer Science skills, and 75% of educators and learners acknowledge a gap between their IT/Programming and job requirements (Nadrljanski, Nadrljanski, & Domitrovic, 2018). When the gap between the number of computer science graduates needed to fill the current workforce is included, the numbers only increase. While computer science is less than 25% of the courses offered, it remains the most needed skillset nationwide. This means that computer science must prepare student for transfer to another college or institution, prepare them for real-world, and give them skills to maneuver toward success as computer science and programming permeates throughout every discipline and life experience. To determine what is needed to accommodate the reality, the Computer Science (SC) faculty collaborates with the CIT (Computer Information Technology) faculty to identify appropriate course to keep, upgrade, or remove. Using faculty experience, current trends, student performance data, market trends, educational paradigms, and access to resources are all considered as part of the decision-making process.

The department recognizes the important of CS as it relates to student success while also acknowledging that many students may find the subject incredibly difficult to grasp. To remedy student concerns and foster a welcoming environment, the CS department has created a dedicated Maker Space and Open Lab accessible to members of the SBVC community. The open lab is equipped with up-to-date computers, 3D printers, Arduinio microcontrollers and robotics, industry standard applications, and staffed by a computer science faculty member. Students have been utilizing the open lab has a resource to increase their computer science literacy, make games and applications, or simply learn to build something using the Arduino microcontrollers. The Open CS lab also represents the department's outreach to students who are not currently in the field and are searching for a none grade based way of experiencing computer science as a community or team. This new atmosphere of the computer science department is designed to represent a place that is accepting to all students and breaks the perception that computer science is a male activity. The access to resources, technology, and support not only the growing female population, but welcomes every demographic as a working member of a team. The support does not stop at the campus as the open lab is coupled with a web portal containing step-by-step tutorials on beginning, fundamental, and advanced topics ranging from computer science to visual effects. The computer science department maintains a philosophy that outreach should be backed by a wide variety of resources for learners on and off the campus. This philosophy is personified in each resource provided to staff and students on campus or in the cloud.

References

Nadrljanski, D., Nadrljanski, M., & Domitrovic, V. (2018). (2018). The importance of information technology education for the future. Paper presented at the 323-328. Retrieved from

http://library.capella.edu/login?qurl=https%3A%2F%2Fsearch.proquest.com%2Fdocview%2F2058261275%3Faccountid%3D27965

Part II: Questions Related to Strategic Initiative: Promote Student Success

Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

<u>Meets</u>	<u>Does Not Meet</u>	<u>Meets</u>	<u>Exceeds</u>
Data/Analyses demonstrating achievement of instructional or service success	Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes	Program <u>has not demonstrated</u> that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is	Program <u>has demonstrated</u> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program <u>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth.</u>

	<u>missing or incomplete.</u>		
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Student Success:

Provide an analysis of the data and narrative from the program’s EMP Summary and discuss what it reveals about your program. (Use data from the Charts that address Success & Retention and Degrees and Certificates Awarded”)

Student retention for the computer science program is very steady 81.2% on average for the past five years. The data has varied a bit for the entire five years under consideration; however, the last two years notably have remained almost consistent 82% and 81%. It will be interesting to see the data for 2018-19 to ascertain whether the trend continued or not. Student success rate from the emp data show a slight dip in the 2015-16 school year at 58%; it seems to have recovered in the subsequent years 2016-17 & 2017-18 school years at 60%. Degrees awarded has increased slightly to from 1 in the school year 2013-14 to 5 in both 2016-17 & 2017-18 but not to the level. Certificates awarded did not improve. We have modified and created new degrees and certificates separate from the one in the computer Information Department for the computer science majors in the recent year, to help student distinguished majors in the CIT and CS. Also, the lack of a full-time faculty devoted to the computer science area has been a problem. We are hoping that as we hired a faculty with dedicated to the development of the computer science area, in addition to revamping the department with new cutting-edge curriculum and aggressive marketing, degrees and certificated awarded in the discipline will subsequently improve soon.

Supplemental Data:

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

Employment continues in the upward trend. Computer Science ranked the 1st, on the list of high paying college majors (<https://www.glassdoor.com/blog/50-highest-paying-college-majors/>). ICT is a growing area of employment in the Inland Empire (<http://www.desertcolleges.org/docs/dsn/ict/ict-in-the-ie.pdf>). The new course, certificates, and degrees have added; the existing classes have been modified since the last full efficacy review.

The newly added curriculum is a goal toward addressing the changing nature of the Computer science industry.

(INSERT SLO and/or SAO and PLO DATA as appropriate FROM CURRENT REPORT. INSERT COURSE MAP IF AVAILABLE. Refer to prior reports as needed for the analysis.) (Contact Dr. Celia Huston, Co-Chair, Accreditation Committee, at chuston@valley.edu if you need assistance.) **NOTE: Do NOT include the summaries of the outcomes in this document.**

Student Learning Outcomes:

Course SLOs/SAOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs). Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs/SAOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the Cloud as necessary. Include analysis of SLO/SAO Cloud reports and data from summary reports. This section is required for all programs.

The Analysis of department SLO downloaded from the College SLO cloud for the years 2017-2018, revealed that about 78.64.59% percent of the students who completed SLO could analyze a problem and create an algorithmic solution for the desired resolution. The finding agrees with computer science department goals #1, which attempts to Increase the number of students who earn a CS degree and certificate. In another related area of the SLO revealed that 78.97% of the students queried could design, implement and evaluate secure computer-based system specification. In another finding, 78.64% per of the student agree that they engage in research to access new ideas and information. This finding is in line with Computer Science goals #5 and #6. It looks like the students will be more than likely to embrace a new course in the discipline to address developing technologies and changing nature of the computer field, and to treat the department Advisory board recommendations. Reader Note: "Data in this analysis contain duplicate headcount. A student can be counted once for each statement in an SLO, and for each class they took."

Program Level Outcomes:

If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). **Describe** how this set of data is being evaluated or is planned to be evaluated. Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 4-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

The program level outcome is somewhat difficult to evaluate and analyze currently. The difficulty is that there are only one degree and certificate listed in the 2017-2018 catalog year for the Computer Science program. Majority of the certificates and degrees approved were never included in the

analysis and therefore cannot be analyzed. I hope that as new certificates and degrees make their way into the program level pool, we will have data to better respond to this section in the future.

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Communication	The program does not identify data that demonstrates communication with college and community.	The program identifies data that demonstrates communication with college and community.	In addition to the meets criteria, the program demonstrates the ability to communicate more widely and effectively, describes plans for extending communication, and provides data or research that demonstrates the need for additional resources.
Culture & Climate	The program does not identify its impact on culture and climate or the plans are not supported by the data and information provided.	The program identifies and describes its impact on culture and climate. Program addresses how this impacts planning.	In addition to the meets criteria, the program provides data or research that demonstrates the need for additional resources.

Communication, Culture & Climate:

Describe how your program communicates its services, goals, and achievements to the campus and to the Community (outreach, events, website, campus emails, flyers, etc.).

The program communicates its serves in a way the incorporates the student’s experiences, desires, and overall success in and out of a school setting. We first develop a welcoming environment that

can quickly get students excited about their ideas by attending the open lab. Other instructors are encouraged to direct students to the open lab who are struggling with computers, who want more than what the class is offering, or who have an idea they would like to pursue and need some technologically related guidance. The philosophy of the computer science department is to first show how the services can help student, gain their interest, then lead them to more information and growth. This is accomplished by maintaining an open online portal that supplies student with a plethora of free tutorials on a multitude of subjects, including computer science. Comments from students who are not in computer science are helped by these tutorials and is a gateway that leads students to enquire more about the program and how it can help them. This is evident by comments on social media and as listed in the comments of the tutorials themselves. The computer science department has joined with the Multimedia program and the CIT program to create a bridge program called Pathways to Pipelines (P2P). P2P offers assignments in each course that not only satisfies the courses requirements but acts as a gateway to computer science concepts and logic. In many cases this exposes students who would have never tried at coding to the welcoming world of computer science and development.

Students who are in CIT (Computer Information Technology) are introduced to concepts in CIT that leads them to learn more about computer science as well as how constructs of computer science can help them in their efforts to accomplish their goals.

The CS department has:

- Created a dedicated Maker Space
- Upgraded the computer labs
- Provided an open lab that offers students freedom to create or get assistance with computer related concepts
- Created an online portal with access to tutorial developed by our computer science faculty
- P2P, a faculty developed program that creates a bridge from other disciplines to computer science
- Providing student access to 3D printing, Motion Capture, Virtual Reality, Robotics, Game Creation, and more.
- Maintained and supported the computer science and gaming clubs who advertise to other students what we have done
- Maintained a social media community presence
- Participated in the NASA robotics competition participation

The open lab is equipped with up-to-date computers, 3D printers, Arduino microcontrollers and robotics, industry standard applications, and staffed by a computer science faculty member. Students have been utilizing the open lab has a resource to increase their computer science literacy, make games and applications, or simply learn to build something using the Arduino microcontrollers. The Open CS lab also represents the department's outreach to students who are not currently in the field and are searching for a non grade based way of experiencing computer science as a community or team.

With this structure the students become the advertisers of the CS program and is accompanied by flyers, a web presents, and video presentations/tutorials.

Describe how your program seeks to enhance the culture and climate of the college.

While diversity is important, what unites us is even more important. Technology has the potential to create a pathway to unity. Computer science is not a male or female thing, it is a universal thing that can be used for good or bad intentions. This program seeks to enhance the culture and climate of the college by creating a place where learners are not criticized for not know but encouraged to accept not knowing as a window into the exciting and welcoming world of learning as a community and a team. The computer science department has changed the feel of how computer science is perceived and encourage student to work together to realize their goals. By providing a multitude of resources that are not designed for beginners and providing resources that both the advanced learner and beginner can use, we propagate the idea that there is something for everyone and anyone can learn and succeed in the computer science field.

By creating an open community of helpers and resources backed by knowledgeable educators, the CS department aims to change the culture and climate of the college to that of team, community, future thinking, and computer science literate. While not every student will strive to be a dedicated computer science professional, every learner and non-learner will need the education it supplies.

Describe one or more external/internal partnerships.

Two internal partnerships are with the media program and the CIT program. These partnerships exist under the Pathways to Pipelines(P2P) title. P2P is a bridge program that offers assignments in each course that not only satisfies the courses requirements but also acts as a gateway to computer science concepts and logic. P2P exposes learners to concepts in their respective course(s) to a subset of computer science and acts as a gateway to the subject from their current perspective.

External partnerships exist with the 3D game engine company Unity and NASA. The partnership with Unity supplies our students with the industry standard game engine and course work developed by professionals in the industry. Through this partnership, student can learn and create professional content that could lead to a marketable product or a job in the gaming industry.

The NASA partnership is part of a NASA grant that gives the students the opportunity to join a team, learn about coding, robotics, drones, and engineering with an opportunity to be invited to a tour of NASA's base. Many more exiting partnerships are lined up that will give our learners the education, opportunity, and the edge.

Other external partners the department is affiliated with are partnership with the Here-to-Career, and workforce workability programs. We have a connection with San Bernardino Superintended of School ROP program and the Colton, Redland, and Yucaipa (CRY) ROP. We have Cyber Girls seminar planned for area High school girls on April 21, in San Bernardino. This partnership is our joint effort to encourage girls to take occupations in the new lucrative field of Cybersecurity.

What plans does your program have to further implement any of these initiatives?

We are currently expanding the partnerships to include Google, Amazon, Adobe, Paramount Pictures, and others that recognize the opportunity for them to be a part of the growth and development of the future and current workforce they will need. We also are developing an imagination workshop that will teach learners how to create technologies and applications as prototypes from their imaginations using the skills, they learned in courses they have taken at SBVC. Many other initiatives are in the works, from the learning R tutorials we are developing to the Gaming, programming, and Coplay workshops we have outlined in discussions, the CS department is growing with the future and beyond.

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Professional Development	The program <u>does not identify</u> currency in professional development activities.	Program <u>identifies current avenues</u> for professional development.	In addition to the meets criteria, the program shows that professional development has <u>impacted/expanded</u> the program and <u>demonstrates</u> that the program is positioning itself for growth.

Professional Development:

1. Discuss the ways that members of your department maintain currency in their field (conferences, workshops, technical trainings, etc.).

Each department faculty is obligated to attain 24 hours of professional development each year. Department faculty, besides, engages in professional development activities specific to horn their area of specialization in the computer field. The .5 faculty working on the CS-specific courses has just completed his master’s degree in computer science and currently enrolled in his Doctorial in computer science.

2. Identify the professional organizations that your department and/or department members belong to and how those organizations meet professional development parameters.

We are a member of the Western Region CyberWatch West initiative, Ethical hacking, and Cisco Academy. We have applied to become a Center for Academic Excellency (CAE2) an NSA certification that will certify that our graduates meet the two years education required for federal employment in the Cybersecurity occupations jobs.

3. Discuss specific ways faculty and staff engage in professional growth (i.e. attend or present at conferences, establish training opportunities with other community colleges). Include future opportunities that are planned by faculty and staff. Discuss how professional development has impacted/expanded the program.

Department faculty attends various conferences each year. The aim of these seminars is updating their skills and remaining relevant with changing nature of the computer field. Department faculty has organized and presented in the past in meetings and workshops held for students and staff from our local feeder high school. Professional development funds are available through the professional development committee and department funds we receive from Here-to-Career and workforce workability grants.

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
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Mission/ Statement of Purpose	The program <u>does not have</u> a mission/ statement of purpose, or it <u>does not clearly link</u> with the institutional mission.	The program <u>has</u> a mission/statement of purpose, and it <u>links</u> clearly with the institutional mission.	
Productivity	The data <u>does not show</u> an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data <u>shows</u> the program is productive at an acceptable level.	The program functions at a highly productive level and has planned for growth as appropriate.
Relevance, Currency, Articulation	The program <u>does not provide</u> evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2017 may result in an overall recommendation no higher than Conditional.</u>	The program <u>provides</u> evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses <u>have been articulated</u> or transfer with UC/CSU, or <u>plans are in place</u> to articulate appropriate courses.	In addition to the meets criteria, the program <u>discusses plans</u> to enhance current course offerings that link to student/community needs and positions the program for improved student outcomes.
Challenges	The program <u>does not incorporate</u> weaknesses and challenges into planning.	The program <u>incorporates</u> weaknesses and challenges into planning.	The program <u>incorporates</u> weaknesses and challenges into planning that demonstrate the need for expansion.

Mission and Purpose:

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

What is the mission statement or purpose of the program?

Computer Science program prepares students planning to transfer to a four-year university, experience in computer programming for students enrolled in science or engineering disciplines and academic computer science preparation for students interested in pursuing employment at Valley College. The program offers an AS degree and a certification in computer science.

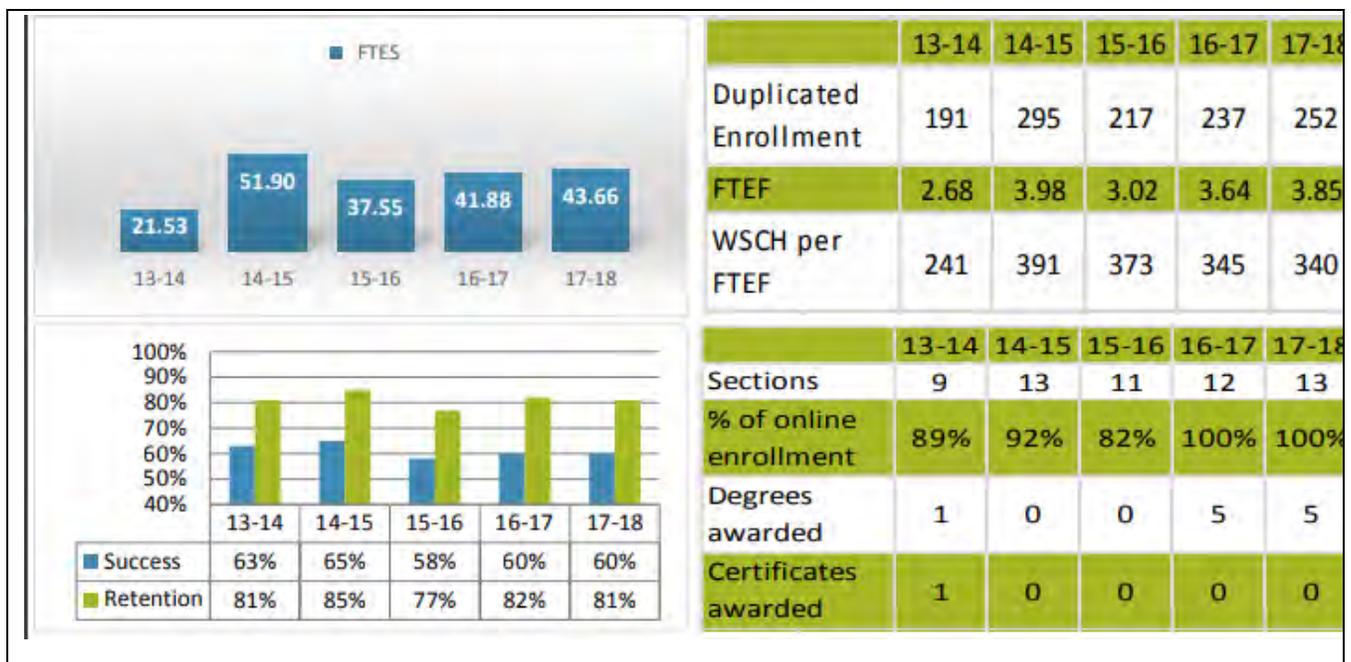
The Computer Science program leads to either an Associate of Science degree or a certificate. The degree program prepares students to transfer to a four-year institution with a major in computer science or a related discipline. Students planning to move to a four-year institution and major in computer science should consult with a counselor regarding the transfer process and lower division requirements.

How does this mission or purpose relate to the college mission?

The Computer science mission describes high-quality education from a Computer Science perspective and is therefore wholly aligned with the SBVC mission. Computer Science Department courses and programs prepare students both for work and transfer to four-year institutions.

Productivity:

Provide additional **analysis and explanation** of the productivity data and narrative in the EMP summary if needed. Use data from charts (FTEs; Enrollment; FTFE and WSCH per FTFE). Explain any unique aspects of the program that impact productivity data, for example, Federal Guidelines, Perkins, number of workstations, licenses, etc.



A computer science program is a program that focuses on computer theory, computing problems and solutions, and the design of computer systems and user interfaces from a scientific perspective. This also includes instruction in the principles of computational science, computer development and programming, and applications to a variety of end-use situations. The FTES chart above reveals a fluctuation in success and retention; this is due to the dynamic nature of computer science and the fact that the SBVC computer science program was in the process of being developed as a viable program. The computer science program has taken a path from having no dedicated full-time computer science department faculty and no designated outreach framework to manage growth, toward a program that now has two full-time faculty members, an outreach program, a designated lab, and an eye on the future possibilities. The dynamic nature of the aforementioned changes are reflected in the fluctuations presented in the chart above.

Based on current EMP data, duplicated Enrollment for the 2018-19 year exceeds the 2014-15 count, at 301 and 295 respectively. While the department experienced a downturn from 2014-15 to 2015-16, enrollment has steadily increased, as has FTEF, from 2015-16 through 2018-19. Considering that our institutional effectiveness (WSCH/FTEF) fluctuated during this same period, which can be contributed to running low enrolled classes over 2015-16 thru 2016-17, faculty retirement and securing new hires, WSCH/FTEF has steadily increased from 2017-18 to the present, as greater scrutinizing with regards to low enrolled classes has occurred, faculty hires has stabilized (i.e. 4.39 FTEF).

Currently, the 2018-19 year, represent the largest number of degrees awarded in the program, over this reporting period. In fact from, from 2014-15 to now, the department has experienced a 1500% increase in degrees awarded (i.e., 0 and 15, respectively). Certificate awards, while less robust, have also increased. We expect that they will continue to increase, as the Certificate Program was revised to reflect current programming and market forces, such as C-Sharp.

Success rate and Retention rates have generally remained constant, averaging 62.2 and 81.8 respectively.

Relevance and Currency, Articulation of Curriculum:

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy. (NOTE: If the report is inaccurate, contact Mary Copeland, Co-Chair, Curriculum Committee, (mcopel@valleycollege.edu) or Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us) for updated information.

Mathematics, Business & Computer Technology

Computer Science

	Course	Status	Last Content Review	Next Review Date
	CS 074 iOS App Development	Active	02/27/2018	02/27/2024
	CS 075 Introduction to Web Development	Active	02/27/2018	02/27/2024
	CS 076 Android App Development	Active	02/27/2018	02/27/2024
	CS 098 Computer Science Work Experience	Active	09/24/2018	09/24/2024
	CS 110 Fundamentals of Computer Science	Active	12/03/2012	12/03/2018
	CS 120 Introduction to Visual Basic.NET	Active	12/08/2015	12/08/2021
	CS 130 Discrete Structures	Active	09/08/2014	09/08/2020
	CS 170 Assembly Language	Active	12/03/2012	12/03/2018
	CS 190 Programming in C++	Active	10/06/2014	10/06/2020
	CS 215 Programming with Java	Active	12/07/2015	12/07/2021
	CS 220 Advanced Visual Basic.NET Programming	Active	12/08/2015	12/08/2021
	CS 222 Special Problem Comp Sci I	Active	09/08/2014	09/08/2020
	CS 265 Data Structures and Algorithms with C++	Active	10/06/2014	10/06/2020
	CS 098 Computer Science Work Experience	Historical		
	CS 110 Fundamentals of Computer Science	Historical		
	CS 120 Introduction to Visual Basic.NET	Historical		
	CS 130 Applied Computer Logic	Historical		
	CS 130 Discrete Structures	Historical		
	CS 170 Assembly Language	Historical		
	CS 190 Programming in C++	Historical		
	CS 190 Programming in C++	Historical		
	CS 215 Programming with Java	Historical		
	CS 220 Advanced Visual Basic.NET Programming	Historical		
	CS 220 Visual Basic Programming II	Historical		

	CS 265 Data Structures	Historical		
	CS 265 Data Structures and Algorithms with C++	Historical		

Articulation and Transfer

List Courses above 100 where articulation or transfer is <u>not</u> occurring	With CSU	With UC
NONE		

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

All courses listed in the chart above are articulated and transferable.

Currency

Review all mentions of your area in the catalog. Is the information given accurate? If not, briefly identify the areas that will be revised.

As at the time of this report, some areas in the current catalog as it relates to computer science degrees and certificates listed are not complete and or accurate. Below are Computer science degrees and certificates that need an update in the catalog. We are continuously monitoring and working with appropriate college personnel to accomplish updating in the catalog description to reflect newly approved Degree and certificates.

Program Search Results		
Actions	Program	Status
  	Computer Science **Degree Modification** A.S. Degree Major Malik Stalbert	Active
  	Computer Science **Certificate Modification** Certificate Malik Stalbert	Active
  	Computer Science Associate of Science (2020) **New Degree** Transfer Degree, AS-T Reginald Metu	Active

If any courses are no longer offered, list them here. (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

If your information needs updating, contact Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us).

We will be contacting Kay Dee Yarbrough, Administrative Curriculum Coordinator to ensure that all computer science courses, certificates, and degrees, were updated in the college catalog. Current college catalog listed only degree and a certificate for the program, while we have a lot more recently approved by the curriculum committee and region as shown the curricunet extract above.

Challenges:

Referencing the narratives in the EMP summary, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

Some of the challenges identified in the EMP document are:

1. Frequent course cancellation due to low enrollment each semester
2. The unnecessary high number of units required for CS AS-T degree

- 3. Lack of workforce to conduct high school outreach
- 5. Rapid and constant nature of the field
- 6. lengthy Regional, State and ACCJC degree and certificate approval process
- 7. No loopback communication between Regional consortium approval process and the college curriculum committee

While some of the challenges identified in the last EMP has been addressed, other problems remain. The department will benefit from outreach to feeder high schools and ROP programs. This outreach will consist of gaming programs, get to know coding programs, special events, and online marketing campaigns. The department is pursuing the development of strategies to improve student performance levels and retention rates, and to sustain high class output per FTEF productivity ratio as defined by WSCH. The focus will be to encourage more students to attend SBVC and study computer science; raising the total number of computer science degrees awarded annually; expanding the computer science curriculum with more SC-related offerings and encouraging more students to attend SBVC; finding and retaining eligible adjuncts to teach computer science, information technology and database development; To explore the potential for students to use Open Educational Resources (OER) in all courses; to build a hybrid computer science 101 course with online lectures and on-campus labs and/or research.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Facilities	The program <u>does not provide an evaluation</u> that addresses the sustainability of the physical environment for its programs.	Program <u>provides an evaluation</u> of the physical environment for its programs and <u>presents evidence</u> to support the evaluation.	In addition to the meets criteria, the program has <u>developed a plan</u> for obtaining or utilizing additional facilities for program growth.

Facilities:

Provide an evaluation of the facilities in your area and their impact on the educational environment for your students (classroom facilities, technology, space needs, maintenance issues, etc.). Address sustainability of the facility (including technology needs).

We have adequate educational materials and a physical environment conducive for learning. We need a full-time computer science faculty devoted to the Computer Science department.

VII: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received “Does Not Meet.”

Address, in **DETAIL AND WITH SPECIFIC EXAMPLES**, how each deficiency was resolved. If these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

Department addressed all of the previous does not meets in the revised CTE report—spring 2018.

https://www.valleycollege.edu/about-sbvc/office-of-president/college_planning_documents/emp-combined-2017-2018-for-website-2.pdf

<https://www.valleycollege.edu/~Media/Files/SBCCD/SBVC/research/2016%20Files/emp-all-docs-2014-15.pdf>

<https://datamart.cccco.edu/Default.aspx>

Program Efficacy Team Report (Instruction)

Spring 2020

Name of Department: Computer Science

Efficacy Team: Girija Raghavan, Shalita Tillman, Joel Lamore

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

The Computer Science program prepares student with skills needed to work in a field where there are many and ever-growing employment opportunities. EMP success and retention rates as well as SLO data show the students are succeeding in the program's coursework. And for a program of its size, it is able to communicate well to its students and participate in a number of events and activities that contribute the climate and culture of the college.

However, the program has some areas where inadequate data, analysis or planning are of serious concern. The program pattern of service for course offerings is undescribed or analyzed. The gender discrepancy, while perhaps mirroring that imbalance in society currently, is not being combatted with adequate planning or outreach. The program has two course which are overdue for content review, which is a serious matter which earns the program a conditional rating on its own. While the program notes the problem of low-enrolled courses several times in the document, there is not analysis of the reasons behind that, not planning to reduce it. The discussion of facilities is also weak.

Part I: Questions Related to Strategic Initiative: Increase Access

Goal: SBVC will improve the application, registration, and enrollment procedures for all students.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
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 analysis of the demographic data and provides an interpretation in response to any identified variance. The program discusses the plans or activities that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program's analysis and plan demonstrates a need for increased resources.

Pattern of Service	The program's pattern of service is <u>not related to the needs of students.</u>	The <u>program provides</u> evidence that the pattern of service or instruction meets student needs. The program <u>discusses the plans or activities</u> that are in place to meet a broad range of needs.	In addition to the meets criteria, the program <u>demonstrates that the pattern of service needs to be extended.</u>
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Does Not Meet **Meets** **Exceeds**

Efficacy Team Analysis and Feedback:

Demographics:

Department acknowledges that the male population dominates enrollment in the CS program (78%), but the female population continue to rise on campus but represent only 21% of the program's students. The program does not address how they will work toward increasing the number of females in the program. There are small but significant discrepancies between the college's African American student population (12%) and the programs numbers (6%) which is not addressed.

Pattern of Service:

Department communicated that a lab is available and open to students and the community and welcomes all demographics. State of the art equipment is available for use. Also, the lab is used for outreach to students and the community. However, there are no specific days or times stated when community and students can access the lab (ex: days, nights, weekends, etc.). The team recommends that the department disclose when the lab is accessible and how and when a student or community member can enroll in the CS program.

More troubling is that the program in no way discussed the pattern of service of its courses. The EMP notes that 100% of the program's courses are now online. While online instruction does mean courses are theoretically available anytime and anywhere, they do require technological resources and learning styles that work within an online environment. Though they describe the availability of the lab, they do not note its pattern of service. The program needs to validate its online pattern of service, demonstrating that it meets the needs of the students. In addition, given the gender and racial demographic imbalances, studying whether the online pattern might contribute to that imbalance.

Efficacy Team Recommendations to Address Does Not Meets (if applicable):

- The program must formulate and discuss plans to address the demographic imbalances, including discussion of specific outreach, communication or other interventions that might help make the program more in line with college demographics.
- The program must specifically describe the pattern of service of its lab (days, times and other basic information, as well as usage data to determine whether that pattern is serving the students).
- Course offering patterns and a validation that the online delivery is meeting the needs of students must be described.

Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Data/Analysis demonstrating achievement of instructional or service success	Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes: Continuous Assessment	Program <u>has not demonstrated</u> that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is <u>missing or incomplete</u> .	Program <u>has demonstrated</u> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program <u>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth.</u>
Service Area Outcomes and/or Student Learning Outcomes: Disaggregated Data Analysis	Program <u>has not demonstrated</u> that it has analyzed disaggregated data for Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	Program <u>has demonstrated</u> that it has analyzed disaggregated data for at least two highly relevant Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	In addition to the meets criteria, the program <u>demonstrates that analysis of 3 or more relevant disaggregated SLO data sets support program growth.</u>

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Student Success:

The program demonstrates that retention has remained steady at 81-82%. Success rates are between 58-60%. The department has also improved on the number of degrees awarded but not the number of certificates awarded. They also mention that after the hiring of full-time faculty for the department, they hope to see the award of degrees and certificates improve soon. The department discusses how tracking student retention along with degree and certificate completion data serves as a tool for modifying curriculum for the CS program to meet workforce trends/needs. This data is also used to develop methods to guide students in distinguishing majors between CIT and CS.

Supplemental Data:

The department tracks current CS industries workforce and develops curriculum that will create a pathway for students to CS industry.

Student Learning Outcomes:

The departments SLO’s reveals student’s capability to demonstrate retention of course methods and practices at a satisfactory level or higher. The department identifies 3 SLOs where the students queried were able to perform at an above average level. However, there is no mention of how this is incorporated into the department’s continuous assessment and planning. In addition, the program did not disaggregate the SLO, though it is important to note that in some ways this report should have been a simple conditional update – the previous form did not include the requirement to disaggregate data. The program chose to do a full Efficacy document.

Program Level Outcomes:

Department communicated previous data not available to provide an analysis for PLO. This is because only one degree and one certificate listed in the catalog. However, the PLO data for those is available and the lack of analysis of those is puzzling.

Efficacy Team Recommendations to Address Does Not Meets (if applicable): N/A

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Communication	The program <u>does not identify</u> data that demonstrates communication with college and community.	The program <u>identifies</u> data that demonstrates communication with college and community.	In addition to the meets criteria, the program <u>demonstrates</u> the ability to communicate more widely and effectively, <u>describes</u> plans for extending communication, and provides data or research that <u>demonstrates</u> the need for additional resources.
Culture & Climate	The program <u>does not identify</u> its impact on culture and climate or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> its impact on culture and climate. Program <u>addresses</u> how this impacts planning.	In addition to the meets criteria, the program provides data or research that <u>demonstrates</u> the need for additional resources.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Communication, Culture & Climate:

The program believes that communication begins with a welcoming environment for students. The department uses social media, video presentations, tutorials, flyer, labs along with students and partnerships to outreach to other students. These techniques cater to the culture of students that have an interest in CS

The department has developed and continue to develop a number of partnerships that establish pathways for learners to transition into the CS industries. An online portal has been developed that provides free tutorials so that students can get interested in CS. A bridge program with the CIT department called Pathways to Pipelines which offers assignments in each course. This helps students with course requirements and also acts as a gateway to CS concepts and logic. The department also maintains and supports the computer science and gaming clubs on campus. The department also participates in the NASA robotics competition. Internal partnership with the CIT program within the P2P program is mentioned. External partnership with the 3D game engine company Unity and with NASA are also mentioned. Other external partnerships with the Colton, Redland and Yucaipa ROP are also mentioned. The Cyber Girls seminar planned for April will introduce area girls to Cybersecurity. Other partnerships are also in the works with Amazon, Google etc., Thus the department is an effective communicator for the CS program and has a positive influence on the culture and climate of the college.

Efficacy Team Recommendations to Address Does Not Meets (if applicable): N/A

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Professional Development	The program <u>does not identify</u> currency in professional development activities.	Program <u>identifies current avenues</u> for professional development.	In addition to the meets criteria, the program shows that professional development has <u>impacted/expanded</u> the program and <u>demonstrates</u> that the program is positioning itself for growth.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Professional Development:

Department team members share a range of professional development trainings they participate in to maintain currency in their field along with organizations relative to the department program. Department did not discuss how professional development has impacted or expanded the program. It is mentioned that the faculty attend various professional conferences, but specific conferences are not mentioned. Staff also attend and present at various feeder high schools. However, specific events have not been mentioned.

Efficacy Team Recommendations to Address Does Not Meets (if applicable): N/A

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, and it links clearly with the institutional mission.	
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.	The program functions at a highly productive level and has planned for growth as appropriate.

Relevance, Currency, Articulation	<p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p><u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2017 may result in an overall recommendation no higher than Conditional.</u></p>	<p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p>	<p>In addition to the meets criteria, the program discusses plans to enhance current course offerings that link to student/community needs and positions the program for improved student outcomes.</p>
Challenges	<p>The program does not incorporate weaknesses and challenges into planning.</p>	<p>The program incorporates weaknesses and challenges into planning.</p>	<p>The program incorporates weaknesses and challenges into planning that demonstrate the need for expansion.</p>

Does Not Meet **Meets** **Exceeds**

Efficacy Team Analysis and Feedback:

Mission or Purpose:
The program states its purpose is to prepare students to transfer to a 4-year institution along with preparing students for employment at Valley College. Educational and employment purpose is specific to the program. However, the wording of the mission makes it sounds like they are preparing students for “employment at Valley College” instead of in computer science. The program mission aligns with the college mission.

Productivity:
Program discusses fluctuation in the FTES reported due to 14-15 and 15-16. Enrollment has since seemed to stabilize. WSCH/FTEF has steadily increased after new hires have come on board (from 241 in 13-14 to 340 in 17-18). However, the WSCH is still quite low, which is not adequately explained. A reference to low-enrolled courses does not explain why they were low enrolled. In the 18-19 year, the department experienced the largest number of degrees awarded at 15, but the EMP they include does not show that year. Certificates awarded have been less robust, but with new revised programming these are expected to increase.

Relevance and Currency, Articulation of Curriculum:
Some information for the CS program (degree/certificate) is not complete or accurate. There are newly approved degree/certificate and the program is working with the appropriate college personnel to accomplish the updates in school catalog. A list of courses for CS are included in program plan. All courses articulate and transfer. Two courses appear to be overdue for content review; the department does not discuss the situation with those courses.

Challenges:
The program identified a list of challenges but few plans to address the challenges. Some of challenges include a high number of units required for the degree, cancellation of classes due to low enrollment, and rapidly changing nature of

the field. The department plans to conduct more outreach to area high schools in order to encourage more students to pursue CS at Valley College. If classes are “frequently” low enrolled, that suggest a problem that might be addressed through planning, but there is no discussion of the reasons for the low enrollment or ways to plan for those. The program also lists as challenges standard and well known timelines and procedures for curriculum approval at the college, regional and state level. Many other programs understand the pipeline and plan ahead to insure needed curriculum is ready when needed. If this is causing the program difficulty, appropriate planning is needed.

Efficacy Team Recommendations to Address Does Not Meets (if applicable):

- The program must insure that all curriculum is up to date in content review.
- The challenge of low-enrolled courses is a major issue in several areas of this report. The program must be able to explain the causes of the low enrollment and formulate a plan to reduce – it is a problem which effects productivity/WSCH, pattern of service, and might have an impact on demographic equity.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Facilities	The program <u>does not provide an evaluation</u> that addresses the sustainability of the physical environment for its programs.	Program <u>provides an evaluation</u> of the physical environment for its programs and <u>presents evidence</u> to support the evaluation.	In addition to the meets criteria, the program has <u>developed a plan</u> for obtaining or utilizing additional facilities for program growth.

Does Not Meet **Meets** **Exceeds**

Efficacy Team Analysis and Feedback:

Facilities:

The program state that the educational material and physical environment are adequate, but provide no details or evidence. The program noted it is in need of a full-time CS faculty member devoted to the CS department, but that is not a facilities issue and should have been address in the Challenges portion of the document.

Efficacy Team Recommendations to Address Does Not Meets (if applicable):

- The program must describe its facilities in at least basic detail, and it must provide analysis and evidence that its facilities are adequate currently and for the near future of the program.

VII: Previous Does Not Meet Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback: N/A

**Career Education Program Two-Year Review
Team Efficacy Report
Spring 2019**

Name of Department: Corrections

Efficacy Team: Christie Gabriel, Botra Moeung, Paula Ferri-Milligan

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

Although the program presents a clear purpose, the remainder of the responses are incomplete and do not adequately address the program's status. Local demand for the program was not clearly discussed. SLO data is provided in the document but is not analyzed. The program does not address any external issues. But this is where state initiatives, labor market data, [CTE – Perkins IV Core Indicator Data](#), etc. could be discussed. The decreased enrollment/FTES has been a concern for some time, yet no plan was put in place to increase these. A two-year plan was not presented nor were responses to the does not meets from the last efficacy review.

The program refers to the “new faculty member” who will be hired in the fall 2019 semester as addressing issues that need to be addressed. It is unfortunate that the current review of the program lacks reflection and planning that might assist that faculty member in the task.

1. Purpose of this Program: Meets Does Not Meet

Efficacy Team Response:

Although this section was extremely brief, it did address the purpose of the program, which has not changed in the last two years and identifies providing “students with the legal, ethical and educational background necessary to pursue a career in a corrections-related field.”

2. Demand for this Program: Meets Does Not Meet

Efficacy Team Response:

Local demand for the program was not clearly discussed. A decline in enrollment and FTEF does not equate to a lower labor market demand. An EDD link that was provided does show a 9.4% decline for the state of California, but if drilled down to [San Bernardino County](#), and there is actually a predicted increase of 9.6% from 2014-2024. Even if the 9.4% decrease in the state was the focus, there is no discussion as to how this will affect the program's already declining enrollment. The SLO data is provided in the document, but should be in section 3. However, no analysis of the data is made.

RESPONSE: As of March 2020, CA EDD shows a 9.4% decline in the correctional field from 2016-2026. Specific to the Inland Empire, EDD data shows that 2016-2016 projection is a 7.7% decline in the correctional field.

The labor market data is reflective of a movement in more liberal states to move away from traditional corrections involving incarceration to more rehabilitative sentences. However, the need for jails and prisons will always remain, and political policies change.

Further, one of the most common sentences offenders receive that follows a rehabilitative model is probation. At SBVC, the course on probation (and parole) is a corrections course. Please also see the External Issues section for additional considerations that apply here.

Corrections is a field that is a subcategory of Administration of Justice. Corrections careers can be more accessible to students who may not qualify for or desire to work in law enforcement. Corrections has unique goals and philosophies that stand separate from other parts of the justice system. Some justice agencies like California Department of Corrections and Rehabilitation is focused solely on corrections. In contrast, some agencies like a sheriff's department have joint responsibilities for law enforcement as well as corrections. Most newly hired officers in a sheriff's department will be expected to serve the initial part of their career in the jail. Some will remain in the jail long term, and others will transfer to other divisions such as patrol (law enforcement) or courthouse operations.

It is also noted that no online corrections courses were offered over the previous two academic years. A new online section was created for Spring 20. This proved successful as 38 students enrolled and 29 remained after census. This was a new section and not a transition of an existing face-to-face course. For Fall 20, two new online sections are planned, and an additional online section may be added to Spring 21, for a total of two online corrections courses being offered in the fall and two being offered in the spring.

3. Quality of this Program: Meets Does Not Meet

Efficacy Team Response:

The SLO measures in section 2 should be added to this section to show the program's quality. No analysis of the data is made. The program acknowledges the "significant drop" in the number of sections assessed for SLOs, but does not offer an explanation other than it will be addressed by the new faculty member who will join the college in fall 2019. Success and retention measures, award attainment, partnerships, and faculty professional development would help this section.

RESPONSE:

Analysis of the 3 year averages of all CORREC courses have high SLO at or above 75% with the exception of CORREC 102 for SLO 1 and SLO 3. (SLO 1: Students will be able to demonstrate an understanding of the role played in local, state and federal institutions of an offender and the correctional worker. SLO 3: Students will be able to discuss coping techniques for correctional officers in a hostile prison environment.)

As the chair is new to the college, it is difficult to know why these numbers were low in the past. It is important to note that with a program this small and with the small class sizes that tend to occur, the actions and performance of a few students can dramatically impact the data. Nevertheless, SLO 1 and 3 both require higher domains of learning and require a more intellectual and scientific understanding of the phenomena within the criminal justice system. As a result, faculty teaching 102 will need to be advised that these concepts need to be emphasized beyond mere lecture with deeper discussion, and perhaps, through learning exercises that require students to work in the learning domains of analysis, evaluation, and synthesis.

Additional considerations related to quality include that a new justice tutor was hired by the Academic Success Center. The successful utilization of the tutor is dependent upon faculty communicating tutor availability and students taking the initiative to meet with the tutor. Further, one of the adjunct faculty is also a retired administrator from the California Department of Corrections and Rehabilitation. She has used staff from the agency as a guest speaker in courses. A final effort to improve quality will be to reorganize the advisory board with fresh members who will review the current curriculum.

4. External Issues: Meets Does Not Meet

Efficacy Team Response:

This section was not completed. This is where state initiatives, labor market data, [CTE – Perkins IV Core Indicator Data](#), etc. could be discussed.

RESPONSE:

Changes to California law in 2015 pursuant to Proposition 47 have placed increased responsibility and demand on sheriffs' jails. Thousands of offenders who would have previously been sent to state prison are now confined to county jail for terms of up to 3 years. While this policy is politically popular until crime rates increase, sheriffs' jails are less often less prepared and equipped to meet the needs of prisoners who would have traditionally been sent to state prison. This legal change has reduced overcrowding in state prisons but shifted some of the inmate population to a local level, a level that is traditionally less equipped to provide the rehabilitation needs of the offenders. At the same time, this has the potential to increase the hiring demand of sheriff's correctional officers, a shift from the state to the local level.

5. Cost of this Program: Meets Does Not Meet

Efficacy Team Response:

The decreased enrollment/FTES has been a concern for some time, yet no plan was put in place to increase these. The program again addresses the hiring of a new faculty member in the fall 2019 semester to replace the full-time faculty member who will be retiring spring 2019 as the reason for the lack of discussion here. No cost analysis of the program is provided, and it mentions the "hope" that the new faculty member will increase outreach, make stronger connections to corrections agencies in order to recover enrollment and productivity.

RESPONSE:

The strategy to improve cost efficiency of the program that has been used this academic year has been to increase student interest and enrollment. These have been accomplished in three ways. First, a new student activity club was created with the Office of Student Life. The Administration of Justice Club became active in the late fall of 2019. All students are welcome and encouraged to join the club to meet and network with guest speakers from the justice field, including corrections. Second, a Justice Career Fair has been planned for April 7 in cooperation with the Extended Police Academy. It is anticipated that this will become an annual event for local, state, and

federal justice agencies to recruit and network with SBVC students, particularly those from the Administration of Justice, Corrections, and Police Academy programs. Third, online corrections courses are being offered for the first time in three years beginning in Spring 20 as discussed in the Demand for this Program section above.

6. Two-Year Plan: Meets Does Not Meet

Efficacy Team Response:

This section was not completed.

RESPONSE:

Since one year now remains on the two year plan, corrections will continue to drive student interest to enhance enrollment. This will be done through the Justice Club, the Career Fair, additional online sections, and a reorganized advisory committee. Faculty will be encouraged to increase active learning opportunities that move beyond lecture into more engaging opportunities for students. A discussion will also be pursued with the sheriff's department and other area agencies to see if they are interested in entering into a partnership to incentivize their current staff, who may at only possesses a high school diploma, to seek an Admin of Justice or Corrections degree/certificate.

7. Progress on Previous Does Not Meets: Meets Does Not Meet

Efficacy Team Response:

The response sections were not completed.

RESPONSE: SLOs are assessed by faculty for each section taught at the conclusion of each semester. Current SLO measures were discussed in the Quality of the Program section above. SLOs will to be reviewed by the reorganized advisory board particularly in light of Proposition 15 that has now been fully implemented in the bureaucratic criminal justice process.

Spring 2019
Program Review Committee Efficacy Report Spring
Conditional Reporting (from Spring 2018 efficacy review)

Name of Department: First Year Experience

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

Although the program has completed an EMP and are moving forward, the committee reaffirmed the rating of “conditional” based on the following:

The program is not adequately addressing the “does not meet” areas (Demographics & Pattern of Service, Data/Analysis and SAOs, Communication and Culture & Climate, Productivity, Relevance, & Challenges).

There is not any data analysis or evaluation. The committee recommends that the program work with members of the Program Review Committee to develop the next remediation report.

RESPONSE: The EMP has been updated to address all of the areas that had reflected “does not meet”. There is additional data that had been collected and updated on the report.

Program Efficacy Report Spring 2019—Conditional Reporting (from Spring 2018 efficacy review)

Name of Department: First Year Experience

Efficacy Team: Abena Wahab, Kay Weiss, Todd Heibel

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

The program is relatively new and the director is in her first year at SBVC (as an aside, the director was also responsible for the Outreach Program Efficacy report). It will take time to get all structures in place. However, it is important that goals and benchmarks be set so that students and the campus know the expectations. Furthermore, it is important to specifically define what the FYE program does, including summaries of each FYE cohort. The EMP document was missing and it would likely have addressed some of the concerns expressed within individual section summaries. Data, however limited, should be analyzed fully to best determine how to move the program forward in a meaningful way. Recruitment strategies should be targeted and meaningful. Student Success data should be compared to general population data. The author is commended for participating in a Program Review Efficacy workshop, and is encouraged to participate in an ongoing basis. It is anticipated that future efficacy documents will address current concerns.

Part I: Questions Related to Strategic Initiative: Increase Access

	Does Not Meet	Meets	Exceeds
Demographics	The program <u>does not provide</u> an appropriate analysis regarding identified differences in the program’s population compared to that of the general population.	The program <u>provides an analysis</u> of the demographic data and provides an interpretation in response to any identified variance. The program <u>discusses the plans or activities</u> that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program’s analysis and plan <u>demonstrates a need</u> for increased resources.
Pattern of Service	The program’s pattern of service is <u>not related to the needs of students</u> .	The <u>program provides</u> evidence that the pattern of service or instruction meets student needs. The program <u>discusses the plans or activities</u>	In addition to the meets criteria, the program <u>demonstrates that the pattern of service needs to be extended</u> .

		that are in place to meet a broad range of needs.	
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X Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

No EMP is attached. Demographic data is presented with only basic analysis. No information is provided regarding why differences from general population exist (targeted populations?) The author notes that outreach strategies have not yet been “perfected.” General ideas are included, but no plan. Of note, the largest population of students is the 20-24 age range (substantially greater percentage than the campus) Is this a targeted group? Assessment is mentioned. Data regarding assessment broken down by age may help with analysis. The program recommends a close relationship with the Office of Research and Planning as a means to better identify and recruit FYE cohorts. However, much of these data could and should be incorporated within a future EMP document.

The writer indicates that “all students are full-time, first year students” who take their classes between 8 and 5 M-TH. While it may make sense to target these hours for this population, it is possible that we could have full-time evening students, also? Is there a plan to include this population as the program grows? This “Pattern of Service” section would also benefit from a future, comprehensive EMP document.

Recommendations: Incorporate an EMP document into future efficacy documents. This will help to focus the discussion narrative in many sections of the efficacy document.

Response: The EMP has been updated with demographic data that reflects the population currently being served and includes a plan to increase access to our Adult Reentry population. The EMP should prove to be more comprehensive and reflect the goals based on the data collected.

Part II: Questions Related to Strategic Initiative: Promote Student Success

	Does Not Meet	Meets	Exceeds
Data/Analysis demonstrating achievement of instructional or service success	Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes	Program <u>has not demonstrated</u> that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) based on the plans	Program <u>has demonstrated</u> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	In addition to the meets criteria, the program <u>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) into its planning, made appropriate adjustments, and is prepared for growth.</u>

	of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is missing or incomplete .		
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X Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The program is new. The services described are best practices, per research regarding student success. The document would be much stronger if some of references for this research were presented. Again, this is a clarion call for an EMP document to which the FYE program could refer. A succinct definition of the program, including summaries of cohorts, would greatly benefit this section.

SLOs for the courses and SAOs for the program are presented, however, no data is presented regarding achievement of these outcomes. The list of individual course SLOs provides a program-level map of sorts, and the SAOs provide insight into what the program actually does. In fact, this could be more explicitly presented and nuanced within this and previous sections. Nonetheless, it is hoped that longitudinal data from the SLO Cloud will be incorporated within this section in future Efficacy documents.

Recommendations: Incorporation of EMP goals and strategies for implementation would guide more detailed, informed responses. Data collection to support assessment and progress on SAOs will greatly enhance future efficacy documents. Where appropriate, data from the SLO Cloud could be used to supplement discussion of SLO assessment and progress on future efficacy documents.

Response: The EMP has been updated and the SAOs should provide insight as to what the program does. As we are targeting Adult Reentry students, our SAOs will be reviewed and may change for next year.

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

	Does Not Meet	Meets	Exceeds
Communication	The program does not identify data that demonstrates communication with college and community.	The program identifies data that demonstrates communication with college and community.	In addition to the meets criteria, the program describes plans for extending communication with college and community and provides data or research that demonstrates the need for additional resources.

Culture & Climate	The program does not identify its impact on culture and climate or the plans are not supported by the data and information provided.	The program identifies and describes its impact on culture and climate. Program addresses how this impacts planning.	In addition to the meets criteria, the program provides data or research that demonstrates the need for additional resources.
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Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

No data is presented regarding communication, although ideas for future communications are listed.

Culture and Climate goals for students in the program are identified. Impact is not addressed, perhaps because of the newness of the program. Again, citing research that supports the development of this fledgling program may be helpful.

Partnerships with feeder high schools are in progress. This requires internal partnerships with a variety of campus offices including A&R, Outreach, Counseling, etc.

Recommendations: Examples of communication with campus and community must be incorporated into future efficacy documents. The FYE program hosts semi-regular meetings with faculty and counselors, and has recently taken steps to liaison with the Zero Textbook Cost and Open Educational Resources programs on campus. Internal partnerships like these should be included within future efficacy documents.

Response:

We are actively working with the Adult Education counselors that are placed at the Adult Education schools in our feeder districts. We have determined the need of the students based on feedback we have received and we are going to provide an Open House this semester as the first step to support the students as they transition to Valley. We will continue to meet monthly to provide support for the students.

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

	Does Not Meet	Meets	Exceeds
Professional Development	The program does not identify currency in professional development activities.	Program identifies current avenues for professional development.	In addition to the meets criteria, the program shows that professional development has impacted/expanded the program and demonstrates that the program is positioning itself for growth.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Faculty and staff have participated in a number of conferences and other training opportunities regarding the building and implementation of an FYE program,. This development has required cross-discipline collaboration, facilitated by the FYE team. This process is not discussed in the document, and should be included.

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, and it links clearly with the institutional mission.	
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.	The program demonstrates that it is highly productive and is positioning itself for growth.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2017 may result in an overall recommendation no higher than Conditional.</u>	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.	In addition to the meets criteria, the program discusses plans to enhance current offerings that link to student/community needs and positions the program for growth.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning that demonstrate the need for expansion.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The program has a mission which supports the mission of the college. Again, because of the newness of the program, neither data nor benchmarks are provided. Several classes have taken place under the FYE umbrella. It seems that some success data should be available for those students who have participated to date.

The program needs to establish goals and plans to reach those goals in a variety of areas.

The program states that it did not have a current EMP. It is expected that this be completed on an annual basis. Inclusion of an EMP, with associated discussion and analysis, will greatly enhance this section within future Efficacy documents.

Recommendations: As with previous sections, goals and plans as they relate to productivity and challenges are typically outlined within an EMP document. Inclusion of an EMP document would inform and structure the narrative for this section.

Response: We have updated the EMP with data that should reflect the mission of the program.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

	Does Not Meet	Meets	Exceeds
Facilities	The program does not provide an evaluation that addresses the sustainability of the physical environment for its programs.	Program provides an evaluation of the physical environment for its programs and presents evidence to support the evaluation.	In addition to the meets criteria, the program has developed a plan for obtaining or utilizing additional facilities for program growth.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The author states that the facility is not appropriate for the service being provided. Offices are disjointed and there are no gathering spaces for students. The FYE program is strongly encouraged to participate in future Needs Assessment cycles so that they may request budgetary items, personnel, and facilities to better meet student and program needs.

VII: Previous Does Not Meets Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

This is the first time that this program has completed and submitted an Efficacy document.

Description: (Provide an updated overview of your program/area. 225 Words Max)

The FYE program offers incoming full time and part time students the support that they need to not only complete their first year of college, but to create an educational plan that they will need to successfully meet their academic goals while at Valley College. FYE provides workshops, a dedicated counselor, Student Development courses and intentionally connecting students to resources on and off of campus to promote well rounded students. All students are incoming first year students that are in need of additional support based on their expressed interest in needing such support. Students are placed in a learning community that would allow them to learn from each other and to have more focused support from their instructors. In addition, the students are provided with a dedicated counselor that is there to support them follow their education plan and to connect them with supports on campus as they need them. To assist them with the economic challenges that many students face, the FYE program provides assistance for students to pay for textbooks, supplies and provides each student with a loaner Chromebook for the school year. By providing this focused support for the students we are looking to increase retention and the ability for students to graduate from Valley College in three years or less, while creating a sense of community and connection for our students.

Demographics – 2018-19		
Demographic Measure	FYE	Campus-wide
Asian	4.2%	3.5%
African-American	16.2%	11.6%
Filipiino	1.2%	1.2%
Hispanic	66.3%	66.9%
Native American	0.6%	0.2%
Pacific Islander	0.4%	0.2%
White	10.2%	12.4%
Female	58.4%	58.1%
Male	41.6%	41.6%
Disability	0.00%	3.9%
Age 19 or Less	58.9%	25.6%
Age 20 to 24	32.1%	31.0%
Age 25 to 29	3.6%	18.1%
Age 30 to 34	1.8%	9.9%
Age 35 to 39	0.0%	5.9%
Age 40 to 49	1.8%	5.9%
Age 50+	1.8%	3.7%

Cohort	FYE Success Rate	Campus Success Rate
2016-17	64.00%	66.00%
2017-18	64.70%	67.00%
2018-19	70.80%	66.00%

Cohort	FYE Retention Rate	Campus Retention Rate
2016-17	94.40%	89.00%
2017-18	92.90%	88.00%
2018-19	92.00%	88.00%

Assessment: (Provide an analysis based on the data provided. As you do so, address each of the tables/charts. 225 Words Max)

The data in the above table is reflective of what was received in by the Institutional Research and Assessment Office. The table reflects the FYE success rate is higher than the overall success rate in 2018-2019, we saw a slight dip in the 2016-2017 school year. During that time there was an all-male cohort, this also reflected in the demographic information for that year. In the 2018-2019 school year we had an increase in female students, when we had more space open for all students, there was an increase to 58.4% in female students in the 2018-2019 year.

The FYE retention rate has consistently been higher than the campus retention rate ranging from 4.0% to 5.4%. I attribute this to the smaller cohorts and the additional supports that the instructors are providing to the students throughout the year. In addition, having a dedicated counselor with them as they move through this first year has a positive impact on their overall connection with the college as a whole.

Our target group would be any first year student, therefore many of our students are just graduating from high school and are 18-19 years old, this is more than double that of the campus as a whole. Moving forward we would like to add an Adult Reentry component to the FYE program.

Progress from Last Year's Action Plan: (Provide an update on the progress made from last year's Action Plan. 225 Words Max)

SAOs/SLOs/PLOs: (Summarize how the assessment of SAOs, PLOs and/or any SLOs that shows significant effect has influenced your goals. 200 Words

Student Area Outcome #1: Students participating in the Summer Bridge component of the First Year Experience Program will be able to increase their knowledge and understanding of academic and vocation programs and student services.

Student Area Outcome #2: Students participating in the First Year Experience Program will develop tools (steps to success) to assist students in navigating their first year at Valley College.

Student Area Outcome #3: Students who complete the First Year Experience Program will have a deeper understanding of the steps needed to transfer to a four-year institution by following the IEGTC and earn an AA/AS/vocational certificate as a result of participating in the program.

We have implemented a Student Satisfaction Survey that will be used in the department to assist us in providing services that best meet the needs of the students in our program,

Departmental/Program Goals: (Goals should be specific, measurable, linked to your data analysis, and reflected in the Action Plan section). Tie goals to the college.

1. Increase the number of students that participate in FYE that are Adult Reentry. Working in collaboration with Adult Education counselors to assist students as they move through the application process at Valley. Having specified workshops in the Fall and Spring that allow for students to apply for FYE. Track the number of applicants each semester to determine interest in the program amongst this population.
2. Have 60% of the FYE participants receive a grade of C or higher in both English and Math classes taught by the FYE instructors.
3. Increase the persistence rate by 2% each year. We will request the data from Institutional Research to track the ongoing progress of the FYE students.

Challenges & Opportunities: (Challenges and opportunities should be reflected in the Action Plan. 200 words maximum).

1. Creating a CRM that would allow us to track a student from the first time that we encountered them to their time of exit. This would allow us to survey the students at timed intervals throughout their stay at Valley.
2. Working closely with Adult Ed counselors to create activities that would introduce FYE to potential students as they are attending Adult Ed. Creating targeted events for Adult Reentry students.
3. Working with faculty to create classes that have imbedded tutors in an effort to support the FYE students and faculty, during this transitional period of the implementation of AB 705.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. Work closely with the Adult Education counselors to create events and workshops, such as Open House, Application Workshops and Financial Aid Workshops. 2. Collaborate with the Math, English and Reading faculty to increase supports needed by the FYE students. 3. Working with the	1. Increase the number of students that participate in FYE that are Adult Reentry. Working in collaboration with Adult Education counselors to assist students as they move through the application process at Valley. Having specified workshops in the Fall and Spring	1. Adult Ed counselors, FYE counselor, students, A&R staff and Financial Aid staff. Space on campus to provide these services. 2. Faculty and FYE staff working together to identify challenges that the FYE students are having. Imbedded tutoring and study groups. 3. Funding for imbedded	1. Fall 2020 2. Spring 2021 3. Spring 2021

Program Efficacy Team Report (Administrative Services)

2018 – 2019

Name of Department: Grant Development and Management

Efficacy Team: Botra Moeung, Paula Ferri-Milligan, Wallace Johnson

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

The team acknowledges the difficult situation that Grant Development and Management has been dealing with because of the staffing instability. In spite of that, the office has continued to support student success through the acquisition and management of grant awards. Unfortunately, areas in the report were not addressed or addressed minimally.

Demographics need to be analyzed. The area does not supply an adequate analysis of achievement data nor does it provide the results or analysis of SAOs. The area needs to provide an analysis of the type of grants that have been funded, details about the types of grants that it seeks to acquire, and the process used to address the needs of the campus. In addition, the area needs to provide information about the day-to-day concerns—average time to respond to grant requests from the campus, results of satisfaction surveys, and additional benchmarks of excellence for the department. Challenges have not been identified. With the growing need for outside funding opportunities, the area needs to evaluate both its need for space (for possible increased staffing) and for technology needs that impact the area.

Part I: Questions Related to Strategic Initiative: Increase Access

Goal: SBVC will improve the application, registration, and enrollment procedures for all students.

SBVC Strategic Initiatives: Strategic Directions + Goals

Does Not Meet

Meets

Exceeds

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 analysis** of the demographic data and provides an interpretation in response to any identified variance.

The program **discusses the plans or activities** that are in place to recruit and retain underserved populations as appropriate. In addition to the meets criteria, the program's analysis and plan **demonstrates a need** for increased resources.

Pattern of Service

The program's pattern of service is **not related to the needs of students**.

The **program provides** evidence that the pattern of service or instruction meets student needs.

The program **discusses the plans or activities** that are in place to meet a broad range of needs.

In addition to the meets criteria, the program **demonstrates that the pattern of service needs to be extended**.

Does Not Meet **Meets** **Exceeds**

Efficacy Team Analysis and Feedback:

Demographics (Does Not Meet): The area provides data that focus on the monetary awards to various programs, data that show departmental efficiency and productivity as determined by the ratio of salary to income generated, and the student populations from 2014 to the present; there is not an analysis of these data. Moreover, there is not a comparison of these program demographics to the campus demographics. Because the comparison is missing, there is also not a discussion about any identified variances.

Committee Suggestions: Compare the demographics associated with your targeted demographics, to those of the overall campus.

Pattern of Service (Meets): The area addresses ways it supports student success through the various grants that it has obtained.

RESPONSE:

Before I respond to any of these sections, I'd like to share that the form that was submitted last year was not the correct form; the administrative offices form should've been submitted rather than the instructional department form. I'm not sure what effect that may've had on 1) what questions were asked and 2) the apparent mismatch of questions to responses.

Utilizing campus demographics the way in which this process seems to desire is not best practice with regard to the efficacy of a grants office. The analysis of demographics of the actual students served by grant-funded projects and programs are most appropriate at the grant project/program level. What is a better indicator of the fact that Grants Development & Administration is meeting student and campus need is 1) the various grant opportunities we put forth to faculty and administrator to pursue and 2) the types of funders/funding to which we apply. In the last year, myriad grant opportunities have be explored (and applied for) that have

the potential to reach many, many different sectors of our student body (i.e., underrepresented populations, academically underprepared students, CTE, math and science majors, low income students, music majors, online CTE programs). It is the vast variety of project types and groups those various projects might serve that are most indicative of a pattern of service to students and the campus. Additionally, in the last year, GDA has sought and gained funding from several different funders, including federal (Title V, TRiO, etc.), state (CalFresh, CalWorks, CA Community Colleges, CA Energy Commission), local (SB Arts Commission), and private (Volvo, SoCal Edison). This is extent to which this department can work to ensure various student groups are supported, and GDA will continue to seek out and apply for grants that support various sectors of the campus population.

As for our own department demographics, we have 1.6 employees. With 1.6 employees, GDA will never reflect campus demographics.

Part II: Questions Related to Strategic Initiative: Promote Student Success

Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

SBVC Strategic Initiatives: Strategic Directions + Goals

Does Not Meet

Meets

Exceeds

Data/Analysis demonstrating achievement of instructional or service success

Program **does not provide an adequate analysis** of the data provided with respect to relevant program data.

Program **provides an analysis** of the data which indicates progress on departmental goals.

In addition to the meets criteria, the program **uses the achievement data** in concrete planning and **demonstrates** that it is prepared for growth.

Service Area Outcomes

Program **has not demonstrated** that it is continuously assessing Service Area Outcomes (SAOs)

Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is **missing or incomplete**.

Program **has demonstrated** that it has fully evaluated within a four-year cycle and is continuously assessing all Service Area Outcomes (SAOs)

In addition to the meets criteria, the program **demonstrates that it has fully incorporated Service Area Outcomes (SAOs) into its planning, made appropriate adjustments, and is prepared for growth.**

Does Not Meet **Meets** **Exceeds**

Efficacy Team Analysis and Feedback:

Data/Analysis (Does Not Meet): The area refers to the EMP but does not supply an adequate analysis of that data.

Service Area Outcomes (Does Not Meet): The area lists its intended outcomes and the ways to measure those outcomes, but it has not done so. There is no evidence that data was collected.

Committee Suggestions: Collect and analyze the data.

RESPONSE:

Again, I think there's a misalignment of what GDA does—our role, SAOs, and measures—and what is being expected via this form and process. It does not make sense in terms of efficacy and continual improvement for GDA to pull, disaggregate, and analyze most student success data with regard to our department's efficacy. (If we do, it's for the purpose of making a case for SBVC's proposed grant projects.) Our department's measures of success are varied and, in some cases, quite nebulous and have less to do with direct student success than being proactive in terms of 1) seeking and applying for grant funding to better support our students—both holistically and in terms of various populations; 2) supporting college priorities; and 3) working to establish collaborative relationships both on-campus and with local partners.

In the course of the last year, we have applied for (either singularly or collaboratively) close to 15 grants and have brought more than \$3.8 million to SBVC with two additional grants totaling close to \$4.4 million awaiting award notification. Grant proposals have spanned the areas of: Workforce Development and CalWorks; Dreamers Resource Center; Financial Aid; STAR; Online CTE; the Division of Mathematics, Business, and Computer Technology; the Division of Science; the Division of Arts & Humanities; the Division of Applied Technology, Transportation, and Culinary Arts; and Student Health Services, among others. Additional opportunities are currently being explored for Aeronautics, Facilities, and the Child Development Center.

The degree to which GDA is actively seeking and applying to various funding opportunities for myriad student support and success initiatives ought bear a good deal of weight in terms of how we work to promote student success, but I'm not certain it does given the current program review reporting expectations.

GDA does acknowledge the benefit revisiting and revising our mission, SAOs, and measures would have on our own internal assessment of efficacy and continual improvement processes. Existing SAOs are listed below:

1. Prepare and submit grant proposals for funding opportunities that fit our student population and funding agency requirements. Measure: Number and titles of developed and submitted proposals. While it's uncertain how many will be funded, a second-level outcome is: number of grants awarded.
2. Prepare and submit award applications for campus recognition that highlight campus achievements of our student population. Measure: Number of award applications
3. Leverage existing projects to create more opportunities and build robust programs. Measure: Summaries of grants and the linkages to established or pilot projects related to the new project.
4. Build partnerships with other institutions. Measure: List and description of partnership proposals developed each year. Feedback can include input from partners about the benefits of the project.
5. Communicate opportunities and success with a monthly newsletter. Measure: Newsletter archives.
6. Maintain a current website. Measure: Existence of said website.

Though some of these SAOs are certainly necessary to internal departmental assessment, evaluation, and continual improvement, many of them need to be revisited and revised...as is best practice with regard to on-going program/department effectiveness assessment. Established grant professionals best practices, such as keeping track of not only the number of grants submitted, but also those researched, number and variety of funders, number of collaborative meetings to build relationships and develop programs/proposals, and grant process/procedure metrics, are not included. These outcomes and metrics are specific to grants development and management and ought to be included in the GDA outcomes. Over the course of the next few months, the GDA will work to revise its SAOs and measures, as these will truly provide a guideline with regard to productivity and, once data is collected and analyzed, information with regard to how the GDA may improve upon its efforts.

Additionally, it would be beneficial for the GDA to develop and distribute a brief survey to those administrators, faculty, and staff who interact and work with our office on grants—either on the development and submission of proposals or the administration of awarded grants—as this can also provide valuable information to GDA for continual improvement purposes.

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.

SBVC Strategic Initiatives: Strategic Directions + Goals

Does Not Meet

Meets

Exceeds

Communication

The program **does not identify** data that demonstrates communication with college and community.

The program **identifies** data that demonstrates communication with college and community.

In addition to the meets criteria, the program **demonstrates** the ability to communicate more widely and effectively, **describes** plans for extending communication, and provides data or research that **demonstrates** the need for additional resources.

Culture & Climate

The program **does not identify** its impact on culture and climate or the plans are not supported by the data and information provided.

The program **identifies and describes** its impact on culture and climate. Program **addresses** how this impacts planning.

In addition to the meets criteria, the program provides data or research that **demonstrates** the need for additional resources.

Does Not Meet **Meets** **Exceeds**

Efficacy Team Analysis and Feedback:

Communication (Does Not Meet): The area does not provide a response; however, in the EMP it does address the need to update and restructure the Grants website with more current information that is easier to locate.

Committee Suggestions: Since funding opportunities outside of the campus are critical to the development of innovative programs, the area needs to address the ways that it makes these opportunities known to parties that might be interested, and it needs to discuss how it provides an avenue for staff to approach the office with requests for grant proposals.

Culture & Climate (Meets): The area pursues recognition for the campus by completing award applications that highlight success, such as the Diesel Program's recognition at the AHSIE conference for success with Hispanic high school students.

Committee Suggestions: Use language that is more appropriate—women rather than girls.

RESPONSE:

Updating and restructuring the Grants website is still underway, as finding time to do so is difficult with 1.6 employees who are devoting the bulk of their time to seeking funding opportunities and developing grant proposals.

The interim director attends multiple campus meetings so as to stay abreast of the various campus needs communicated by administration, faculty, and staff. She then works to meet directly with those persons who've communicated needs. The interim director has also increased collegial relationships on campus so as to encourage faculty, staff, and administrators to contact her directly should they have a need, idea, or funding opportunity. Additionally, when she becomes aware of upcoming funding opportunities, she is proactive in reaching out to appropriate VPs, deans, managers/directors, and/or faculty whom may have an interest in pursuing funding.

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

SBVC Strategic Initiatives: Strategic Directions + Goals

Does Not Meet

Meets

Exceeds

Professional Development

The program **does not identify** currency in professional development activities.

Program **identifies current avenues** for professional development.

In addition to the meets criteria, the program shows that professional development has **impacted/expanded** the program and **demonstrates** that the program is positioning itself for growth.

Does Not Meet **Meets** **Exceeds**

Efficacy Team Analysis and Feedback:

The area briefly mentions participation in the Grants Professionals Association (GPA).

Committee Suggestions: A discussion of how the identified membership enhances the area is needed. Also, the area could identify ways that the staff participates in professional development activities both on and off campus.

RESPONSE:

I do not understand how listing or explaining professional development activities is relevant to program efficacy, as this seems much more suited for employee evaluations than program review. That said, the Grants Professional Association is the premiere grants professionals' organization; much knowledge can be gained from participation in GPA workshops and/or via GPA publications and resources, which will allow us to stay abreast of current best practices in terms of grant development, writing, and management.

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: Strategic Directions + Goals

Does Not Meet

Meets

Exceeds

Mission/

Statement of Purpose

The program **does not have** a mission/ statement of purpose, or it **does not clearly link** with the institutional mission.

The program **has** a mission/statement of purpose, and it **links** clearly with the institutional mission.

Productivity

The data **does not show** an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.

The data **shows** the program is productive at an acceptable level.

The program functions at a highly productive level and is positioning itself for growth.

Currency

The program **does not show** evidence of currency.

The program **provides evidence** that it maintains currency within the published documents.

In addition to the meets criteria, the program **provides** support for future planning.

Challenges

The program **does not incorporate** weaknesses and challenges into planning.

The program **incorporates** weaknesses and challenges into planning.

The program **incorporates** weaknesses and challenges into planning that demonstrate the need for expansion.

Does Not Meet **Meets** **Exceeds**

Efficacy Team Analysis and Feedback:

Mission (Meets): The area provides a mission that addresses the development of “grant projects” and management of grant awards to enhance “future growth and increase opportunities and resources for the campus and its diverse community of learners.” The area supports the mission of the college by finding resources to enhance the quality of education, develop partnerships that contribute to economic development and growth of the community, and expand opportunities for SBVC students.

Productivity (Does Not Meet): The area provides a monetary summary of the grants awarded to the college since 2014-2015, and it generally states that it takes into consideration “the discussions about what the campus needs and how project activities should be designed.”

Committee Suggestions: The area needs to provide an analysis of the type of grants that have been funded and details about the types of grants that are sought and the process used to address the needs of the campus. In addition, the area needs to provide information about the day-to-day concerns—average time to respond to grant requests from the campus, results of satisfaction surveys, and additional benchmarks of excellence for the department.

Currency: N/A

Challenges (Does Not Meet): The area states the major challenge of the office is that it had four directors over the last five years, which has had a negative impact on effectiveness and planning.

Committee Suggestions: The committee acknowledges the instability that this has caused; however, other challenges have not been identified that link directly to the lack of analysis in terms of productivity—grant processes and campus needs identification, additional support staff, etc.—an analysis that would provide focus for the office in terms of possible growth.

RESPONSE:

This is an area in which GDA most certainly can grow and improve, as it would be extremely beneficial in terms of our continued improvement to revisit and revise our mission, SAOs, and measures. Unfortunately, finding the time to do so and do so well is a challenge, as program design work, which essentially this would be, is a time-consuming process. At present, there is one full-time employee in GDA, and that employee is tasked with meeting with various constituents on-campus and off; developing grant priorities based on campus priorities; responding to requests for funding assistance; seeking funding opportunities; organizing and leading collaborative meetings with various campus entities for grants exploration and development; writing grants; submitting grants; approving budget requests and expenditures; and so forth.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: Strategic Directions + Goals

Does Not Meet

Meets

Exceeds

Facilities

The program **does not provide an evaluation** that addresses the sustainability of the physical environment for its programs.

Program **provides an evaluation** of the physical environment for its programs and **presents evidence** to support the evaluation.

In addition to the meets criteria, the program has developed a plan for obtaining or utilizing additional facilities for program growth.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The area did not provide any analysis of facilities.

Committee Suggestions: With the growing need for outside funding opportunities, the area needs to evaluate both its need for space (for possible increased staffing) and for technology needs that impact the area.

RESPONSE:

At this time, the space allotted for GDA (one office with a small meeting space and one cubicle) is sufficient for our staff. If we need more space for larger meetings, etc., we work with others on campus to identify and book additional space. If GDA were to add a position or professional expert, though, more space to house that person would be needed.

VII: Previous Does Not Meet Categories

Does Not Meet Meets Exceeds

Does not meet areas are from spring 2015 efficacy review.

Demographics: Our assumption is that this demographic information has been obtained from the submitted grant proposals targeted for HSIs and MSIs (Hispanic and Minority Serving Institutions). The author provides a unique view of the demographics of their program, by looking at it in this way. Although the data are provided, there is not an analysis of these data. Moreover, there is not a comparison of these program demographics to the campus demographics. Because the comparison is missing, there is also not a discussion about any identified variances. In the future, please be sure to compare the demographics associated with your targeted demographics, to those of the overall campus.

Efficacy Team Analysis and Feedback:

There was not a response from the area in this section. Demographic data has not been analyzed adequately in this efficacy report either.

RESPONSE:

The way in which Grants Development & Administration has been pulling and analyzing data (as requested by this form) is not in alignment with regard to assessment and continuous improvement best practices for grants offices. In terms of efficacy, GDA ought focus on 1) the grant opportunities we put forth to or help faculty and administrators pursue and 2) the types of funders/funding to which we apply. In the last year, myriad grant opportunities have be explored (and applied for) that have the potential to reach many, many different sectors of our student body (i.e., underrepresented populations, academically underprepared students, CTE, math and science majors, low income students, music majors, online CTE programs). It is the vast variety of project types and groups those various projects might serve that are most indicative of a pattern of service to students and the campus. Additionally, in the last year, GDA has sought and gained funding from several different funders, including federal (Title V, TRiO, etc.), state (CalFresh, CalWorks, CA Community Colleges, CA Energy Commission), local (SB Arts Commission), and private (Volvo, SoCal Edison). This is extent to which this department can work to ensure various student groups are supported, and GDA will continue to seek out and apply for grants that support various sectors of the campus population.

Program Efficacy Team Report (Instruction) 2018-2019

Name of Department: Math

Efficacy Team: Christie Gabriel, Anna Tolstova

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation: Three of the seven areas received a Does Not Meet ranking. Although 60% of the document received a Meet, a few key areas lack data analysis regarding student success and SLO competency. Curriculum review is also years behind in some main courses (095). Section II, receiving a Does Not Meet in the previous departmental review, has still not received a Meets in this area. Therefore, a ranking of conditional seems appropriate so that these issues can be remedied by fall.

Part I: Questions Related to Strategic Initiative: Increase Access

	Does Not Meet	Meets	Exceeds
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 analysis of the demographic data and provides an interpretation in response to any identified variance. The program discusses the plans or activities that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program's analysis and plan demonstrates a need for increased resources.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides evidence that the pattern of service or instruction meets student needs. The program discusses the plans or activities that are in place to meet a broad range of needs.	In addition to the meets criteria, the program demonstrates that the pattern of service needs to be extended.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Demographics data was unremarkable when comparing math and the SBVC Campus. The only group showing large under-representation was Age 19 or Less: 6.4% vs 22.5%. Increased outreach to expand enrollment for this age group is discussed. In future EMPs, address trends in addition to yearly changes. SAO/SLO/PLO analysis should include a trend analysis of course and program level success (% of all students who met each SLO).

Pattern of service for math courses provides the necessary variety to accommodate all students. However, with AB705, Guided Pathways, and the new OER courses, the decline in online offerings should be discussed. Pattern of service for support services (tutoring) should be included here as well.

Part II: Questions Related to Strategic Initiative: Promote Student Success

	Does Not Meet	Meets	Exceeds
Data/Analysis demonstrating achievement of instructional or service success	Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes	Program <u>has not demonstrated</u> that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is <u>missing or incomplete</u> .	Program <u>has demonstrated</u> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program <u>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth.</u>

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

There is insufficient documentation/evidence to support the various success measure claims such as the SSC's contribution to increase retention, the AS-T degree addition and STEM Counselor availability to increase student interest in math and degree completion. Data to support these types of claims is accessible via campus and public databases and must be provided in the document if referenced. The analysis of each SLO is helpful, but a discussion on the overall trend of the SLOs is not included. Also, in reading some of the analyses of the data, it's not clear why only the exam question(s) rather than the overall application of concepts across situations are being examined, such as with probability. The overall trend of competency within all of the SLOs is quite low, around 50%+/- . This is not addressed, nor is the large variance in some such as 46.24% - 89.02% for students who met SLOs #1-4 for math 108. Further implication of these competency measures is not discussed, and although addressed, a course map is not available despite AB 705 beginning in the fall.

RESPONSE:

Current data (2/26/20) provided by SBVC's Institutional Research, Planning & Effectiveness department suggest that, on average, math students who are SSC tutored, experience greater course success and retention rates. (Please refer to the graphs below).

Course Success Ratios – SSC Tutored vs. Not Tutored

	2016-17		2017-18		2018-19	
Subject	Tutored	Not Tutored	Tutored	Not Tutored	Tutored	Not Tutored
All Math	57.80%	58.00%	61.10%	56.00%	64.00%	56.80%
Transfer-level Math	65.80%	58.30%	62.50%	61.50%	71.70%	61.20%
Below-Transfer Math	54.10%	50.80%	57.70%	53.40%	61.80%	54.70%

All Math success data reveal that for 2016-17, the differences between SSC Tutored vs. Not Tutored was insignificant, with only a 0.20% variance. For years 2017-18 and 2018-19, however, SSC math Tutored students outperformed Not Tutored math students by increases of 5.1% and 7.2% respectively. Transfer-level and Below-Transfer success rates over the three-year period show a consistent pattern of increased success for SSC Tutored Students. Transfer-level SSC Tutored students show increases of 7.5%, 1%, and 10.5%, while Below-Transfer SSC Tutored show increases of 3.3%, 4.3% and 7.1%. The department will continue to encourage students to seek assistance from the Student Success Center and their instructor.

Course Retention Ratios – SSC Tutored vs. Not Tutored

	2016-17		2017-18		2018-19	
Subject	Tutored	Not Tutored	Tutored	Not Tutored	Tutored	Not Tutored
All Math	89.20%	87.20%	87.50%	85.70%	86.70%	85.80%
Transfer-level Math	88.50%	88.40%	87.50%	86.30%	90.60%	85.60%
Below-Transfer Math	87.80%	85.50%	85.90%	85.40%	86.40%	85.80%

The relationship between math Course Retention and SSC Tutored vs. Not Tutored students being retained at greater rates is positive, albeit, insignificant. Over the 2016-17, 2017-18 and 2018-19 reporting years, the average increase in retention for All Math, Transfer-level Math and Below-Transfer Math reveal increases of 0.9%, 0.27% and 1.0% respectively. The average rate of retention for All Math, as reported by EIS for the same time frame is 86.9%, irrespective of a student's tutoring status.

Math 095 SLO Analysis

Table 1

Term	SLO	Met	Assessed	Perc. Met	Term	SLO	Met	Assessed	Perc. Met
Spring 2016	1	345	630	55%	Spring 2018	1	369	631	58%
	2	422	634	67%		2	489	683	72%
	3	477	637	75%		3	539	685	79%
	4	365	634	58%		4	465	678	69%
Fall 2016	1	279	703	40%	Fall 2018	1	292	656	45%
	2	359	702	51%		2	416	674	62%
	3	471	704	67%		3	429	674	64%
	4	355	697	51%		4	364	666	55%
Spring 2017	1	251	520	48%	Spring 2019	1	252	611	41%
	2	296	518	57%		2	387	614	63%
	3	388	533	73%		3	450	616	73%
	4	336	530	63%		4	366	615	60%
Fall 2017	1	240	582	41%	Fall 2019	1	221	585	38%
	2	320	583	55%		2	342	585	58%
	3	420	582	72%		3	416	585	71%
	4	298	572	52%		4	301	585	51%

MATH-095 Student Learning Outcomes by Semester from 2016SP to 2019FA

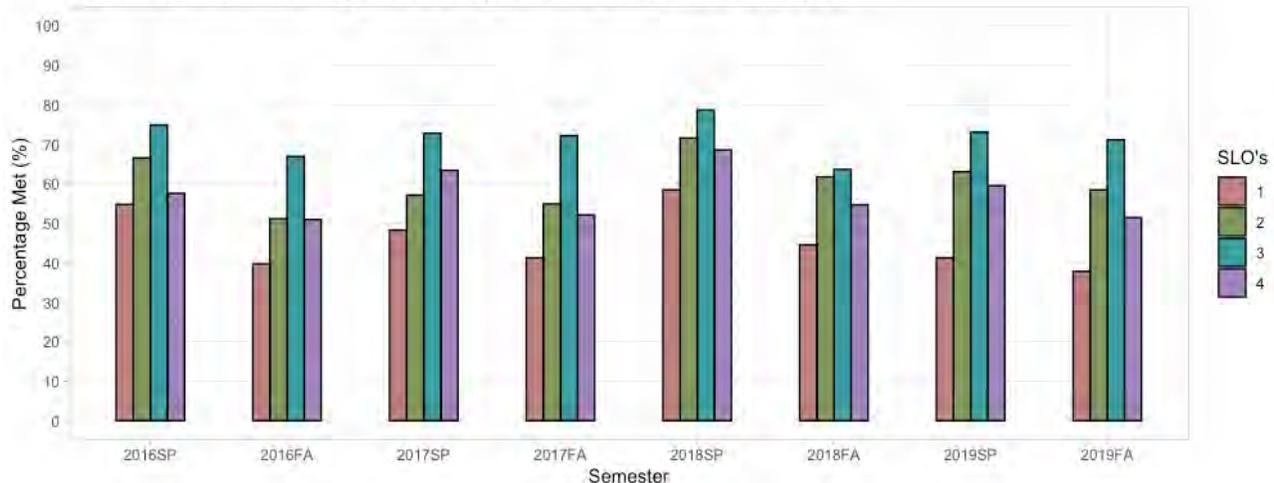


Figure 1

Table 1 shows student learning outcome for Math 095 from Spring 2016 to Fall 2018. The below cluster bar graph illustrates table 1.

The overall percentage met for SLO 1 has a mean of 45.7% and median of 42.9%. The percentage met has a range of 20.7% with a standard deviation of 7.5%. One reason for the lower mean and median is that this SLO deals with a word problem which are challenging for students. A possible resolution is to dedicate more instruction time to word problems. The SLO 1 assessment question may need to be

modified. Figure 1, illustrates that SLO 1 has consistently underperformed since Spring 2016. The standard deviation is of 7.5% is reasonable.

The overall percentage met for SLO 2 has a mean of 60.9% and median of 60.1%. Students performed better on SLO 2 than SLO 1 which indicated by larger mean and median. The overall percentage met has a range of 20.5% with a standard deviation of 6.6%. The range is large, but the standard deviation of 6.6% is a better measure of spread. A standard deviation of 6.6% is reasonable.

The overall percentage met for SLO 3 has a mean of 71.7% and median of 72.5%. The overall percentage met has a range of 15.1% with a standard deviation of 4.6%. Figure 1, shows SLO 3 is definitely outperforming all other SLOs. The two averages are above 70%. A standard deviation of 4.6% is reasonable and shows students have consistently performed around the average since Spring 2016.

The overall percentage met for SLO 4 has a mean of 57.3% and median of 56.1%. Both averages are close and fairly low. This SLO assesses student's understanding of the function concept. In particular, the assessment question can be abstract for students which may explain the low performance. More instruction time would be warranted on the topic. The percentage met has a range of 17.7% with a standard deviation of 6.3%.

Overall the standard deviation for each SLO were relatively small and shows the performance has been fairly consistent since Spring 2016. Ongoing discussion is taking place to improve the averages.

Math 102 SLO Analysis

Table 2 shows student learning outcome for Math 102 from Spring 2016 to Fall 2018. The below cluster bar graph illustrates table 2. Note, in Fall 2019 data for five SLOs are reported since Math 102 was updated in academic year 2018-2019.

Table 2

Term	SLO	Met	Assessed	Perc. Met	Term	SLO	Met	Assessed	Perc. Met	
Spring 2016	1	254	445	57%	Fall 2018	1	167	252	66%	
	2	223	445	50%		2	165	251	66%	
	3	242	435	56%		3	194	259	75%	
	4	224	445	50%		4	167	259	64%	
Fall 2016	1	168	309	54%	Spring 2019	1	189	315	60%	
	2	146	294	50%		2	218	317	69%	
	3	151	309	49%		3	194	316	61%	
	4	186	318	58%		4	174	318	55%	
Spring 2017	1	238	389	61%	Fall 2019	1	201	400	50%	
	2	206	385	54%		2	228	405	56%	
	3	237	393	60%		3	185	396	47%	
	4	204	357	57%		4	164	398	41%	
Fall 2017	1	140	252	56%						
	2	128	252	51%						
	3	162	252	64%						
	4	152	252	60%						
Spring 2018	1	148	280	53%						
	2	134	280	48%						
	3	161	280	58%						
	4	142	280	51%						
SLO 1		SLO 2		SLO 3		SLO 4				
mean	57.20%		55.30%			58.70%		54.70%		
median	56.30%		52.20%			58.90%		55.90%		
standard deviation	5.10%		7.80%			8.90%		7.20%		

MATH-102 Student Learning Outcomes by Semester from 2016SP to 2019FA

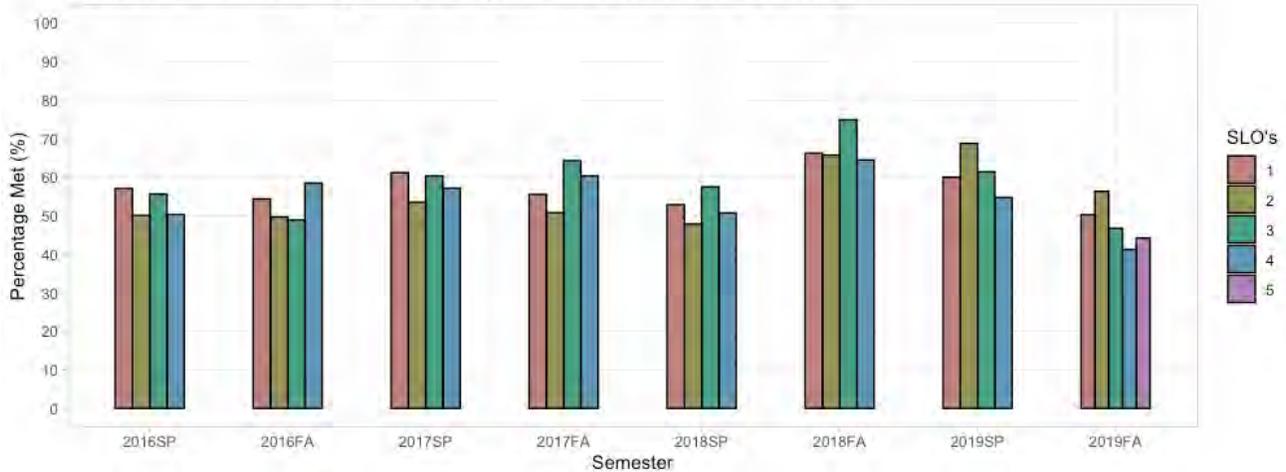


Figure 1

The overall percentage met for all SLO for Math 102 were all below 70% with exception of SLO 3 in Fall 2018. The department has discussed the trend and has revised the assessment questions to better reflect student mastery of the concepts. In light of AB 705 and the self-guided placement we anticipate an increase of underprepared students enrolling in Math 102. Current research from SBCCD’s Office of Research, Planning and Institutional Effectiveness, has reported 6% decrease in success rates across the district in transfer-level Math. As a consequence, the overall percentage met may decrease further for each SLO. To help remedy the current situation, the department has developed Math 602 a not credit support course for students. The department will offer Math 102 and Math 602 in a corequisite model. According to completecollege.org, “Co-requisite Remediation is doubling and tripling gateway college course success in half the time or better.”

Math 103 SLO Analysis

Table 3

Term	SLO	Met	Assessed	Perc. Met	Term	SLO	Met	Assessed	Perc. Met
Spring 2016	1	83	114	73%	Spring 2018	1	85	125	68%
	2	88	114	77%		2	76	124	61%
	3	52	114	46%		3	73	119	61%
Fall 2016	1	75	127	59%	Fall 2018	1	45	71	63%
	2	87	124	70%		2	45	71	63%
	3	70	126	56%		3	44	71	62%
Spring 2017	1	80	132	61%	Spring 2019	1	85	116	73%
	2	101	132	77%		2	77	116	66%
	3	62	132	47%		3	72	116	62%
Fall 2017	1	120	154	78%	Fall 2019	1	77	102	75%
	2	117	154	76%		2	77	102	75%
	3	63	154	41%		3	66	102	65%
		SLO 1		SLO 2		SLO 2			
Mean		68.80%		70.80%		70.80%			
Median		70.40%		72.80%		72.80%			
Standard deviation		7.10%		6.90%		6.90%			

MATH-103 Student Learning Outcomes by Semester from 2016SP to 2019FA

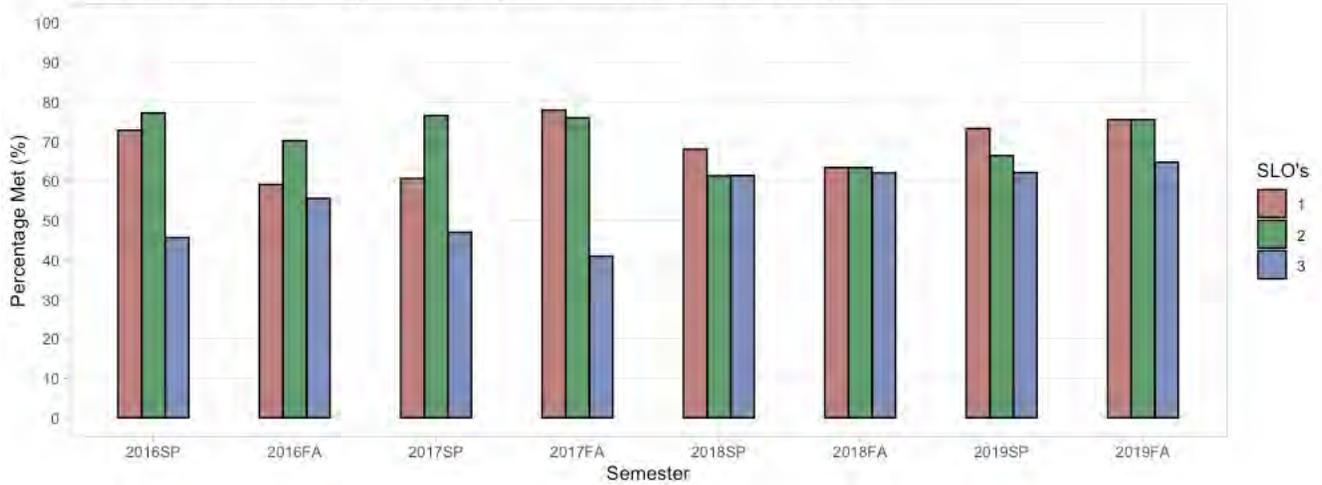


Figure 2

The overall percentage met for SLO 1 and SLO 2 have consistently been better than SLO 3. However, since Fall 2018 all SLOs' percentage met have been more comparable and above 60%. The mean percentage met for each SLO are near 70% which is satisfactory. The median for each SLO percentage met is above 70% which is satisfactory. The standard deviations are relatively small (less than 10%) and no significant difference between the SLOs.

Math 090 SLO Analysis

Table 4

Term	SLO	Met	Assessed	Perc. Met	Term	SLO	Met	Assessed	Perc. Met
Spring 2016	1	265	503	53%	Spring 2018	1	267	540	49%
	2	199	511	39%		2	201	526	38%
	3	280	500	56%		3	307	538	57%
	4	299	499	60%		4	289	539	54%
Fall 2016	1	228	448	51%	Fall 2018	1	286	475	60%
	2	137	448	31%		2	193	477	40%
	3	259	448	58%		3	295	477	62%
	4	259	448	58%		4	297	475	63%
Spring 2017	1	278	449	62%	Spring 2019	1	263	428	61%
	2	188	449	42%		2	182	428	43%
	3	281	449	63%		3	246	428	57%
	4	263	449	59%		4	262	428	61%
Fall 2017	1	291	544	53%					
	2	183	544	34%					
	3	285	544	52%					
	4	293	544	54%					
		SLO 1	SLO 2		SLO 3		SLO 4		
Mean		55.70%		38%		57.90%		58.20%	
Median		53.50%		38.90%		57.50%		58.60%	
Standard deviation		5.30%		4.40%		3.50%		3.40%	

MATH-090 Student Learning Outcomes by Semester from 2016SP to 2019FA

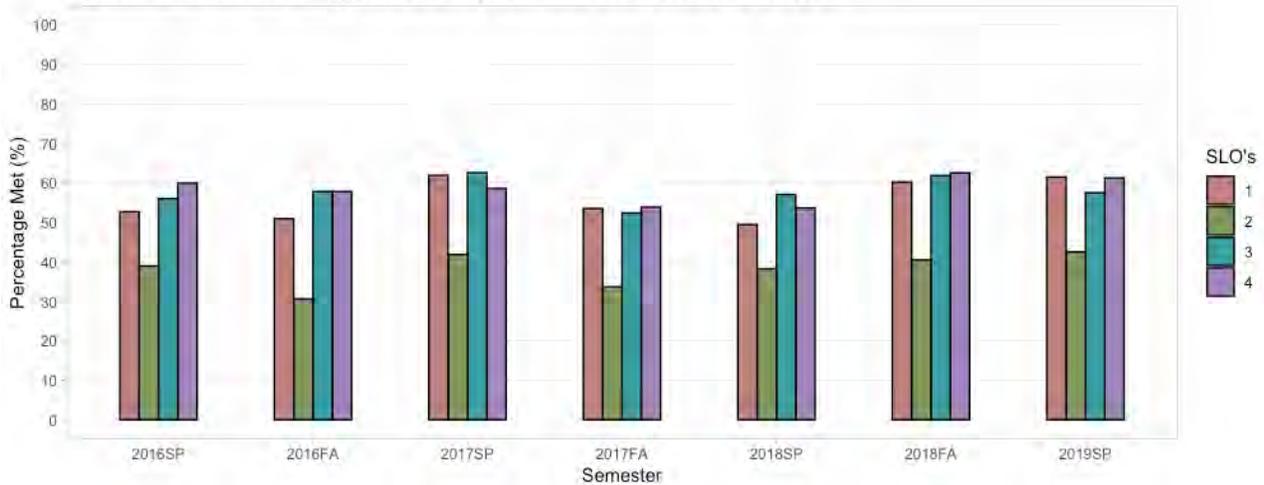


Figure 3

Currently, Math 090 is not being offered due to the implementation of AB 705. The last time Math 090 was offered was in Summer 2019. The overall percentage met for all SLO's were all below 70%. In particular, SLO 2 is concerning since it has steady been outperformed, as seen in figure 4, by the other SLOs has been.

Math 115 SLO Analysis

Table 5

Term	SLO	Met	Assessed	Perc. Met	Term	SLO	Met	Assessed	Perc. Met
Spring 2016	1	19	31	61%	Spring 2018	1	20	33	61%
	2	29	31	94%		2	23	33	70%
	3	28	31	90%		3	24	33	73%
	4	18	31	58%		4	21	33	64%
Fall 2016	1	6	11	55%	Fall 2018	1	18	27	67%
	2	9	11	82%		2	19	27	70%
	3	8	11	73%		3	18	27	67%
	4	4	11	36%		4	19	27	70%
Spring 2017	1	26	39	67%	Spring 2019	1	18	29	62%
	2	25	40	63%		2	10	29	34%
	3	31	40	78%		3	17	29	59%
	4	29	40	73%		4	23	29	79%
Fall 2017	1	24	30	80%	Fall 2019	1	29	58	50%
	2	21	31	68%		2	22	58	38%
	3	24	32	75%		3	40	58	69%
	4	16	32	50%		4	44	58	76%

	SLO 1	SLO 2	SLO 3	SLO 4
Mean	62.70%	64.80%	72.80%	66.30%
Median	61.70%	68.70%	72.70%	67%
Standard deviation	9%	20.10%	9.20%	14.50%

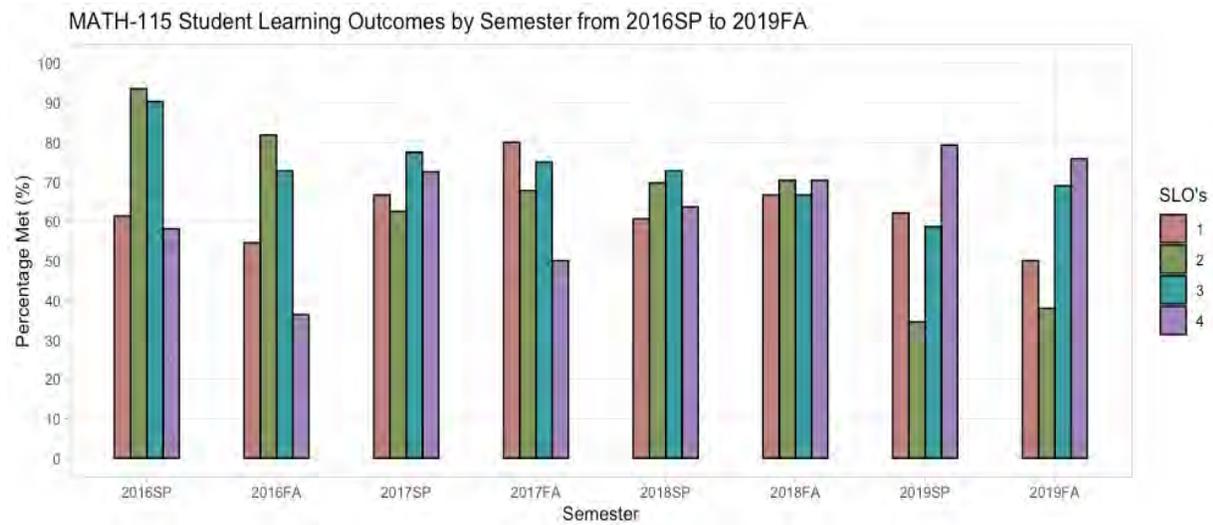


Figure 4

The mean and median percentage met for each SLO is above 60%. The standard deviations for each SLO is relatively high, in particular; for SLO 2 and SLO4 was more than 10%. SLO 2 deals with the concept of probability which is a challenging topic for students. The same concept is taught in Math 108 and students seem to struggle there as well. Ongoing discussion is happening within the department to strategize on how to improve SLO in general.

Math 151 SLO Analysis

Table 6

Term	SLO	Met	Assessed	Perc. Met	Term	SLO	Met	Assessed	Perc. Met
Spring 2016	1	34	79	43%	Spring 2018	1	39	73	53%
	2	42	79	53%		2	47	73	64%
	3	45	79	57%		3	47	73	64%
Fall 2016	1	19	58	33%	Fall 2018	1	28	47	60%
	2	38	58	66%		2	31	47	66%
	3	36	66	55%		3	27	47	57%
Spring 2017	1	54	69	78%	Spring 2018	1	37	74	50%
	2	54	69	78%		2	49	74	66%
	3	49	69	71%		3	39	74	53%

Fall 2017	1	63	103	61%	Fall 2019	1	50	119	42%	
	2	77	103	75%		2	75	119	63%	
	3	69	103	67%		3	56	119	47%	
		SLO 1			SLO 2			SLO 3		
Mean	52.50%			66.40%			58.90%			
Median	51.70%			65.70%			57.20%			
Standard deviation	14.10%			7.60%			8%			

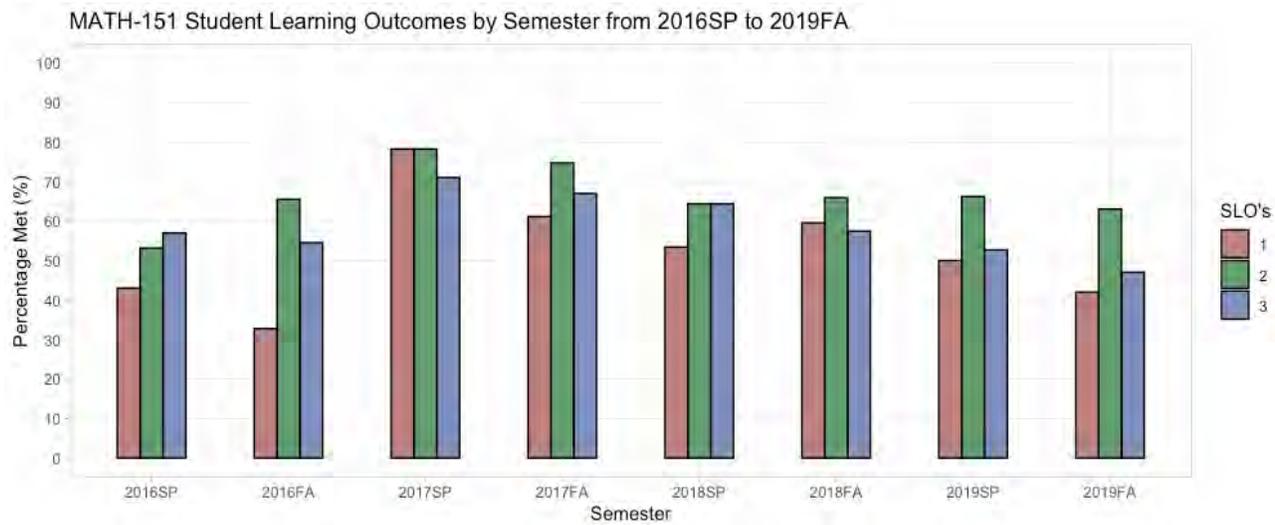


Figure 5

Math 151 is precalculus. It is surprising to see not one SLO mean percentage met above a 70% considering the course has two prerequisites, Math 102 (College Algebra) and Math 103 (Trigonometry). SLO 3 has the highest standard deviation, the percentage met varied significantly from Spring 2016 to Spring 2017, but recent semesters show more son but below 70%.

Math 952 SLO Analysis

Table 7

Term	SLO	Met	Assessed	Perc. Met	Term	SLO	Met	Assessed	Perc. Met
2016SP	1	150	295	51%	2018SP	1	183	332	55%
	2	213	295	72%		2	226	332	68%
	3	229	295	78%		3	229	328	70%
	4	156	295	53%		4	180	328	55%
	5	260	295	88%		5	218	328	66%
2016FA	1	211	338	62%	2018FA	1	129	237	54%
	2	247	338	73%		2	183	237	77%

	3	263	338	78%		3	177	237	75%
	4	206	338	61%		4	145	237	61%
	5	264	338	78%		5	185	237	78%
2017SP	1	138	326	42%	2019SP	1	136	276	49%
	2	200	325	62%		2	188	267	70%
	3	214	327	65%		3	176	275	64%
	4	159	323	49%		4	170	270	63%
	5	233	327	71%		5	185	274	68%
2017FA	1	140	284	49%					
	2	189	284	67%					
	3	202	284	71%					
	4	150	284	53%					
	5	229	284	81%					

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
Mean	52%	69.90%	71.50%	56.40%	75.70%
Median	50.80%	70.40%	71.10%	54.90%	78.10%
Standard Deviation	6.20%	5.10%	5.50%	5.30%	7.80%

MATH-952 Student Learning Outcomes by Semester from 2016SP to 2019FA

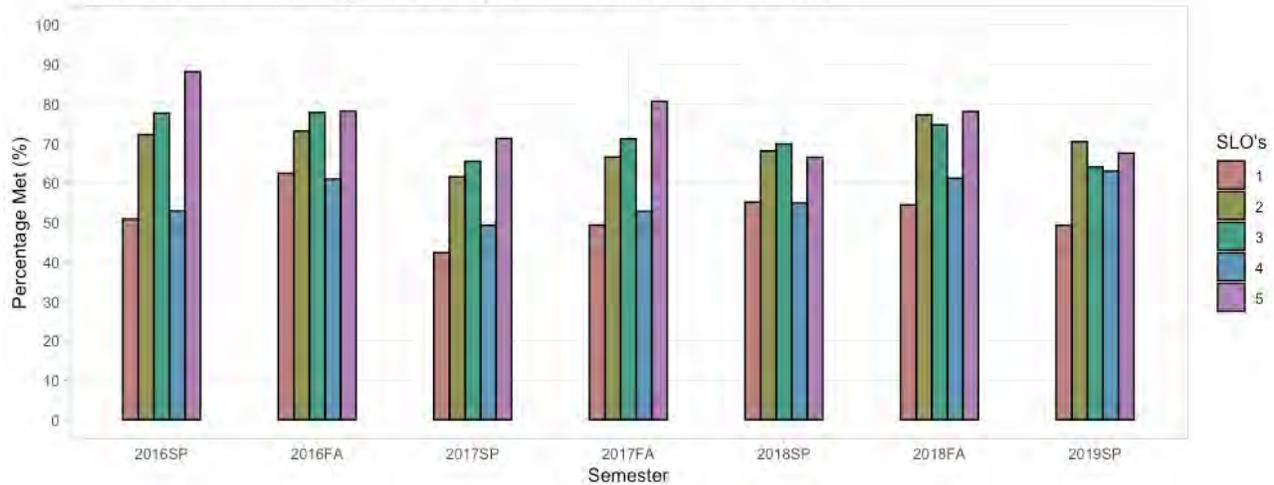


Figure 6

Currently, Math 952 is not being offered due to the implementation of AB 705. The overall percentage. The mean percentage met for SLO2, SLO 3 and SLO 5 are at 70% or above which is satisfactory. The mean percentage for SLO 1 and SLO4 fell within the 50% range, which is not satisfactory. Each SLO had a relatively small standard deviation which all were below 8%.

Math 962 SLO Analysis

Table 8

Term	SLO	Met	Assessed	Perc. Met	Term	SLO	Met	Assessed	Perc. Met
2016SP	1	74	119	62%	2018SP	1	141	241	59%
	2	53	119	45%		2	141	241	59%
	3	87	119	73%		3	144	241	60%
	4	68	119	57%		4	138	241	57%
	5	97	119	82%		5	161	241	67%
	6	104	119	87%		6	150	241	62%
	7	65	119	55%		7	139	241	58%
	8	78	119	66%		8	160	241	66%
2016FA	1	121	177	68%	2018FA	1	97	177	55%
	2	112	177	63%		2	102	177	58%
	3	124	177	70%		3	101	177	57%
	4	134	177	76%		4	103	177	58%
	5	135	177	76%		5	108	177	61%
	6	124	177	70%		6	86	177	49%
	7	121	177	68%		7	114	177	64%
	8	139	177	79%		8	113	177	64%

	2017SP				2019SP			
	1	2	3	4	5	6	7	8
	105	114	117	113	137	143	136	141
	158	158	158	157	238	238	238	238
	66%	72%	74%	72%	58%	60%	57%	59%
	126	112	111	123	150	139	134	165
	157	157	157	157	238	238	238	242
	80%	71%	71%	78%	63%	58%	56%	68%
	2017FA				2019FA			
	1	2	3	4	5	6	7	8
	118	130	129	115	29	24	22	21
	202	202	202	202	77	77	77	77
	58%	64%	64%	57%	38%	31%	29%	27%
	128	122	128	147	32	32	21	31
	202	202	202	202	77	77	77	77
	63%	60%	63%	73%	42%	42%	27%	40%

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8
Mean	58%	56.50%	60.50%	58%	66.70%	62.50%	57.80%	66.70%
Median	58.50%	59.30%	61.80%	57.70%	65.10%	61.30%	60.50%	67.30%
Standard deviation	9.40%	12.80%	14.60%	14.40%	13%	14.20%	13.60%	12.10%

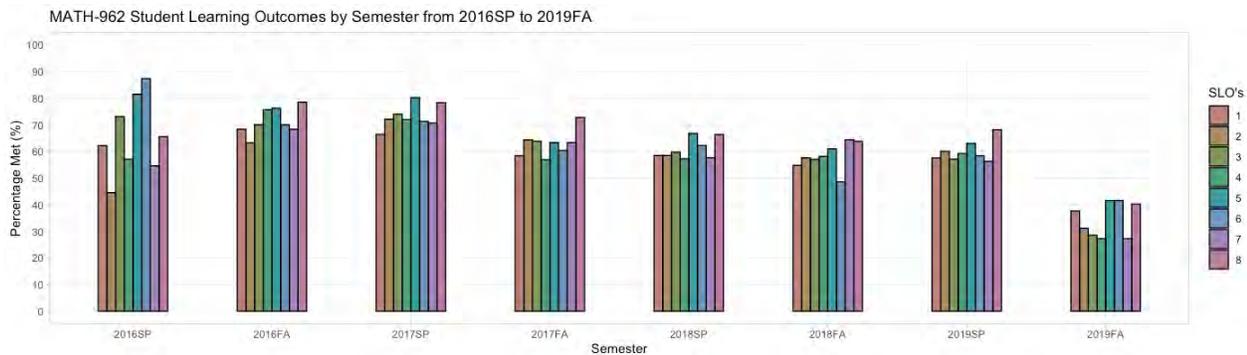


Figure 7

The mean percentage met for each SLO ranged from 58% to 67%. Figure 8 suggests there was a significant drop in SLO performance for Fall 2019. Due to AB 705, there were only 5 sections of Math 962 offered Fall 2019 semester.

Math 942 SLO Analysis

Table 9

Term	SLO	Met	Assessed	Perc. Met	Term	SLO	Met	Assessed	Perc. Met	
2016SP	1	155	238	65%	2018SP	1	195	272	72%	
	2	137	237	58%		2	171	272	63%	
	3	160	237	68%		3	164	272	60%	
2016FA	1	166	291	57%	2018FA	1	171	329	52%	
	2	144	291	49%		2	213	330	65%	
	3	194	296	66%		3	201	330	61%	
2017SP	1	190	333	57%	2019SP	1	153	222	69%	
	2	207	336	62%		2	156	224	70%	
	3	188	337	56%		3	150	222	68%	
2017FA	1	225	376	60%						
	2	219	361	61%						
	3	266	376	71%						
		SLO 1			SLO 2			SLO 3		
Mean		61.70%			60.90%			64.10%		
Median		59.80%			61.60%			65.50%		
Standard deviation		7.10%			6.20%			5.20%		

MATH-942 Student Learning Outcomes by Semester from 2016SP to 2019FA

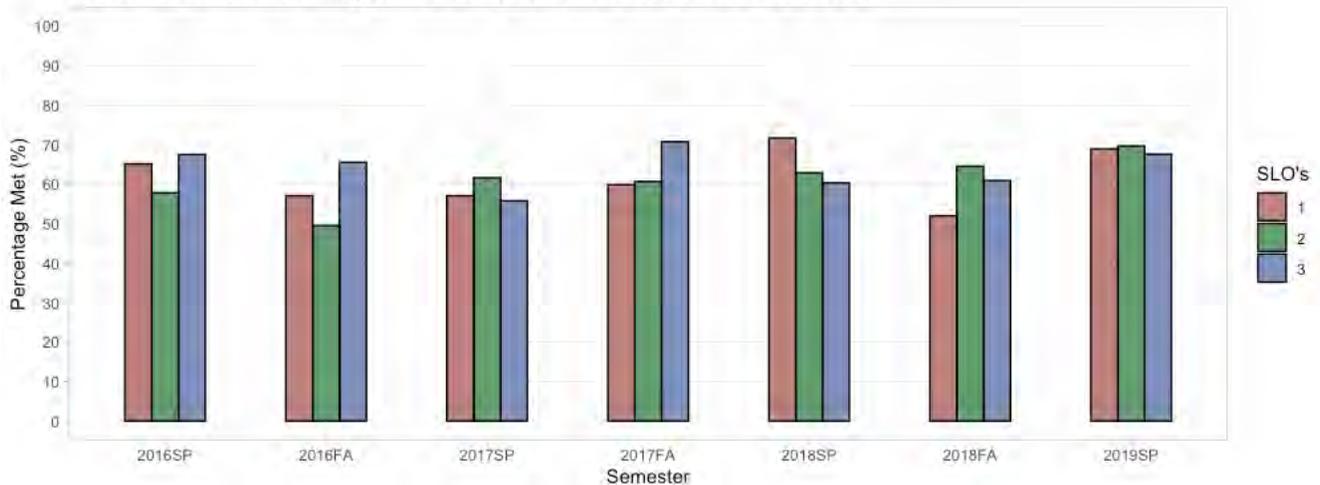


Figure 8

Currently, Math 942 is not being offered due to the implementation of AB 705. The mean percentage met for all SLO's were all above 60%. The small standard deviations (less than 7%) suggests the percentage met was consistently near the means throughout the time period.

Math 266 SLO Analysis

Table 10

Term	SLO	Met	Assessed	Perc. Met	Term	SLO	Met	Assessed	Perc. Met
2016SP	1	15	20	75%	2018FA	1	6	20	30%
	2	15	20	75%		2	8	20	40%
	3	14	20	70%		3	6	20	30%
	4	11	20	55%		4	9	20	45%
2017SP	1	29	35	83%	2019SP	1	12	36	33%
	2	27	35	77%		2	19	36	53%
	3	25	35	71%		3	18	36	50%
	4	22	35	63%		4	14	36	39%
2017FA	1	24	30	80%	2019FA	1	24	38	63%
	2	25	30	83%		2	17	38	45%
	3	23	30	77%		3	17	38	45%
	4	23	30	77%		4	21	38	55%
2018SP	1	19	33	58%					
	2	16	33	48%					
	3	12	33	36%					
	4	13	33	39%					
SLO 1		SLO 2		SLO 3		SLO 4			
Mean	60.30%		60.20%		54.20%		53.30%		
Median	63.20%		52.80%		50%		55%		
Standard deviation	21.50%		17.70%		18.50%		13.60%		

MATH-266 Student Learning Outcomes by Semester from 2016SP to 2019FA

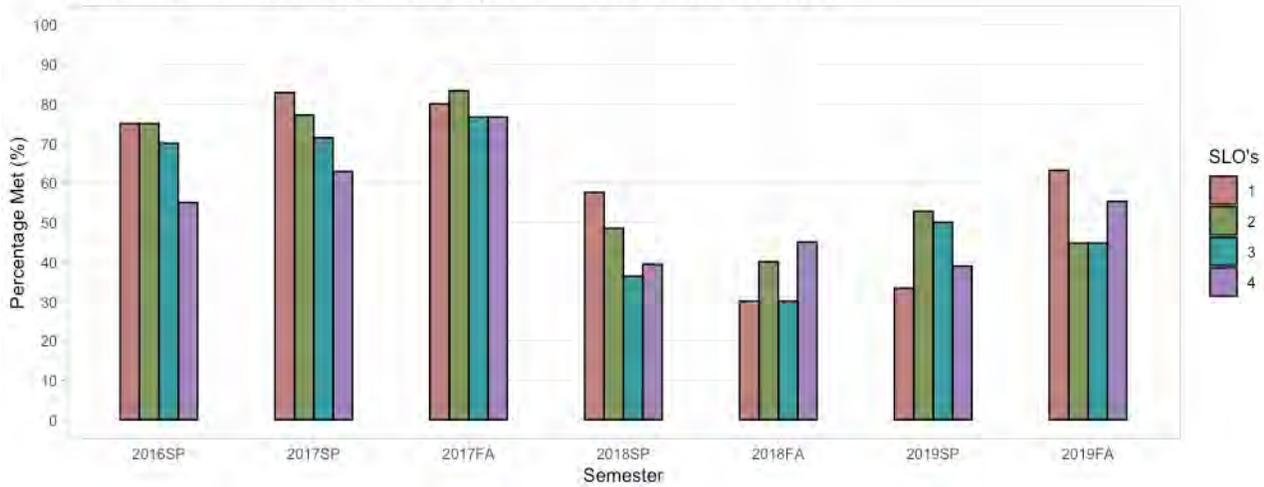


Figure 9

Math 266 is one of the elective courses of the AS-T degree and is typically offered once a semester. SLO data is missing for Fall 2016. Figure 10 shows a drop in SLO performance starting Spring 2018 to Fall 2019.

Math 108 SLO Analysis

Table 11

Term	SLO	Met	Assessed	Perc. Met	Term	SLO	Met	Assessed	Perc. Met
2016SP	1	135	139	97%	2018SP	1	205	249	82%
	2	62	139	45%		2	196	249	79%
	3	80	139	58%		3	176	249	71%
	4	106	139	76%		4	161	249	65%
2016FA	1	232	244	95%	2018FA	1	222	268	83%
	2	147	244	60%		2	152	268	57%
	3	143	244	59%		3	199	268	74%
	4	204	244	84%		4	171	268	64%
2017SP	1	255	290	88%	2019SP	1	144	149	97%
	2	186	290	64%		2	92	149	62%
	3	206	290	71%		3	95	149	64%
	4	193	290	67%		4	103	149	69%
2017FA	1	188	223	84%	2019FA	1	429	518	83%

	2	140	223	63%		2	289	512	56%
	3	150	223	67%		3	340	510	67%
	4	167	223	75%		4	321	511	63%

	SLO 1	SLO 2	SLO 3	SLO 4
Mean	88.60%	60.70%	66.20%	70.20%
Median	86.10%	61%	67%	67.80%
Standard deviation	6.60%	9.50%	6%	7.40%

MATH-108 Student Learning Outcomes by Semester from 2016SP to 2019FA

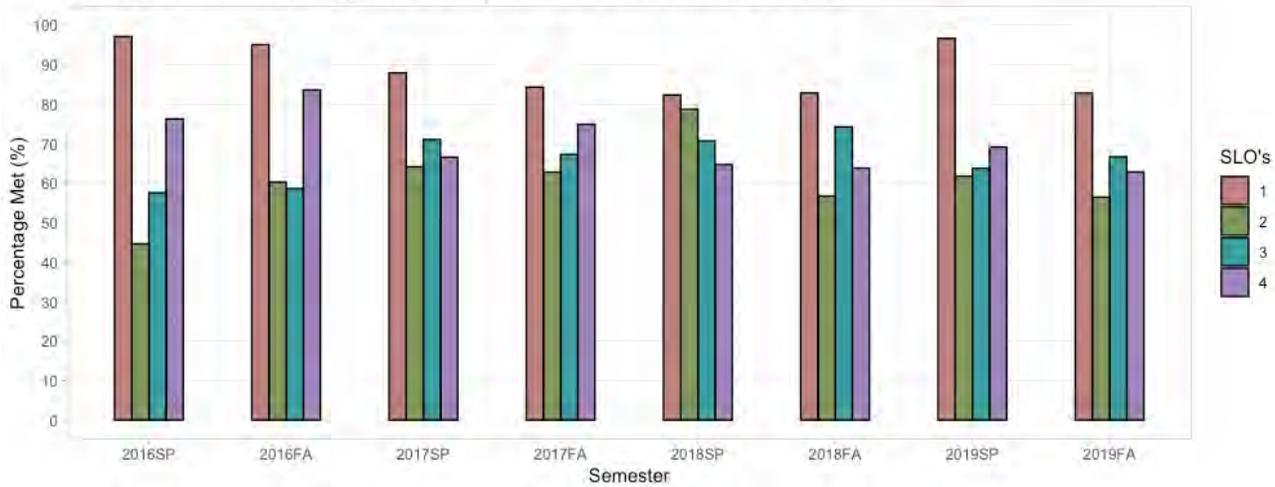


Figure 10

The number of sections for Math 108 (Statistics) has increased and the trend will likely continue due to AB 705 and the self-guided placement. Each mean percentage met are above 60% with SLO 1 having the largest mean of 88.6%. With more students enrolling into Math 108, the department will monitor the number of students meeting the SLOs. The department has started a community of practice for statistics. Hopefully, with faculty participation in the community of practice the percentage met for each SLO will increase.

Math 250 SLO Analysis

Table 12

Term	SLO	Met	Assessed	Perc. Met	Term	SLO	Met	Assessed	Perc. Met
2016SP	1	12	26	46%	2018SP	1	10	18	56%
	2	23	26	88%		2	12	18	67%
	3	15	26	58%		3	15	18	83%
2016FA	1	17	20	85%	2018FA	1	11	47	23%
	2	15	20	75%		2	18	47	38%
	3	15	20	75%		3	21	47	45%

2017SP	1	38	59	64%	2019SP	1	23	47	49%
	2	42	59	71%		2	26	47	55%
	3	17	34	50%		3	28	47	60%
2017FA	1	24	38	63%	2019FA	1	30	54	56%
	2	24	37	65%		2	27	52	52%
	3	32	36	89%		3	32	54	59%

	SLO 1	SLO 2	SLO 3
Mean	55.40%	64%	64.80%
Median	55.60%	65.80%	59.40%
Standard deviation	17.60%	15.40%	15.90%

MATH-250 Student Learning Outcomes by Semester from 2016SP to 2019FA

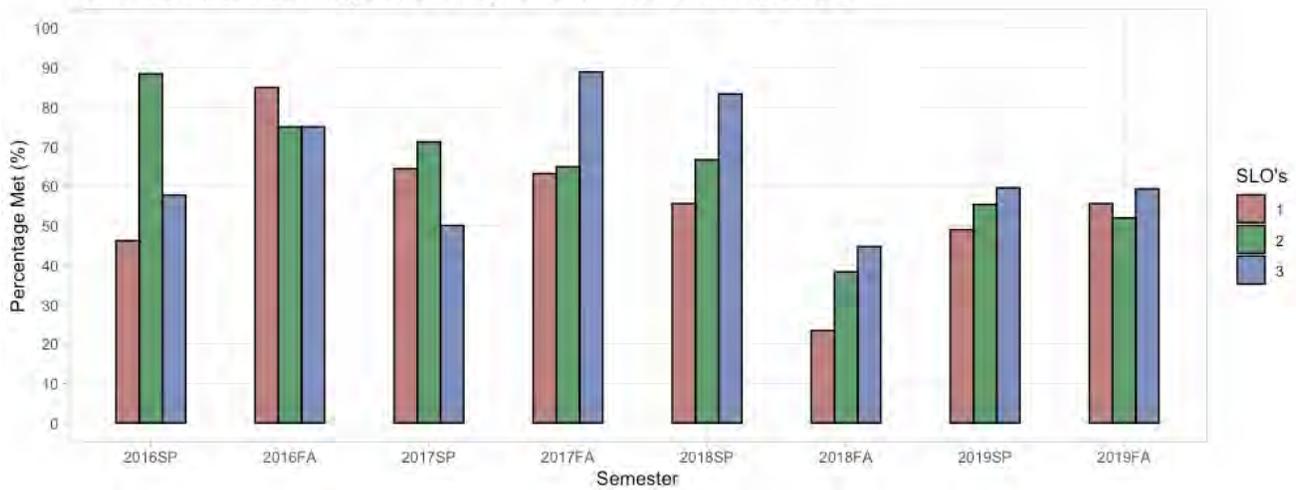


Figure 11

Math 250 is first semester calculus and is a required course for the AS-T degree. The mean percentage for SLO 2 and SLO3 were better than SLO1. The performance on SLO are more consistent, but still low, for Spring 2019 and Fall 2019.

Math 251 SLO Analysis

Table 13

Term	SLO	Met	Assessed	Perc. Met	Term	SLO	Met	Assessed	Perc. Met
2016SP	1	5	28	18%	2018SP	1	7	28	25%
	2	21	28	75%		2	17	28	61%
	3	18	28	64%		3	22	28	79%

	4	15	28	54%		4	0	28	0%	
	5	15	28	54%		5	16	28	57%	
2016FA	1	20	47	43%	2018FA	1	22	68	32%	
	2	40	47	85%		2	40	68	59%	
	3	27	35	77%		3	41	68	60%	
	4	29	47	62%		4	25	68	37%	
	5	27	47	57%		5	21	68	31%	
2017SP	1	23	60	38%	2019SP	1	22	40	55%	
	2	46	60	77%		2	29	40	73%	
	3	30	60	50%		3	27	40	68%	
	4	12	44	27%		4	23	40	58%	
	5	52	60	87%		5	28	40	70%	
2017FA	1	35	73	48%	2019FA	1	20	46	43%	
	2	51	73	70%		2	31	46	67%	
	3	33	73	45%		3	28	46	61%	
	4	29	62	47%		4	20	46	43%	
	5	47	73	64%		5	33	46	72%	
SLO 1		SLO 2		SLO 3		SLO 4		SLO 5		
Mean	37.80%		70.80%		63%		40.90%		61.50%	
Median	40.40%		71.20%		62.60%		45.10%		60.90%	
Standard deviation	12.20%		8.60%		11.70%		19.90%		16.30%	

MATH-251 Student Learning Outcomes by Semester from 2016SP to 2019FA

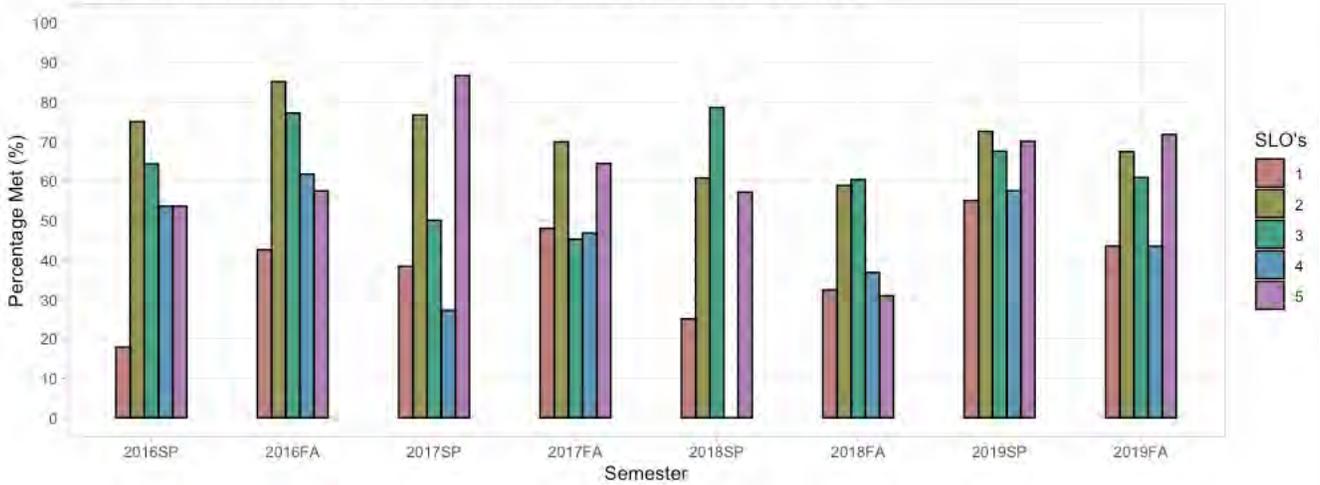


Figure 12

Math 251 is second semester calculus and is a required course for the AS-T degree. The mean percentage met for SLO 2, SLO 3, and SLO 5 fell within 51% to 71%, with SLO 2 being the largest. The mean percentage met for SLO 1 and SLO 4 are substandard following below 50%.

Math 252 SLO Analysis

Table 14

Term	SLO	Met	Assessed	Perc. Met	Term	SLO	Met	Assessed	Perc. Met
2016SP	1	42	52	81%	2019SP	1	13	41	32%
	2	25	52	48%		2	41	50	82%
	3	27	52	52%		3	33	50	66%
	4	27	52	52%		4	20	50	40%
2017SP	1	76	86	88%	2019FA	1	10	31	32%
	2	31	86	36%		2	27	31	87%
	3	53	86	62%		3	24	31	77%
	4	70	86	81%		4	18	31	58%
2017FA	1	24	33	73%					
	2	21	33	64%					
	3	26	33	79%					
	4	20	33	61%					

SLO 1

SLO 2

SLO 3

SLO 4

Mean	61.20%	63.40%	67.20%	58.40%
Median	72.70%	63.60%	66%	58.10%
Standard deviation	27.20%	21.70%	11.20%	15.10%

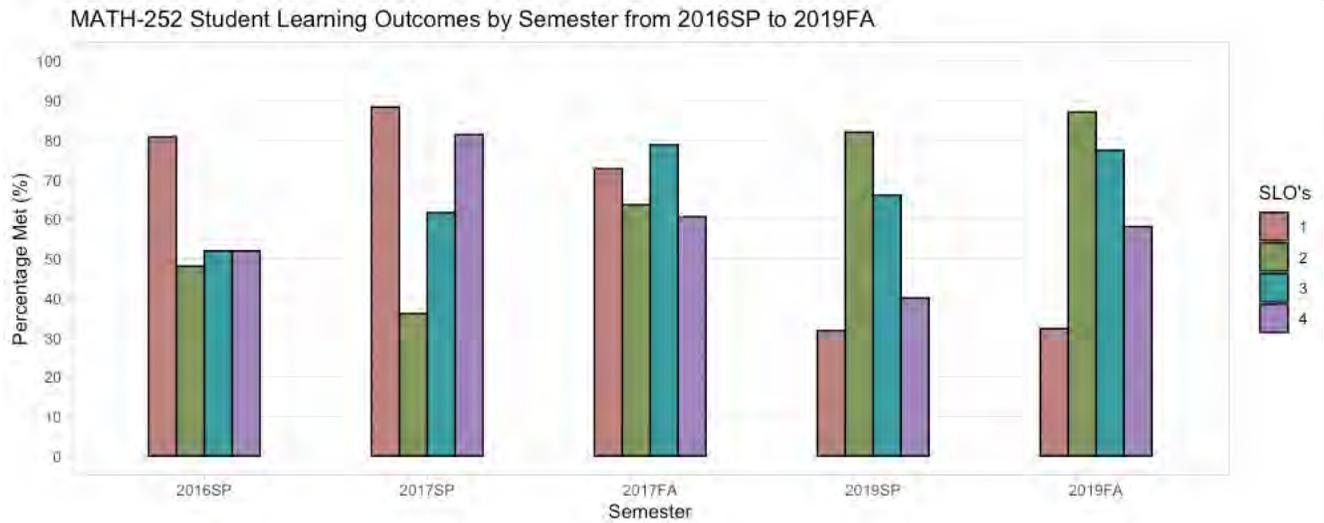


Figure 13

SLO data for Fall 2016, Fall 2018, Spring 2018, Fall 2018 are either missing or course was not offered during these semesters.

Math 252 is third semester calculus and is a required course for the math AS-T degree. The mean percentage for SLO 1, SLO 2, and SLO3 fell within 61% and 68%. The performance on SLO 4 is has varied quite significantly from the data available.

Math 265 SLO Analysis

Table 15

Term	SLO	Met	Assessed	Perc. Met	Term	SLO	Met	Assessed	Perc. Met
2017FA	1	44	49	90%	2019SP	1	25	26	96%
	2	41	49	84%		2	16	26	62%
	3	32	49	65%		3	11	26	42%
	4	20	49	41%		4	16	26	62%
2018FA	1	19	23	83%	2019FA	1	31	37	84%
	2	2	23	9%		2	21	37	57%
	3	2	23	9%		3	21	37	57%
	4	10	23	43%		4	13	37	35%

	SLO 1	SLO 2	SLO 3	SLO 4
Mean	88.10%	52.70%	43.30%	45.20%
Median	86.80%	59.10%	49.50%	42.10%
Standard Deviation	6.20%	31.60%	24.90%	11.40%

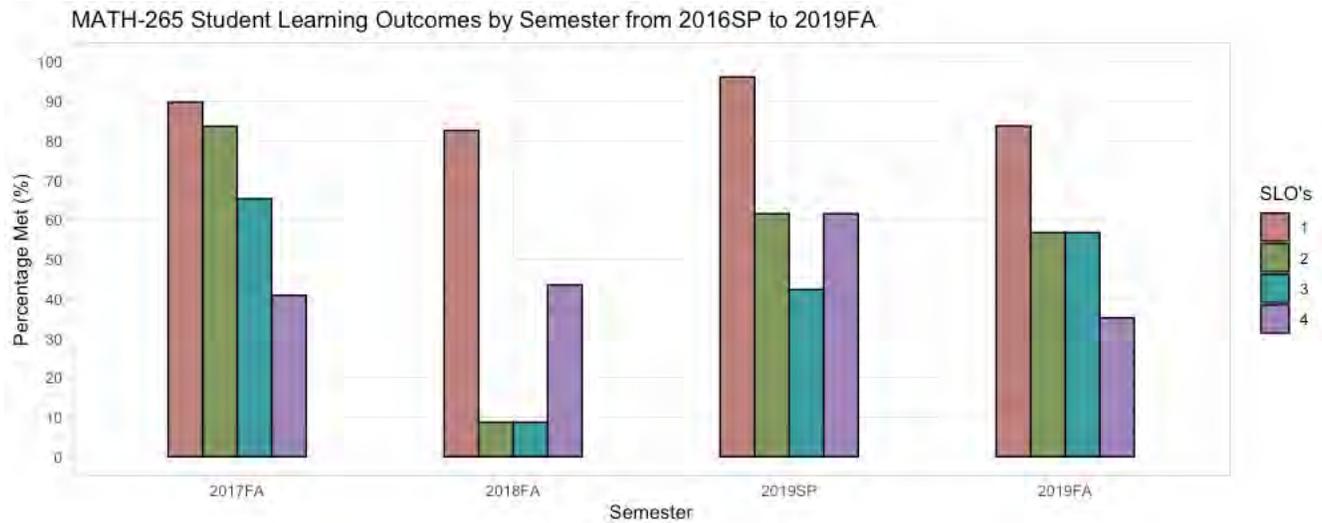


Figure 14

SLO data for Spring 2016, Fall 2017, Spring 2017, Spring 2018 was either missing or the course was not offered. Math 265 is an elective course for the math AS-T degree. The mean percentage met for SLO 3, SLO 4, and SLO 5 fell below a 53% which is not satisfactory. The mean percentage met performance on SLO 1 was 88.1% which is satisfactory.

Math 601 SLO Analysis

Table 16

Term	SLO	Met	Assessed	Perc. Met
2018SP	1	4	5	80%
	2	3	8	38%
2019SP	1	8	9	89%
	2	7	9	78%
	3	9	9	100%
	4	8	9	89%
	5	6	9	67%
2019FA	1	41	68	60%
	2	45	65	69%

	3	37	65	57%
	4	27	63	43%

The SLO data prior to Spring 2018 is missing or the course wasn't offered. This course is non-credit. The course is usually referred to as the ALEKS lab and has been offered a variety of formats. In particular, this academic year the course was used as a support course for Math 102 and Math 108. This will change next academic year since curriculum (M602 and M608) has been developed and approved by the curriculum committee.

Figure 15

Math 096 SLO Analysis

Table 17

Term	SLO	Met	Assessed	Perc. Met
Fall 2019	1	305	493	62%
	2	260	493	53%
	3	207	493	42%
	4	244	466	52%
	5	302	469	64%
	6	314	480	65%

MATH-096 Student Learning Outcomes by Semester from 2016SP to 2019FA.

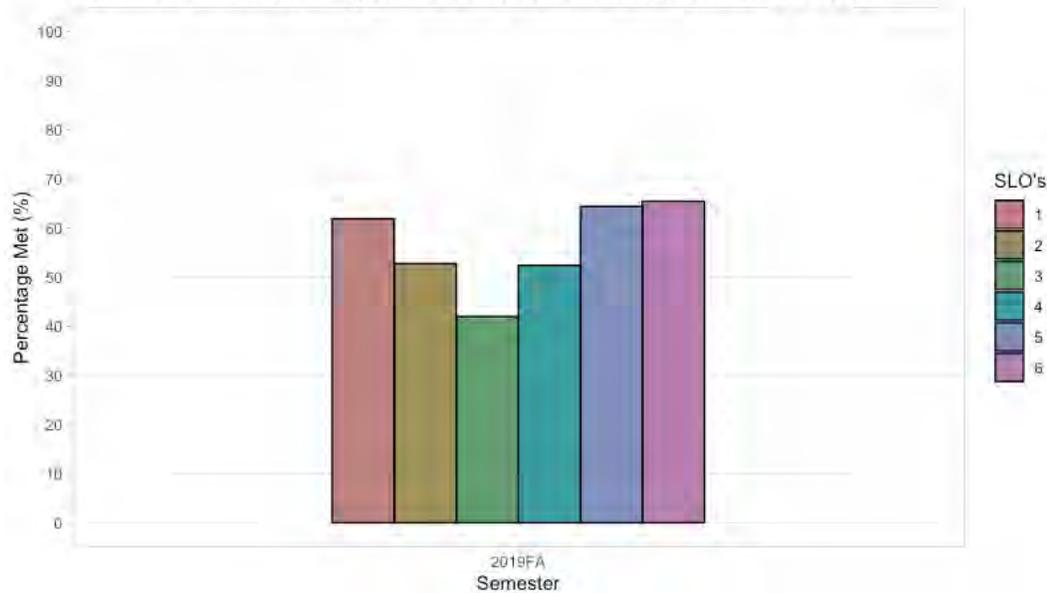


Figure 16

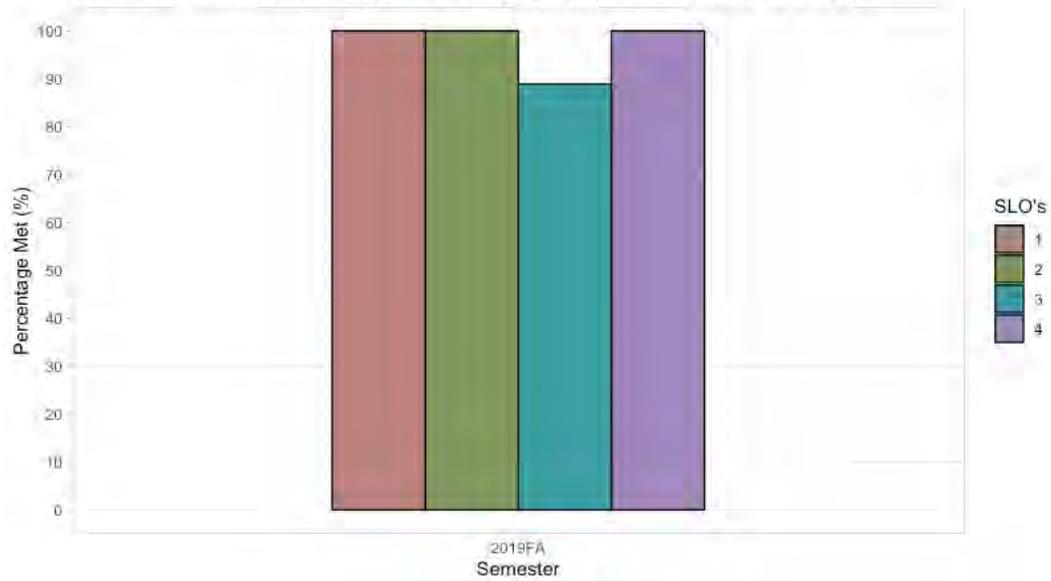
Math 096 is a new course and was offered for the first time in Summer 2019. However, SLO only represents SLOs from Fall 2019. SLO 1, SLO 5, and SLO 6 outperformed the SLO 2, SLO 3, and SLO 4.

Math 141 SLO Analysis (18)

Table 18

Term	SLO	Met	Assessed	Perc. Met
2019FA	1	9	9	100%
	2	9	9	100%
	4	9	9	100%
	3	8	9	89%

MATH-141 Student Learning Outcomes by Semester from 2016SP to 2019FA.



Math 141 is a new course and was offered for the first time in Fall 2019. The percentage met for each SLOs are excellent but based on a small sample size.

SLO Disaggregated by Day, Evening and Online classes

A Day class indicates any class which started before 4:00pm, a Night class indicates any class which started 4:00pm or later, and an Online class indicates a class that is either online or hybrid.

Math 095 SLOs Disaggregated by Day, Evening and Online classes. The table shows the overall percentage met for each SLO from Spring 2016 to Fall 2019.

Table 19 Math 095 Disaggregated

Student Learning Outcome	Class Type	Percentage Met
SLO 1	Day	43%
	Night	46%
	Online	54%
SLO 2	Day	56%
	Night	62%
	Online	71%
SLO 3	Day	68%
	Night	73%
	Online	80%
SLO 4	Day	54%
	Night	61%
	Online	62%

Figure 19 shows that on average students enrolled for a Night or Online class did better than those students enrolled in a Day class.

Math 102 SLOs Disaggregated by Day, Evening and Online classes. The table shows the overall percentage met for each SLO from Spring 2016 to Fall 2019.

Table 20 Math 102 Disaggregated

Student Learning Outcome	Class Type	Percentage Met
SLO 1	Day	55%
	Night	62%
	Online	57%
SLO 2	Day	52%
	Night	59%
	Online	58%
SLO 3	Day	57%
	Night	62%
	Online	54%
SLO 4	Day	52%
	Night	59%
	Online	50%
SLO 5	Day	37%
	Night	44%
	Online	57%

For SLO 1, SLO2, and SLO 5, Table 20 shows that on average students enrolled for a Night or Online class did better those students enrolled in a Day class. However, for SLO 3 and SLO 4 Day and Night students did better than Online students.

Math 103 SLOs Disaggregated by Day, Evening and Online classes. The table shows the overall percentage met for each SLO from Spring 2016 to Fall 2019.

Table 21 Math 103 Disaggregated

Student Learning Outcome	Class Type	Percentage Met
SLO 1	Day	62%
	Night	81%
	Online	84%
SLO 2	Day	68%
	Night	72%

	Online	85%
SLO 3	Day	48%
	Night	66%
	Online	62%

For SLO 1, SLO2, and SLO 3, Table 21 shows that on average students enrolled for a Night or Online class did better those students enrolled in a Day class.

Math 108 SLOs Disaggregated by Day, Evening and Online classes. The table shows the overall percentage met for each SLO from Spring 2016 to Fall 2019.

Table 22 Math 108 Disaggregated

Student Learning Outcomes	Class Type	Percentage Met
SLO 1	Day	88%
	Night	91%
	Online	83%
SLO 2	Day	53%
	Night	65%
	Online	69%
SLO 3	Day	60%
	Night	66%
	Online	76%
SLO 4	Day	67%
	Night	61%
	Online	74%

For SLO 1, SLO 2, and SLO3 Table 22 shows that on average Night and Online students did better than Day students. For SLO 4 Table 22 shows that on average Day and Online students did better than Night students.

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

	Does Not Meet	Meets	Exceeds
Communication	The program <u>does not identify</u> data that demonstrates communication with college and community.	The program <u>identifies</u> data that demonstrates communication with college and community.	In addition to the meets criteria, the program <u>demonstrates</u> the ability to communicate more widely and effectively, <u>describes</u> plans for extending communication, and provides data or research that <u>demonstrates</u> the need for additional resources.
Culture & Climate	The program <u>does not identify</u> its impact on culture and climate or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> its impact on culture and climate. Program <u>addresses</u> how this impacts planning.	In addition to the meets criteria, the program provides data or research that <u>demonstrates</u> the need for additional resources.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The department demonstrates communication with the college and community. The program maintains a regularly updated website with support resources and a [link](#) where students can request more information. The department also offers scholarship for students with high merits.

The program maintains effective communications with internal and external stakeholders. Increased incorporation of OER has relieved some of the financial burdens of textbook cost that many of SBVC's students have. Implementation of Math 601 at local high schools will help prepare recent high school graduates for transfer-level math as well as aid in the college's presence for transfer preparation.

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

	Does Not Meet	Meets	Exceeds
Professional Development	The program <u>does not identify</u> currency in professional development activities.	Program <u>identifies current avenues</u> for professional development.	In addition to the meets criteria, the program shows that professional development has <u>impacted/expanded</u> the program and <u>demonstrates</u> that the program is positioning itself for growth.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The department participates in a variety of professional development activities, training, conferences, and workshops and maintains partnerships with local community high schools. Individual department faculty belong to professional organizations, such as Mathematical Association of America (MAA). These memberships allow information to be re-distributed within

the SBVC department. A mention of OER trainings would be a good addition to this previously mentioned program.

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, and it links clearly with the institutional mission.	
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.	The program functions at a highly productive level and has planned for growth as appropriate.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2017 may result in an overall recommendation no higher than Conditional.</u>	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.	In addition to the meets criteria, the program discusses plans to enhance current course offerings that link to student/community needs and positions the program for improved student outcomes.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning that demonstrate the need for expansion.

Does Not Meet **Meets** **Exceeds**

Efficacy Team Analysis and Feedback:

The program’s mission aligns with the college mission by both preparing for transfer or re-entering the workforce with better math skills.

Reduced productivity as seen in the EMP (wsch/ftf) was said to be due to the regional economy improvement, yet no evidence was provided for this. There is also no evidence that this is what caused a slight drop-in enrollment. Due to lack of facilities, additional courses have not been added. Why are the online courses not being expanded here, why no discussion of this? The analysis and explanation of productivity was quite thin; analysis from more productivity measures should be included. dnm

Fifty-five percent of the courses offered were past their review date, some, like math 095, the well-know gatekeeper course, is over two years past due for content review. The modification launch is mentioned, but a timeline has not been given. It's understood that the 942 – 952 are in the process of deletion; however, they were due for review in 2016, 2 years before the college community knew these courses must be deleted. The curriculum review process must stay updated, especially in light of AB 705. dnm

Challenges include a curriculum change that will increase the need for two math courses, including statistics. Will more faculty need to be recruited/trained to teach this?

RESPONSE:

Reduced productivity, as measured by WSCH/FTEF, showed declining productivity over the 2014-15 through 2018-19 period (511, 491, 461,467, & 499 respectively) on average of 3.2% per year, with the exception of years 2016-17 to 2017-18, where data revealed an insignificant WSCH/FTEF increase of 1 percent. Duplicated enrollment from 2014-5 to 2018-19 (10132, 10292, 10274, 10463, & 9463 respectively) revealed insignificant changes for years 2014-15 to 2017-18, showing an average yearly change of 1.72%. From 2017-18 to 2018-19, however, duplicated enrollment showed a significant decline of 9.6 percent. Fluctuations in FTES and duplicated enrollment during this time contributes to the declining instructional efficiency, as did challenges with AB705 implementation (i.e., reduction in basic skills courses, increased offerings of transferable math, low-enrolled classes, co-requisite course development & application). While much attention has been given to college transferable math courses, the math department is mindful of the needs of students that may require remediation below college transfer math, and currently offer just under 30% of such courses (Math 095, 096, 601).

According to SBCCD Institutional Research & Planning office (Spring 2020), average transfer level math enrollment for fall 2017 & 2018 remained constant (1170). In fall 2019, after AB705, transfer level math enrollment increased to 2189, an 87% increase.

I am glad to report that all courses previously past their review date are now current, see Table 20. Each course was reviewed and modified where appropriate. Math 942 and 952 were not deleted due to the uncertainty of AB 705 and to support those students who chose to remediate below transfer level.

Table 23 Program Review Report

Mathematics, Business & Computer Technology			
Mathematics			
Course	Status	Last Content Review	Next Review Date
MATH 090 Elementary Algebra	Active	11/4/19	11/4/25
MATH 095 Intermediate Algebra	Active	11/4/19	11/4/25
MATH 096 Elementary and Intermediate Algebra	Active	10/8/18	10/8/24
MATH 102 College Algebra	Active	10/8/18	10/8/24
MATH 103 Plane Trigonometry	Active	10/8/18	10/8/24
MATH 108 Introduction to Probability and Statistics	Active	10/8/18	10/8/24
MATH 115 Ideas of Mathematics	Active	10/8/18	10/8/24
MATH 141 Business Calculus	Active	10/8/18	10/8/24
MATH 151 Precalculus	Active	4/25/16	4/25/22
MATH 222 Independent Study in Mathematics	Active	11/4/19	11/4/25

MATH 250 Single Variable Calculus I	Active	5/14/18	5/14/24
MATH 251 Single Variable Calculus II	Active	4/25/16	4/25/22
MATH 252 Multivariable Calculus	Active	11/4/19	11/4/25
MATH 265 Linear Algebra	Active	4/25/16	4/25/22
MATH 266 Ordinary Differential Equations	Active	11/4/19	11/4/25
MATH 601 Independent Lab for Fundamental Mathematical Skills	Active	11/5/18	11/5/24
MATH 602 Support for College Algebra	Active	11/4/19	11/4/25
MATH 608 Support for Introductory Statistics	Active	11/4/19	11/4/25
MATH 942 Arithmetic	Active	11/4/19	11/4/25
MATH 952 Prealgebra	Active	11/4/19	11/4/25
MATH 962 Arithmetic and Prealgebra	Active	11/4/19	11/4/25
MATH 010 Foundation Skills For Mathematical Majors	Historical		
MATH 090 Elementary Algebra	Historical		
MATH 090 Elementary Algebra	Historical		
MATH 090 Elementary Algebra	Historical		
MATH 090 Elementary Algebra	Historical		
MATH 093 Plane Geometry	Historical		
MATH 093 Plane Geometry	Historical		
MATH 093 Plane Geometry	Historical		
MATH 093 Plane Geometry	Historical		
MATH 095 Intermediate Algebra	Historical		
MATH 095 Intermediate Algebra	Historical		
MATH 095 Intermediate Algebra	Historical		
MATH 102 Introduction to College Algebra	Historical		
MATH 102 College Algebra	Historical		
MATH 102 College Algebra	Historical		
MATH 102 College Algebra	Historical		

MATH 103 Plane Trigonometry	Historical		
MATH 103 Plane Trigonometry	Historical		
MATH 103 Plane Trigonometry	Historical		
MATH 103 Plane Trigonometry	Historical		
MATH 103 Plane Trigonometry	Historical		
MATH 108 Introduction to Probability and Statistics	Historical		
MATH 108 Introduction to Probability and Statistics	Historical		
MATH 108 Introduction to Probability and Statistics	Historical		
MATH 115 Ideas of Mathematics	Historical		
MATH 115 Ideas of Mathematics	Historical		
MATH 115 Ideas of Mathematics	Historical		
MATH 141 Business Calculus	Historical		
MATH 151 Precalculus	Historical		
MATH 151 Precalculus	Historical		
MATH 151 Precalculus	Historical		
MATH 222 Independent Study in Mathematics	Historical		
MATH 222 Independent Study in Mathematics	Historical		
MATH 250 Single Variable Calculus I	Historical		
MATH 250 Single Variable Calculus I	Historical		
MATH 250 Single Variable Calculus I	Historical		
MATH 250 Single Variable Calculus I	Historical		
MATH 250 Single Variable Calculus I	Historical		
MATH 251 Single Variable Calculus II	Historical		
MATH 251 Single Variable Calculus II	Historical		
MATH 251 Single Variable Calculus II	Historical		

MATH 252 Multivariable Calculus	Historical		
MATH 252 Multivariable Calculus	Historical		
MATH 265 Linear Algebra	Historical		
MATH 265 Linear Algebra	Historical		
MATH 266 Ordinary Differential Equations	Historical		
MATH 266 Ordinary Differential Equations	Historical		
MATH 266 Ordinary Differential Equations	Historical		
MATH 285 Honors in Mathematics	Historical		
MATH 285 Honors in Mathematics	Historical		
MATH 601 Independent Lab for Fundamental Mathematical Skills	Historical		
MATH 942 Arithmetic	Historical		
MATH 942 Arithmetic	Historical		
MATH 942A Voc Arithmetic: Whole Numbers	Historical		
MATH 942A Arithmetic: Whole Numbers	Historical		
MATH 942A Arithmetic: Whole Numbers	Historical		
MATH 942B Vocational Arithmetic: Fractions and Decimals	Historical		
MATH 942B Arithmetic: Fractions and Decimals	Historical		
MATH 942B Arithmetic: Fractions and Decimals	Historical		
MATH 942C Arithmetic: Proportions, Ratios, Percents, and Geometry	Historical		
MATH 942C Arithmetic: Proportions, Ratios, Percents, and Geometry	Historical		
MATH 942C Vocational Arithmetic: Proportions, Ratios, Percents, and Geometry	Historical		
MATH 952 Prealgebra	Historical		

MATH 952 Prealgebra	Historical		
MATH 952A Prealgebra: Integers	Historical		
MATH 952A Prealgebra: Integers	Historical		
MATH 952A Prealgebra: Integers	Historical		
MATH 952B Prealgebra: Fractions	Historical		
MATH 952B Prealgebra: Fractions	Historical		
MATH 952B Prealgebra: Fractions	Historical		
MATH 952C Prealgebra: Exponents and Linear Equations	Historical		
MATH 952C Prealgebra: Exponents and Linear Equations	Historical		
MATH 952C Prealgebra: Exponents and Linear Equations	Historical		
MATH 952D Prealgebra: Decimals, Percent, and Ratios	Historical		
MATH 952D Prealgebra: Decimals, Percent, and Ratios	Historical		
MATH 952D Prealgebra: Decimals, Percent, and Ratios	Historical		
MATH 962 Arithmetic and Prealgebra	Historical		

With the implementation of AB 705, there is a need for more sections of Math 102 (College Algebra) and Math 108 (Statistics). In addition, the Math Department has developed support courses for these transfer-level courses (Math 102 and 108) and will be offering them using a corequisite model. Yes, faculty will need to be trained on how to conduct and teach with such an instruction model in order for our students to be successful. Therefore, in effort to help our students reach goals of success, the department has developed Communities of Practice (CoP) for College Algebra and Statistics. In these Communities of Practice, which have begun this Spring, involve both full and part-time math faculty. In particular, those who are teaching transfer-level courses that are linked with support courses. CoPs will improve collaboration among faculty and allow for more consistency. During these CoP sessions, the faculty involved in these sessions are discussing and contributing ideas on how to create or expand the following goals:

1. Orientating new faculty
2. Professional development for technology
3. Best practices/Pedagogy

4. Discuss areas on how math faculty can more consistent, such as common assessments, adoption of the same textbooks, and/or technologies.
5. Develop faculty knowledge, in particular, in areas such as statistics and liberal art mathematics

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

	Does Not Meet	Meets	Exceeds
Facilities	The program <u>does not provide an evaluation</u> that addresses the sustainability of the physical environment for its programs.	Program <u>provides an evaluation</u> of the physical environment for its programs and <u>presents evidence</u> to support the evaluation.	In addition to the meets criteria, the program has <u>developed a plan</u> for obtaining or utilizing additional facilities for program growth.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The program would like to offer co-requisite models and additional support, but a lack of classroom space has been a problem. More faculty are also needed to use this model so that faculty do not go beyond their maximum unit limits. Until additional space has been created, the department will utilize Chromebooks and online support tools.

VII: Previous Does Not Meets Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The program notes various areas where planning is discussed, but data and analysis of more comprehensive measures are still not provided. There are several performance increase activities discussed, but no evidence of these in action were given. The pattern of a low percentage of students meeting the SLOs was still not analyzed.

The document section II that is referenced to refer received a Did not Meet rating in this document, so additional documentation will be needed in this section (VII).

RESPONSE:

Please note that data analysis with regards to SLO's have been included in this report, as have data regarding the effects of tutoring on student performance.

Program Efficacy Report Spring 2019—Conditional Reporting (from Spring 2018 efficacy review)

Name of Department: Outreach

Efficacy Team: Paula Ferri-Milligan, David Smith, and Todd Heibel

Overall Recommendation: Probation

Continuation Conditional Probation

Rationale for Overall Recommendation:

A “probationary” recommendation is assigned because the document is missing EMP and SAO data and necessary data analysis, and the exceedingly brief responses within each of the narrative sections largely failed to capture and analyze data. It is clear that the Outreach Department plays a vital role within the campus and community. It is also clear that the department must craft a more detailed, coherent efficacy document in order to demonstrate its current functioning and future planning. The coordinator (and author of this report) has served in the position for only a few months, and the Program Review Committee looks forward to submission of the Probationary Efficacy report in the 2018-19 academic year.

Part I: Questions Related to Strategic Initiative: Increase Access

	Does Not Meet	Meets	Exceeds
Demographics	The program <u>does not provide</u> an appropriate analysis regarding identified differences in the program’s population compared to that of the general population.	The program <u>provides an analysis</u> of the demographic data and provides an interpretation in response to any identified variance. The program <u>discusses the plans or activities</u> that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program’s analysis and plan <u>demonstrates a need</u> for increased resources.
Pattern of Service	The program’s pattern of service is <u>not related to the needs of students.</u>	The <u>program provides</u> evidence that the pattern of service or instruction meets student needs. The program <u>discusses the plans or activities</u> that are in place to meet a broad range of needs.	In addition to the meets criteria, the program <u>demonstrates that the pattern of service needs to be extended.</u>

Does Not Meet Meets Exceeds

Spring 2019
Program Review Efficacy Report Spring 2019
Conditional Reporting (from Spring 2018 efficacy review)

Name of Department: Outreach

Overall Recommendation: Probation

Continuation Conditional Probation

Rationale for Overall Recommendation:

Although the program has completed an EMP and are moving forward, the committee reaffirmed the rating of “probation” based on the following:

The program is not adequately addressing the “does not meet” areas (Demographics & Pattern of Service, Data/Analysis and SAOs, Professional Development, Productivity, Relevance, & Challenges).

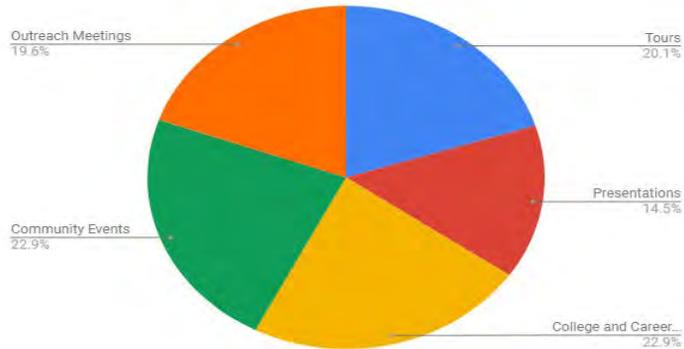
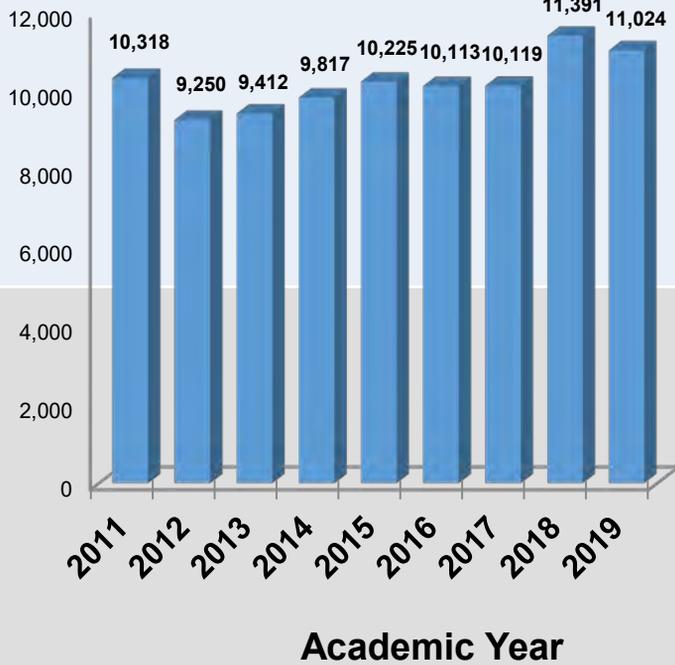
The committee recommends that the program work with members of the Program Review Committee to develop the next remediation report.

RESPONSE: The EMP has been updated to address all the areas that had reflected “does not meet”. There is additional data that had been collected and updated on the report

Description: (Provide an updated overview of your program/area. 225 Words Max)

The Outreach Department aims to provide a comprehensive approach to outreach and recruitment. We achieve this by strategically working with our local feeder high schools from San Bernardino City Unified School District, Colton Joint Unified School District and Rialto Unified School District. Outreach also partners with K-8 schools, community organizations, faith-based organizations, and nonprofit organizations. The Outreach Department is responsible for coordinating campus tours, presentations, college and career fairs, coordinating on campus events and participating in community events off campus. The Outreach team collaborate with the K-12 schools to create the college going culture and engaging events that will have a positive impact on the students as they move through their educational careers. The Outreach team works with the local high schools to assist incoming students with the matriculation process and to provide them with exposure to the supportive services on the campus. The Outreach team also works within the college to support other events, such as the Financial Aid Awareness Fair, the High School Counselor Conference, among others. Valley College is a staple in the community and the Outreach team is key in maintaining the strong relationships built over decades.

FTES Total



SBVC Ethnicity

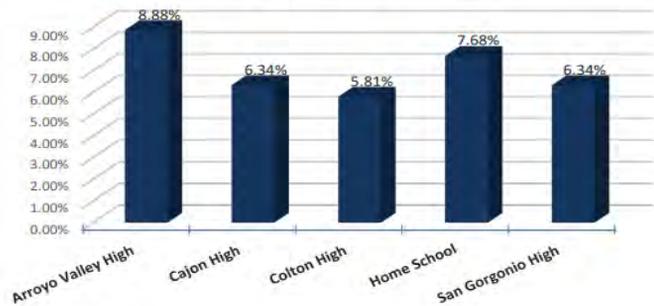
Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African-American	13.0%	12.5%	12.3%	12.2%	11.6%
Asian	3.5%	3.6%	3.7%	3.4%	3.5%
Filipino	1.1%	1.3%	1.3%	1.2%	1.2%
Hispanic	63.8%	64.5%	65.2%	66.0%	66.9%
Multi-Ethnicity	3.6%	3.4%	3.6%	3.6%	3.6%
Native American	0.2%	0.2%	0.2%	0.2%	0.2%
Pacific Islander	0.4%	0.2%	0.2%	0.2%	0.2%
White	14.1%	13.9%	13.1%	12.8%	12.4%

Top Twelve Feeder High Schools*

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Arroyo Valley High	11.73%	10.73%	10.68%	9.02%	6.93%
Cajon High	6.14%	9.16%	6.86%	7.52%	4.64%
Colton High	5.96%	6.15%	6.94%	5.62%	4.86%
Eisenhower High	4.51%	3.27%	3.47%	4.05%	5.19%
Grand Terrace High	2.35%	6.02%	4.51%	4.90%	4.20%
Home School	4.87%	4.06%	6.25%	8.82%	7.97%
Indian Springs High	3.97%	6.15%	3.99%	3.73%	4.86%
Pacific High	4.51%	4.19%	5.82%	3.86%	4.75%
Rialto High	7.04%	3.14%	3.21%	4.58%	7.37%
San Bernardino High	4.33%	5.10%	3.13%	4.64%	4.42%
San Geronio High	5.23%	5.50%	6.68%	6.93%	5.40%
Wiler Amina Carter High	2.71%	1.31%	4.43%	3.14%	5.02%

*Percentage of first-time SBVC students who graduated HS and started attending SBVC during the same year (# of total enrollment from a given HS/enrollment from all HSs)

Top 5 Feeder High Schools - Average over 3 years (Fall 2017 - 2019)



Assessment: (Provide an analysis based on the data provided. As you do so, address each of the tables/charts. 225 Max)

Table 1 is campus wide data that were provided by the Institutional Research and Assessment Office, this chart reflects an almost 9% increase in FTES from the 16-17 school year to 17-18. Chart 1 was tabulated through internal

SAOs/SLOs/PLOs: (Summarize how the assessment of SAOs, PLOs and/or any SLOs that shows significant effect has influenced your goals. 200 Words Max)

Service Area Outcomes #1: Outreach and Recruitment will provide information and services to the local K-12 schools and community partners in and beyond our local service area. This will include onsite tours, application workshops and large on campus events. This will enhance the overall awareness and knowledge of prospective students regarding academic and support services available and the overall educational opportunities at San Bernardino Valley College.

Service Area Outcome #2: Annually hosting Senior Day and New Student Welcome Day on the campus, providing potential and incoming students with access to all Student Services programs, campus resources and can complete the matriculation process. These targeted activities provide all students with access to the campus as a whole and creates a sense of community from their first experience.

Service Area Outcome #3: The Outreach and Recruitment team will work closely with community partners to ensure access and exposure to the college to underserved populations.

Departmental/Program Goals: (Goals should be specific, measurable, linked to your data analysis, and reflected in the Action Plan section). Tie goals to the college.

1. The data reflects that there has been a drop in enrollment from some of our feeder schools, based on that information we will create a targeted plan with those schools to have a stronger presence in those campuses. Providing students with information on our FYE and Promise programs, in addition to having representation of our CTE programs to convey that there is a path for every student at Valley. (SBVC Goal 1: Access)
2. Increase overall FTES by 1%, by using additional staff that is committed to certain high schools to track the students from application to enrollment and assist them with applying for our Promise program. (SBVC Goal 1: Access)
3. Working in conjunction with our CTE, STEM and other special programs on campus to support their recruitment efforts. This would include Outreach staff supporting these programs both on and off campus in many different capacities. This would include activities such as application workshops, special events on campus highlighting those areas and sharing this information with high school and community partners. (Goal 3: Communication, Culture, & Climate)

Challenges & Opportunities: (Challenges and opportunities should be reflected in the Action Plan. 200 words maximum).

- Implement a Customer Relationship Management (CRM) system, that would allow us to track a student from the first time that we had contact with them all the way through to exiting Valley College.
- Work on creating strategic plans with our high school partners to increase enrollment of targeted populations.
- Improve the coordination of tours with other Student Services departments.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. Collaborating with schools early in the Fall semester that have been identified as having low enrollment, to determine the best course of action to target 9-12 graders. Create a consistent Valley presence on those high school campuses. 2. Creating an action plan	1. The data reflects that there has been a drop in enrollment from some of our feeder schools, based on that information we will create a targeted plan with those schools to have a stronger presence in those campuses. Providing	1. Assigned Outreach Coordinator to each site. Scheduled planning time with each high school. 2. The Outreach Coordinator to complete the action plan that will address the needs of the students from 9-12	1. By Fall 2021 we will have completed an entire recruitment cycle. 2. By Fall 2021 we will have completed an entire recruitment cycle. 3. By Fall 2021 we

Efficacy Team Analysis and Feedback:

US Census data are the only data utilized within the demographics narrative. While these data can certainly contribute to this section, additional data and data analysis are required. For example, the Outreach Department could incorporate internal campus survey data, as well as data from Financial Aid, Counseling, Admissions and Records, and other on-campus sources in order to construct a more coherent demographics narrative. The demographics data are not analyzed and there is no discussion of plans and activities to address disparities.

While the pattern of service narrative is adequate, it would be helpful to see a more detailed list of outreach events and venues. In addition, outreach via social media platforms would enhance the narrative. There is no discussion of plans and activities to expand outreach endeavors.

Recommendations: Coordinate with the Office of Research and Planning in order to craft a more comprehensive “demographics” report. Include EMP data to guide and inform this sections.

Response: We have worked with Research and Planning to ensure that the data that we received was reflected the data that we collect here at Valley. This is also the information that we used to create our department goals.

Part II: Questions Related to Strategic Initiative: Promote Student Success

	Does Not Meet	Meets	Exceeds
Data/Analysis demonstrating achievement of instructional or service success	Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes	Program <u>has not demonstrated</u> that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is <u>missing or incomplete</u> .	Program <u>has demonstrated</u> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	In addition to the meets criteria, the program <u>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) into its planning, made appropriate adjustments, and is prepared for growth.</u>

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The missing EMP document hinders this section, as the Outreach Department has no means to reflect upon department goals. Instead, the narrative is more of a draft mission statement rather than the intended data analysis to support department goals. Inclusion of the EMP document and subsequent data analysis will greatly benefit future Efficacy documents. At present, it is unknown if the Outreach Department is achieving its goals.

The department states that SAOs have not yet been developed and that they are currently drafting them. It is curious as to why this has not yet occurred. The Outreach Department has a sufficiently long history such that SAOs should have been created and assessed. It is imperative that the department develop SAOs and begin assessment immediately.

Recommendations: Include EMP and SAO data to adequately address progress on departmental goals and SAO assessment and revision.

Response:

The EMP has been created and it includes the SAOs.

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

	Does Not Meet	Meets	Exceeds
Communication	The program <u>does not identify</u> data that demonstrates communication with college and community.	The program <u>identifies</u> data that demonstrates communication with college and community.	In addition to the meets criteria, the program <u>describes</u> plans for extending communication with college and community and provides data or research that <u>demonstrates</u> the need for additional resources.
Culture & Climate	The program <u>does not identify</u> its impact on culture and climate or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> its impact on culture and climate. Program <u>addresses</u> how this impacts planning.	In addition to the meets criteria, the program provides data or research that <u>demonstrates</u> the need for additional resources.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

It is clear that the Outreach Department communicates and coordinates with an array of campus and community stakeholders. However, there are no data collected and analyzed to demonstrate that communication has occurred. Additional examples of communication with the larger community would augment the narrative.

Discussion of how the department intersects with campus culture and climate is minimal. Perhaps a more vigorous discussion of how the department impacts campus demographics and seeks under-represented and otherwise disenfranchised populations could be included within future efficacy documents.

Recommendations: Include data demonstrating communication with college and community. This would also assist departmental impacts upon campus culture and climate. The department should have a catalogue presence and should also update their web presence.

Response: We have data that we have used to track all the events for the recruitment time frame. This is more detailed and will be added on the upcoming EMP after the recruitment year has closed.

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

	Does Not Meet	Meets	Exceeds
Professional Development	The program does not identify currency in professional development activities.	Program identifies current avenues for professional development.	In addition to the meets criteria, the program shows that professional development has impacted/expanded the program and demonstrates that the program is positioning itself for growth.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The department enumerates conference attendance, although definition of acronyms would be helpful (e.g. A2MEND). It is striking that no professional organization affiliation is provided, especially as the coordinator participates in several professional conferences. Within the discussion of future plans and opportunities, CRM is not defined.

Recommendations: Define acronyms in future documents. Include professional organization affiliation (if applicable) in future documents.

Response:
We have defined all acronyms.

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, and it links	

		clearly with the institutional mission.	
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.	The program demonstrates that it is highly productive and is positioning itself for growth.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into CurricUNET by Oct. 1, 2017 may result in an overall recommendation no higher than Conditional.</u>	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.	In addition to the meets criteria, the program discusses plans to enhance current offerings that link to student/community needs and positions the program for growth.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning that demonstrate the need for expansion.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The department has a purpose that relates to the college mission. There is no EMP document on which to reflect and no productivity data to analyze. The department states that benchmarks are currently being drafted. At the very least, these benchmarks should be identified. As with productivity data, the lack of an EMP document prevents discussion about weaknesses, challenges, and impacts upon departmental planning.

Recommendations: Coordinate with the Office of Research and Planning to craft a comprehensive EMP document. Incorporate portions of the EMP document within this and other sections of the efficacy narrative. The Outreach Department should have a catalogue presence and should also modify their website.

Response: Website has been updated and the EMP has been completed.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

	Does Not Meet	Meets	Exceeds
Facilities	The program <u>does not provide an evaluation</u> that addresses the sustainability of the physical environment for its programs.	Program <u>provides an evaluation</u> of the physical environment for its programs and <u>presents evidence</u> to support the evaluation.	In addition to the meets criteria, the program has <u>developed a plan</u> for obtaining or utilizing additional facilities for program growth.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

It is clear that the Outreach Department is located in substandard facilities. Issues with the current location are adequately detailed. The department is encouraged to participate in the Program Review Needs Assessment process where issues with budget, personnel, and facilities can be addressed and possibly ameliorated.

VII: Previous Does Not Meets Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The Outreach Department appears to be accurate in that previous “does not meet” categories were not provided within the Program Review Efficacy form. Archival research indicates that the Outreach Department was placed on probation at the conclusion of the spring 2014 Program Review Efficacy process. The department submitted an update in fall 2014 and was granted “continuation.”

Recommendation: The Program Review Committee will share the fall 2014 probationary update and team report with the current Outreach Department coordinator.

Program Efficacy Team Report (Instruction)

2018 – 2019

Name of Department: Pharmacy Technology

Efficacy Team: Tim Hosford, Botra Moeung

Overall Recommendation:

Continuation
 Conditional
 Probation **Revised on 2/21/19**

Rationale for Overall Recommendation: The program is showing growth, increasing WSCH per FTEF and the number of certificates and degrees awarded after the steep decline in the 14-15 year. The document adequately examines the program demographics and pattern of service, as well as participation with campus-wide events and initiatives. The nature of the program demands a strong Professional Development framework that is clearly described.

However the EMP document is incomplete, and sections II, V, VI, and VII make no attempt meet the rubric for **analysis and planning**.

Section II: The SLO and PLOs are presented with no supporting analysis.

Section V: The productivity data from the EMP is copied with no analysis. The prompt is copied and pasted into the response box. Two courses are past due for content review. While none of the courses are 100 or above and therefore don't need to articulate, the document mentions seeking a Bridge Program with Western University. There is no discussion of what this would entail in terms of altering courses or creating new ones. Challenges from the EMP are not present anywhere in the document, and while plans are presented to fulfil action steps, the challenges these are meant to address are absent.

Section VI: Campus facilities are absent from the document. External facilities are mentioned without analysis.

Section VII: Was left unfilled.

Part I: Questions Related to Strategic Initiative: Increase Access

Goal: SBVC will improve the application, registration, and enrollment procedures for all students.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
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 analysis of the demographic data and provides an interpretation in response to any identified variance. The program discusses the plans or activities that are in place to recruit	In addition to the meets criteria, the program's analysis and plan demonstrates a need for increased resources.

		and retain underserved populations as appropriate.	
Pattern of Service	The program's pattern of service is <u>not related to the needs of students.</u>	The <u>program provides</u> evidence that the pattern of service or instruction meets student needs. The program <u>discusses the plans or activities</u> that are in place to meet a broad range of needs.	In addition to the meets criteria, the program <u>demonstrates that the pattern of service needs to be extended.</u>

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Demographics: The document accounts for most of the discrepancies, noting that statewide minority representation is high within the field. The department feels that the generally high minority numbers compared to state demographics is a satisfactory mix. More attention is paid to the very high proportion of female students in the program. The documents cites changes in the industry, such as the prevalence of 24-hour pharmacies resulting in shift flexibility. It also notes that the college ratio of male students exceeds that of the state. Finally, it accounts for the age disparity, citing state DEA regulations that act as a gate for younger students as well as the high incidence of students in training for a career change.

Pattern of Service: The document describes many of the challenges Pharmacy Tech students face in getting the classes they need. Many of these are common to the student body as a whole, but some are particular to the program, including the need for internship hours and concurrent enrollment with CSU and UC. Six courses are offered every semester, with the intent of allowing certification in one academic year.

The document demonstrates that the program is cognizant of service pattern challenges. Enrollment is up sharply from the last few years, which suggests that the current pattern is working.

Part II: Questions Related to Strategic Initiative: Promote Student Success

Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Data/Analysis demonstrating achievement of instructional or service success	Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes	Program <u>has not demonstrated</u> that it is	Program <u>has demonstrated</u> that it has fully evaluated	In addition to the meets criteria, the program <u>demonstrates that it has fully</u>

and/or Student Learning Outcomes and/or Program Level Outcomes	continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is missing or incomplete .	within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	<u>incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth.</u>
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Does Not Meet
 Meets
 Exceeds

Efficacy Team Analysis and Feedback:

Student Success: The program has an exemplary retention and success numbers, which have held steady over the past four years. Degrees and Certificates awarded have been increasing after a sharp drop in the 14-15 year. The data is presented, but there is very little analysis of the data. The committee recommends that the program look ahead and provide evidence of planning to keep these numbers as the program grows, as it asserts that it seeks to increase FTES.

The document also presents data detailing the college’s advantageous position as one of only two Inland Empire institutions with a Pharmacy Technology program, with the field expected to grow.

Student Learning Outcomes: The document clearly lists all course SLOs. However there is **no analysis** of those SLOs, **nor is there any evidence of assessment or evaluation**. There is no discussion of whether the SLOs are in need of updating.

Program Level Outcomes: The document once again presents the data with **no analysis**. It would be helpful to examine why the drop happened, describe what has been done to contribute to the recovery, and how the program plans to continue this trend.

RESPONSE: The SLO’s are mostly in the 90%, students are meeting the outcomes and are doing well on their state exams and also obtaining jobs! The SLO were revised in October 2019, minor changes. We clarified the language. We are basing our SLOS on state standards, in order to meet ASHP=accreditation. They were necessary in order to better assess the students. Currently most of our students are meeting the SLOs outcomes and are passing.

We are currently meeting our requirements by 95-99% every semester. We will continue to improve our outcomes by training and working with students and instructors. Faculty collect and evaluate SLOs every semester. Findings are then discussed and trends identified. Ideas for revisions, restructuring and reevaluation are discussed at the annual end of program review. A three-year review of the SLOs was also completed at the end of semester.

• As part of the curriculum revision, the PLOs and course SLOs were evaluated and revised accordingly in order to provide clear and measurable outcomes. Courses have already started using these new SLOs. These new SLOs will be evaluated every semester and then collectively as part of the new three-year review due in 2019. The new PLOs will be implemented with the new curriculum.

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Communication	The program <u>does not identify</u> data that demonstrates communication with college and community.	The program <u>identifies</u> data that demonstrates communication with college and community.	In addition to the meets criteria, the program <u>demonstrates</u> the ability to communicate more widely and effectively, <u>describes</u> plans for extending communication, and provides data or research that <u>demonstrates</u> the need for additional resources.
Culture & Climate	The program <u>does not identify</u> its impact on culture and climate or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> its impact on culture and climate. Program <u>addresses</u> how this impacts planning.	In addition to the meets criteria, the program provides data or research that <u>demonstrates</u> the need for additional resources.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Communication, Culture, and Climate: The department participates in several campus events, and is advocating a CSHP Student Charter. The committee recommends that subsequent reports further describe these activities and present data that illustrate their impact.

Internal/External Partnerships: The document presents a current partnership with Redlands Community Hospital for job training. It also is seeking to begin a bridge program with Western University.

Team Recommendation: Provide a more detailed description of what this bridge program would entail. Would courses articulate? Would new courses need to be developed or approved?

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Professional Development	The program does not identify currency in professional development activities.	Program identifies current avenues for professional development.	In addition to the meets criteria, the program shows that professional development has impacted/expanded the program and demonstrates that the program is positioning itself for growth.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback: There is a robust professional development network due to ASHP accreditation requirements, including yearly meetings. Partners include the American Society of Health-System Pharmacists (ASHP), the California Society of Health-System Pharmacists (CSHP), the Pharmacy Technician Certification Board (PTCB), and the National Healthcare Association (NHA). Additionally they participate in an advisory board twice a year.

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, and it links clearly with the institutional mission.	
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of	The data shows the program is productive at an acceptable level.	The program functions at a highly productive level and has planned for growth as appropriate.

	productivity is not adequately addressed.		
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2017 may result in an overall recommendation no higher than Conditional.</u>	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.	In addition to the meets criteria, the program discusses plans to enhance current course offerings that link to student/community needs and positions the program for improved student outcomes.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning that demonstrate the need for expansion.

Does Not Meet **Meets** **Exceeds**

Efficacy Team Analysis and Feedback:

Mission Statement: The program has a clear mission statement that is linked with the College Mission.

Productivity: The productivity data is copied from the EMP document and not analyzed in any way. The document also copy-pasted the section prompt into the response section. The team recommends that this section be used to address the low WSCH per FTEF ratio, and what factors affect this (i.e. limited workstations, safety issues, etc.), and what the program feels is the most appropriate target ratio.

Relevance, Currency, and Articulation: Two courses are past due for content review. The document presents no plans to review those courses. As a CTA program, no courses articulate to a four-year curriculum. The program plans to bridge with Western University’s Doctorate of Pharmacy Program. The catalog entire is linked in the Currency prompt. The document asserts that the course description is current.

As mentioned in the team’s Section II response, the bridge program with Western University would appear to be a major undertaking. The program would do well to present some details on what this would entail as far as new courses or altering existing ones.

Challenges: The EMP document is incomplete and therefore does not list the challenges. The document does present plans to hire a full time faculty director for the program. This director is necessary to meet accreditation standards and market the program.

RESPONSE:

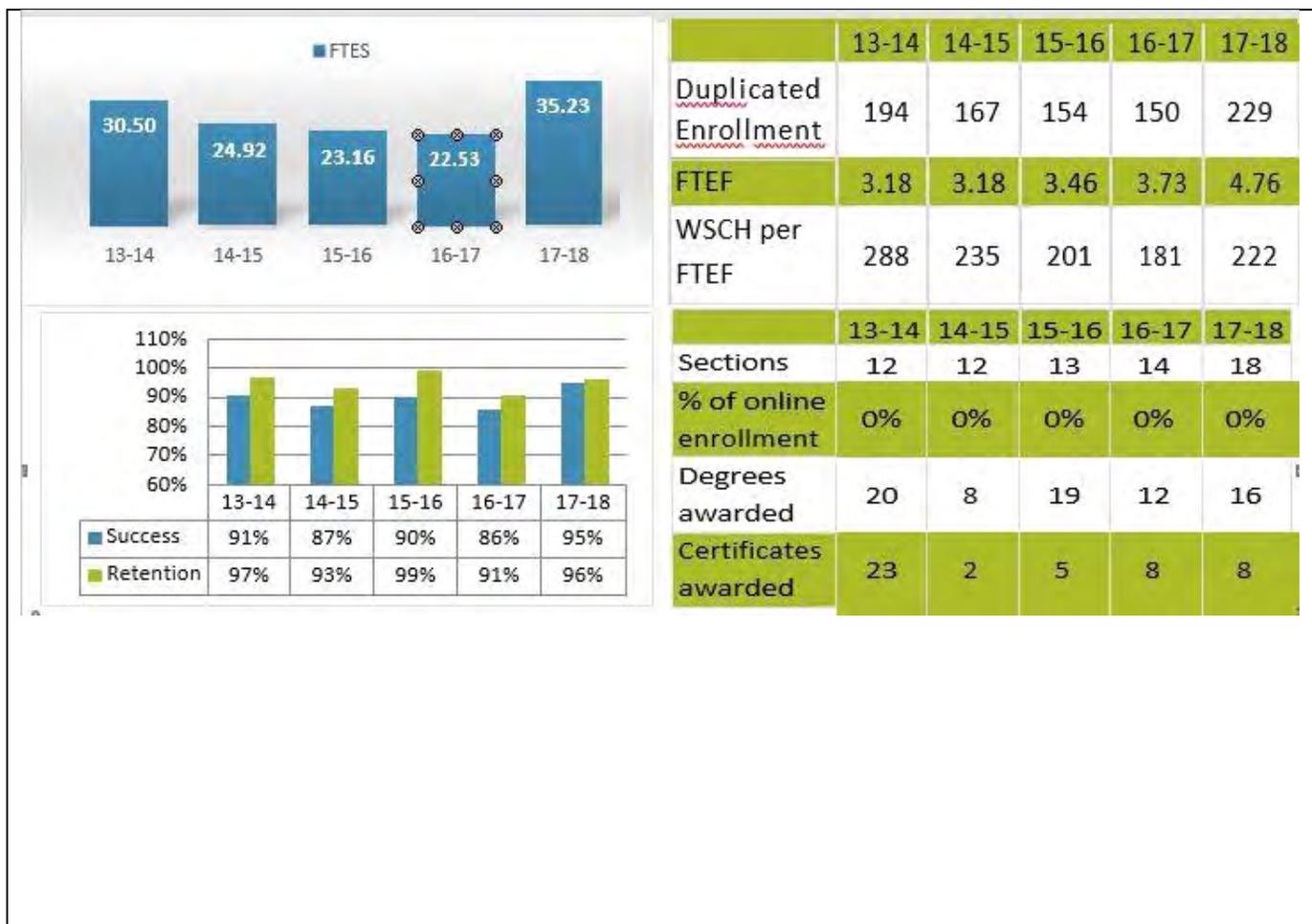
The ratio is low because we are cap at a number of students per class. ASHP- American Society Health Care Pharmacist, required 15 students per instructor for the lab portion of our program. Most of our program is made up of 50% labs. We are currently expanding our program and starting 3 high schools in the fall- Cajon- Carter-Pacific High School. These high schools will be a feeder for our program. I anticipate our program will grow significantly in the upcoming year. We are offering the introduction course at the high schools in the fall2020- we will increase our numbers tremendously in the upcoming year. We were awarded 30k in marketing money through strong workforce and we are marketing heavily for our program.

We have also marketed our program in various ways with the use of Perkins and Strong-workforce money. Due to extensive marketing I-TEN freeway billboard ADS, this has allowed us to reach a broader audience. We have recently created a commercial through our SBVC marketing department, we featured this on our face-book page. We also are advertising through the local Regal theater in downtown San Bernardino. Our department is attending high school career fairs and participating in different types of outreach. Marketing our program, has contributed to increase enrollment and will continue to help with our growth. We are working really hard on marketing and will continue to ask for funds through Strong Work Force and Perkins. I plan to ask for 40k for the upcoming Fall2020-Spring2021 school year!

Challenges:

Full time Coordinator/Director will allow for campus outreach, monitor externship sites, contract with more pharmacies in our area, including a hospital.

Curriculum Development: By continuing to improve our curriculum and align our program with the ASHP standards, will help increase the number of successful certificates and graduates. There needs to be a continued management of curriculum. SWP-Strong workforce will not be able to support the director position for an additional academic year. In order to maintain accreditation, the department needs to meet the requirement of hiring a full-time faculty member who will serve as the program director. The college needs to consider hiring.



VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Facilities	The program <u>does not provide an evaluation</u> that addresses the sustainability of the physical environment for its programs.	Program <u>provides an evaluation</u> of the physical environment for its programs and <u>presents evidence</u> to support the evaluation.	In addition to the meets criteria, the program has <u>developed a plan</u> for obtaining or utilizing additional facilities for program growth.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback: The Facilities section is used to list partnerships with various external pharmacies and hospitals for externship training. No mention is made of campus facilities.

The team recommends that more context is provided as to how external facilities are utilized and whether they are sufficient. Additionally, **campus facilities should be addressed**, specifically the capacity of the program to continue growing with current facilities and whether more space will be necessary.

RESPONSE: All the marketing and outreach we are doing in the community and high school outreach, our program will continue to grow. In the future we will need another classroom to accommodate more sections, instructors, and students. Currently we can only offer two more sections with the classroom that is assigned to us. Eventually we will need more space and room for our program. I anticipate/estimate our growth to be at 15%.

VII: Previous Does Not Meet Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback: There was no response provided in regards to previous DNM: Cost of the Program.

RESPONSE: With the 50% lab requirement due to ASHP accreditation, our ratio is lower than a full lecture program. **Our program has hired a full-time faculty member through Strong Workforce Grant Money. A program director will oversee the program and be in charge of placing 20-30 students per year, in externship rotation. The program director will also manage pharmacy sites and contract agreements. The program director will continue to market our program at the local high school careers fairs. The program will meet all industry and job outlook needs.**

Program Efficacy Team Report (Administrative Services)

2017 – 2018

Name of Department: Professional Development

Efficacy Team: Kenny Melancon, Debbie Orozco, Paula Ferri-Milligan

Overall Recommendation:

Continuation

Conditional

Probation

Rationale for Overall Recommendation:

Professional Development provides the campus with resources and opportunities for employees to gain both professional and personal enrichment, and its global impact and influence on the campus clearly shows the department's importance within the campus community. However, the department does not adequately address areas within the document that would show its impact.

The department does not explain how data was used to achieve quality results nor how the workshops it offers relate to the specific needs of the campus population. Data that is reported on the EMP is not analyzed. The department needs to clearly evaluate, analyze, and link back to the EMP throughout the document. The narrative for SAOs is minimal and is not connected to data, and it is not demonstrated that the department has fully evaluated the SAOs.

The department includes survey data from the 2017 Great Teachers Seminar, SI Training in 2016, and the Adjunct Orientation Breakout session in 2015. Although the productivity can be measure through the participant responses, the data is limited to one activity each year, and it does not represent an inclusive look at participant responses for other workshops that are attended. Also, there is not discussion of how many participants attend each workshop. This would be important information for planning purposes.

The department website is out of date and the style is inconsistent with the other college websites.

The department does not provide an analysis of its physical space.

Part I: Questions Related to Strategic Initiative: Increase Access

	Does Not Meet	Meets	Exceeds
Demographics	The program <u>does not provide</u> an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	<p>The program <u>provides an analysis</u> of the demographic data and provides an interpretation in response to any identified variance.</p> <p>The program <u>discusses the plans or activities</u> that are in place to recruit and retain underserved populations as appropriate.</p>	In addition to the meets criteria, the program's analysis and plan <u>demonstrates a need</u> for increased resources.

Pattern of Service	The program’s pattern of service is <u>not related to the needs of students.</u>	The <u>program provides</u> evidence that the pattern of service or instruction meets student needs. The program <u>discusses the plans or activities</u> that are in place to meet a broad range of needs.	In addition to the meets criteria, the program <u>demonstrates that the pattern of service needs to be extended.</u>
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Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Demographics:

The department states that it “has a plan of action and has built a relationship with new HR leadership” and that it will “work with HR to obtain the most recent EEO data related to employee demographics and will be mindful of the data when creating future workshops.” But the department does not explain how the data was used to achieve quality results nor how the workshops would relate to campus population.

There is no analysis of data that is reported. The data that is posted on the EMP is not interpreted--it states the number of workshops and the number of employees in each category--administrative, classified, adjunct faculty, tenured faculty--but there is no mention of which employee category attends the workshops or how many participants there are for each workshop. The effectiveness of professional development relies on a thorough analysis of the demographics that participate in the professional development activities, so the inclusion of workshop attendance and the way that reflects the employee demographics is needed.

Pattern of Service:

Professional Development states that it has technology- related workshops once a week. The department does cover the use of online resources. The scheduled Flex days and Classified days are full of workshop schedules. Outstanding coverage.

The department needs to clearly evaluate, analyze and link back to the EMP. For example, the adjunct faculty indicates a drop in fall 2016, and an increase in tenured faculty in 2016, but neither of the findings are analyzed/discussed in the report. Also, the employee data is general and does not link to participation in workshops. The department states that it has surveyed adjunct faculty to address optimal times for workshops. But it does not discuss a survey for the other employee groups.

RESPONSE: Despite lack of control on hiring practices, it is notable that the ratio of employees of color on campus is lower than the students and surrounding community. This is why professional development has taken an active approach to offering workshops related to equity, poverty awareness and launching the “Teaching Men of Color” training. Again, hiring is beyond the scope of professional development but something to note. The best approach PD can take is to understand the current employee demographics, our student population, and to offer relevant workshops for faculty to understand how to best work with our students. Because workshops are for faculty are voluntary, we do not have control over who decides to attend. But we do our best to offer workshops on varying days during the year, and greatly take advantage of offering many workshops on flex day- as previously evidenced. The PD committee does conduct surveys after large scale events and acquires relevant data related to PD from the campus climate survey—in each survey PD sends out there is always a question about suggestions for future workshops. This is why those larger surveys were included. In the past, it has not been effective to survey attendees after every workshop- we do not

want attendees to get “survey fatigue” <https://www.forbes.com/sites/theyec/2015/06/15/feedback-fatigue-stop-over-surveying-your-customers/#2b098e01690f>

And because we are aware of the research, we only survey after the largest events to gain data about the particular event, and include other questions to gauge overall satisfaction with PD. Adjuncts were surveyed specifically about adjunct orientation because before my time, there was a misconception that adjunct orientation could only be successful in the evening. I took a proactive approach and surveyed adjuncts to see if they would be willing to attend if the orientation was moved up by a few hours. There was an overwhelming response of support, and we moved adjunct orientation from 5pm to 2pm and have watched the numbers of attendance that the office of instruction gathers, and the turnout has been equal to or greater than when it was happening later in the evening, and adjunct faculty expressed being pleased with the not having to stay in their division meeting until 10pm for the event.

Part II: Questions Related to Strategic Initiative: Promote Student Success

	Does Not Meet	Meets	Exceeds
Data/Analysis demonstrating achievement of instructional or service success	Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes	Program <u>has not demonstrated</u> that it is continuously assessing Service Area Outcomes (SAOs) Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is <u>missing or incomplete.</u>	Program <u>has demonstrated</u> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs)	In addition to the meets criteria, the program <u>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) into its planning, made appropriate adjustments, and is prepared for growth.</u>

Does Not Meet **Meets** **Exceeds**

Data Analysis:

The program states that it offers “trainings that help all employees do their jobs better,” and it seems to cover many patterns; however, it is unclear if the provided patterns meet the populations’ needs.

The discussion is limited to a narrative of the types of workshops that are presented for employees. But there is not an analysis of data and no discussion of the way that the department impacts student success.

Service Area Outcomes:

Department provides a conversation of using flex tracker for full-time faculty but does not address how it tracks adjunct faculty hours. Is there data that would relate to referencing Departmental goals?

The report also lacks detailed analysis of outcomes/findings. Numbers on employee count and campus events are good, but could it be possible to see the amount of attendance of each group to evaluate a level of success? There seems to be more of a focus on irrelevant information in this section (e.g. discussion regarding productivity and campus).

One of the SAOs addresses fostering leadership skills. How does the department track this? It states that it has “recently partnered with HR to offer workshops to Classified Professionals, but there is not any discussion of past performance in this area.

The narrative for SAOs is minimal and is not connected to data, and it is not demonstrated that the department has fully evaluated the SAOs.

RESPONSE: Professional development is not responsible for tracking adjunct faculty hours- this is done through the respective divisions because it is calculated based on the adjunct faculty’s load, then submitted directly to payroll. The SAO’s have been updated and approved by the PD committee:

SAO #1	Specific Objectives	Means of Assessment and Criteria for Success
Plan In-Service Days for Fall & Spring in coordination w/ President’s Office goals.	<p>Create an event each semester that is relevant to campus priorities.</p> <ul style="list-style-type: none"> • Work with all areas on campus to ensure employee turnout. 	<ul style="list-style-type: none"> • Feedback from surveys and conversations with various constituency groups • Number of employees in attendance.
SAO #2	Specific Objectives	Means of Assessment and Criteria for Success
Implement & refine new employee onboarding for new hires.	<ul style="list-style-type: none"> • Offer employee onboarding at the start of each academic year, with workshops planned every month from Fall-Spring. • Get updated lists of new hires to add them to the cohort across SBCCD. 	<ul style="list-style-type: none"> • Feedback from workshop presenters • Survey results from workshop attendees • Increased employee retention
SAO #3	Specific Objectives	Means of Assessment and Criteria for Success
Provide training opportunities for employees that meet professional growth needs across campus.	<ul style="list-style-type: none"> • Identify the desired professional growth and training needs of employees. • Make trainings available through various modes of delivery. 	<ul style="list-style-type: none"> • An annual needs assessment survey administered to all employees classified, managers, and faculty – annually each spring. • Survey feedback and conversations with various constituency groups.

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

	Does Not Meet	Meets	Exceeds
Communication	The program does not identify data that demonstrates communication with college and community.	The program identifies data that demonstrates communication with college and community.	In addition to the meets criteria, the program demonstrates the ability to communicate more widely and effectively, describes plans for extending communication, and provides data or research that demonstrates the need for additional resources.
Culture & Climate	The program does not identify its impact on culture and climate or the plans are not supported by the data and information provided.	The program identifies and describes its impact on culture and climate. Program addresses how this impacts planning.	In addition to the meets criteria, the program provides data or research that demonstrates the need for additional resources.

Does Not Meet Meets Exceeds

Communication:

The department clearly communicates workshop offerings to campus employees. The department website is out of date and the style is inconsistent with the other college websites.

Culture & Climate:

The department addresses how it collaborates with areas on campus to improve culture and climate. It states that it has created partnerships with other colleges through the Great Teachers Seminar. It does not provide a specific plan for future activities.

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

	Does Not Meet	Meets	Exceeds
Professional Development	The program does not identify currency in professional development activities.	Program identifies current avenues for professional development.	In addition to the meets criteria, the program shows that professional development has impacted/expanded the program and demonstrates that the program is positioning itself for growth.

Does Not Meet Meets Exceeds

The department attends 4CSD conferences, IEPI workshops, and campus workshops. The constant changing of technology and education pathways keeps the department connected with other practitioners in the area.

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

	Does Not Meet	Meets	Exceeds

Mission/ Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, and it links clearly with the institutional mission.	
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.	The program functions at a highly productive level and is positioning itself for growth.
Currency	The program does not show evidence of currency.	The program provides evidence that it maintains currency within the published documents.	In addition to the meets criteria, the program provides support for future planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning that demonstrate the need for expansion.

Does Not Meet **Meets** **Exceeds**

Mission Statement:

The program has a mission/statement of purpose, and it links clearly with the institutional mission. The statement reflects the continuous personal and professional growth of the college.

Productivity:

The department includes survey data from the 2017 Great Teachers Seminar, SI Training in 2016, and the Adjunct Orientation Breakout session in 2015. Although the productivity can be measure through the participant responses, the data is limited to one activity each year, and it does not represent an inclusive look at participant responses for other workshops that are attended. Also, there is not discussion of how many participants attend each workshop that is offered over the year. This would be important information for planning purposes.

Currency: n/a

Challenges:

The department sites technology training as a challenge. It plans to increase awareness about the new PLN (professional learning network) and the OEI (online education exchange).

RESPONSE: The PD committee does conduct surveys after large scale events and acquires relevant data related to PD from the campus climate survey—in each survey PD sends out there is always a question about suggestions for future workshops. This is why those larger surveys were included. In the past, it has not been effective to survey attendees after every workshop- we do not want attendees to get “survey fatigue” <https://www.forbes.com/sites/theyec/2015/06/15/feedback-fatigue-stop-over-surveying-your-customers/#2b098e01690f->

The PD department sets up Eventbrite pages for all workshops and has averaged 100 workshops per year— at each event there is also a sign in sheet for employees to sign in and it asks which area they are from, their classification and if they are full-time or part-time. All of this data is evaluated before changing a workshop

format or adding/deleting. My goal for the next academic year is to input this all into a spreadsheet so that it all lives in one place- with limited secretary support this has been a challenge, but with the increase of in-service days next year, this will become particularly important.

The PLN has been changed to the Vision Resource Center:

<https://cccpln.csod.com/client/cccpln/default.aspx>

This is an important change because it gives us CCC System wide access to all LinkedIn Trainings (formally Lynda.com-skill soft trainings, and in-house trainings and webinars created by the CCC System. As a district, we are also in cohort #3 for full implementation into the Vision Resource Center- this means that employees will be able to have single sign on into the page using their SBCCD credentials and it will allow us to use the system as a PD tracker where employees can input hours, complete online trainings directly through the system, and it will allow me to create face to face event registration in the system as well. Being part of cohort 3 allows us to learn from the mistakes of the first two cohorts, but also allows PD a chance to shape the future of this amazing resource. We hope to launch the single sign-on features with full access to the array of online trainings this fall. All community colleges will be fully integrated in the next few years, with a cohort of 8-10 colleges starting each year.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

	Does Not Meet	Meets	Exceeds
Facilities	The program <u>does not provide an evaluation</u> that addresses the sustainability of the physical environment for its programs.	Program <u>provides an evaluation</u> of the physical environment for its programs and <u>presents evidence</u> to support the evaluation.	In addition to the meets criteria, the program has <u>developed a plan</u> for obtaining or utilizing additional facilities for program growth.

Does Not Meet Meets Exceeds

The department recently worked with the technology department to update all the computers in its computer lab, which in turn has had a positive impact on our educational environment.

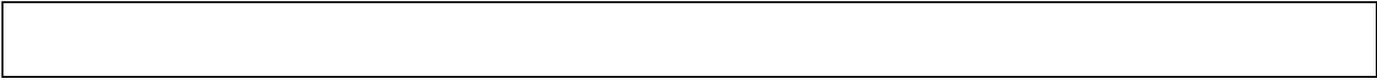
The department does not provide an analysis of its physical space.

VII: Previous Does Not Meets Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The department received all “meets” on the 2013-14 Program Review efficacy report.



**Career Education Program Two-Year Review
Program Efficacy Report
Spring 2019**

Name of Department: Real Estate

Efficacy Team: Carol Jones, Anna Tolstova, Girija Raghavan

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

Demand is explained related to the Inland Empire's real estate economic trends.

The Real Estate Department has no full-time faculty member and would likely benefit from having a full time faculty member.

We would also like to see more discussion on the EMP data and trends in enrollment in real estate courses here at SBVC. Please discuss any increase or decreases observed in enrollment, success rate and retention that is of note from the EMP.

The committee is concerned about Real Estate offering 100% of its course online. We would like to see future data to ensure we are not denying access to students that are unable to take an online course.

1. Purpose of this Program: Meets Does Not Meet

The Real Estate Program at SBVC targets a wide range of individuals: those who want to become Real Estate agents, brokers, and investors or students who want to earn a certificate in Real Estate and those interested in other real estate related field or those who want to become more informed customers. The program also has students who transfer into Business Programs.

The program also discusses how online classes are preferred to face-to-face courses with some mention of enrollment trends of five face-to-face classes versus one online course (perhaps more statistics are needed on the online courses to ensure this is not a one-time anomaly).

2. Demand for this Program: Meets Does Not Meet

The Real Estate program explains that the demand for the program is linked to the economic condition in the area. They mention the numbers on how the Inland Empire's real estate market is increasing in value, which is associated with an increase in demand in the real estate market.

There is no mention on the EMP data in this section to show an increase or decrease in enrollment, success or retention.

The committee recommends a discussion of the EMP trends in addition to the market trends. If the EMP data is not an accurate measure of demand, due to the volatility of the real estate market, this inaccuracy should be stated/explained to the committee.

RESPONSE:

To better illustrate the demand for the Real Estate Program, let's take a look at the current labor market growth reporting of the San Bernardino Region as reported by the State of California EDD (Employment Development Department).

According to this report, growth for our region is anticipated to be at 24% through 2026.

<https://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?searchCriteria=Real+Estate&careerID=&menuChoice=occxplorer&geogArea=0604000071&socode=419022&search=Explore+Occupation>

One of the highest ranked in the state (4th out of 35 regions).

<https://www.labormarketinfo.edd.ca.gov/aspdotnet/SupportPage/AllOccPrj.aspx?socode=419022>

This makes sense being that we, too, have seen a growth in our overall degrees and certificates awarded. The degrees have grown from 0 in 2017-2018 to 2 in 2018-2019. In addition, our certificates have grown from 3 in 2017-2018 to 5 in 2018-2019. This positive trend is something that we have anticipated to happen. With the State of California now reducing the number of courses needed to be able to now sit for the licensing examine – requiring only Real Estate Principles (REALST 100), Real Estate Practice (REALST 062) and only one more course of their choice – we actively reduced our certificates to accommodate this. We, too, have made a conscious decision to offer our courses 100% online – a common trend in the Real Estate education within our immediate serving area (Chaffey College, Riverside City College and Victor Valley College have done the same). In the past, we had a combination of online and evening classes, only to cancel many of the face-to-face offering - evening classes. Since converting to 100% online in 2016-2017, we have not cancelled any Real Estate courses, and in fact have had waitlists in most of the offerings. We have offered 11 courses each semester. With the core of them being in Real Estate Principles (REALST 100) and Real Estate Practice (REALST 062) each semester. With the reduction in the need for courses to meet the State requirement for licensing, we have begun to see a downward trend in our duplicated enrollment (2015-2016 at 340, to 325 in 2016-2017, to 315 in 2017-2018 to 303 in 2018-2019). Again, illustrating the need for the core 2 classes, and then offering a supplement of other Real Estate courses (Escrow, Loan Processing, Appraisal, Finance, Legal Aspects, Property Management and Economics).

The FTEF has remained consistent for the last 3 years. The efficiency has dropped slightly – believed to be a result of the commitment of online offerings and the need for 8-week offerings. The department has made a decision that one can achieve the necessary education within one year to be able to sit for the state licensing exam and acquire the appropriate certificate from San Bernardino Valley College. Technically, one can accomplish this within one semester, should that be their desire.

As with all online offerings, the challenge is going to be maintaining the success rates. The instructors are encouraged to monitor activity levels within the students in the courses and drop them accordingly for lack of participation. This should help to maintain and/or increase the overall success rates. There has been an identified reduction in success rates (67% in 2016-2017, to 65% in

2017-2018 to 63% in 2018-2019). In addition, the instructors have been encouraged to supplement the course materials with handouts, videos, etc. that are not provided by the book publishers to assist the student population in achieving their certificates, licenses and degrees successfully.

3. Quality of this Program: Meets Does Not Meet

The Real Estate Program claims to be increasing collaboration with employers in the community that will provide future work experience/internship opportunities for students but no specific employer is mentioned.

They are working to make their Real Estate certificate more accessible in a shorter time frame.

Enrollment has been consistent for the last 3 years.

Some SLO results are given in this section, the scores are in the 80-90% range.

4. External Issues: Meets Does Not Meet

The Real Estate Program claims that the local Real Estate economy has had a recent upturn that is likely to result in an increased demand for their program but their department struggles since they have no full-time faculty currently. There is no mention of the student to faculty ratio in this section which may help their case for a full-time faculty member.

5. Cost of this Program: Meets Does Not Meet

Real Estate courses have moved to being 100% online courses. The dip in enrollment is blamed on the online enrollment, but the cost benefits of this dip may outweigh that concern. The real estate courses now have waiting lists (suggesting high demand for the program).

The FTES is consistent for the last 2 years and has increased from 1.6 in 2014/2015 to 2.2 in 2017/2018.

6. Two-Year Plan: Meets Does Not Meet

The program is undergoing changes/improvements. All the courses are being offered online. All the online sections produced waiting lists, while the traditional courses have had to be canceled due to low enrollment.

The Real Estate Program mentions the need for a full-time faculty member.

This section does not clearly state what their plan is for the next two years except to say they have already moved to 100% online courses and it appears the plan to keep things the same way.

7. Progress on Previous Does Not Meets: Meets Does Not Meet

In regards to the out of date curriculum: The Real Estate program claims they have made modifications to the existing curriculum and that these have been submitted in CurricuNet.

In regards to the Demographic: The Real Estate Department states it is having trouble finding the demographic data that was suggested to be included by the Program Review committee during the prior review cycle. The committee recommends that the Real Estate program contact the SBVC research office and submit a request for them to find some additional statistics to use on the next efficacy report.

In regards to part II (student success) of the Spring 2016 efficacy document: The committee said it would “be helpful to see a more detailed discussion about student retention, as well as certificate and degree completion”. To respond, the RE program says it is difficult to measure retention and/or success rates based on Certificates or Degrees because students qualify to take the Real Estate Licensing exam before they have earned the 18 units required for a certificate or the 24 units for a degree. No future discussion was given in regards to the student success rates or retention.

**Spring 2019
Program Review Committee Report
Conditional Reporting (from Spring 2018 efficacy review)**

Name of Department: Student Success Center/Tutoring

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

The Program Review Committee reaffirmed the “conditional” rating based on the following:

SAO/SLOs: (does not meet) ACAD 606 SLOs have not been assessed. SAOs have been identified, but there is no mention of assessment. This is ultimately an Accreditation issue. Assessing these needs to be a priority.

Facilities: (does not meet) There is limited discussion regarding facilities and no analysis. Considering the limitations in space, a thorough analysis needs to be completed in order for the program to move forward in that area.

RESPONSE:

Part II: Questions related to strategic initiative: Promote Student Success

All SAOs and SLOs for the Academic Success Centers and ACAD-606 were assessed during Spring 2020.

SAO 1 is “Students who access the Student Success Center will be satisfied with the facilities, services, and resources.” SAO 1 is measured with a student satisfaction survey that was made available to students from February 3, 2020 to February 28, 2020 in both the Math and Science Success Center and the Tutoring Center. We had 408 responses to this survey. For SAO 1, 98.3% of students agreed or strongly agreed that they are satisfied with the facilities, services, and resources provided by the Academic Success Centers.

SAO 2 is “Students who access the SSC will demonstrate an increase in retention and success rates.” This SAO is measured using data requested from the Office of Research, Planning, and Institutional Effectiveness. Overall, students who utilized tutoring services had higher rates of success and retention, and in one year, up to 29% greater for Accounting. Three disciplines, Psychiatric Technology, Human Services, and Chemistry showed little to no improvement despite receiving tutoring, although in 2018-2019, the Chemistry success and retention rates increased in comparison to the past years. Overall, the data shows 73.87% of students who were tutored were successful in their courses. 70.63% of students who were not tutored were successful in their courses. Retention rates were also higher for students who attended tutoring versus those who did not. The retention rates were 91.95% and 87.81%, respectively. Noticeably, the success rates for all math courses have increased 6.2% (57.8% to 64%) from 2016-17 to 2018-19. At the course-level, the majority of students

who received tutoring had higher pass and retention rates than those who did not utilize tutoring services. The exceptions were Chemistry 101, Chemistry 150/151, Physics 201, and Math 102 and 103, although rates have improved slightly for Math 102 in 2018-2019. Biology 250 and 260 and Chemistry 104 showed the largest increase in performance for tutored students.

We expect these increases to continue as we have been adding and training more tutors. The higher-level math courses now have space designated just for those courses in the Math and Science Success Center. Math 095, 096, 102, 108, and 115 are tutored in the Tutoring Center. The decision to split the math courses between the two centers was made because math is our most popular subject for tutoring, and space was at a premium when we only had one center. Students now have more access to tutors who are dedicated to the specific math class in which they have enrolled.

SAO 3 is "Student Success Center hours conveniently fit student schedule." SAO 3 is measured by the SBVC Student Campus Climate Survey. According to the survey, 80.17% of the 474 respondents agreed that the hours conveniently fit their schedule. Besides opening an additional center, we have expanded our hours of operation to 8am-8pm Monday-Thursday and Friday and Saturday from 9am-3pm. Before 2018-2019, the Math and Science Success Center was open from 8am-6pm Monday-Thursday and 9-3 on Fridays and Saturdays with finals week having extended hours of 8am-8pm Monday-Thursday. This year, the expanded hours from finals week are now our regular hours. We also plan to expand our Summer hours based on student feedback. In Summer 2019, we were open from 10am-6pm Monday-Thursday in the Math and Science Success Center. For Summer 2020, both the Math and Science Success Center and the Tutoring Center will be open from 9am-6pm Monday-Thursday.

SAO 4, "Students will continue to receive quality services from the Student Success Center," is measured by the SBVC Student Campus Climate Survey. Of the 424 students surveyed, 54.72% indicated that they had never used Tutorial Services. 33.96% of students were satisfied with the quality of services they received while 9.91% indicated that they were neutral, and 1.42% indicated that they were dissatisfied. This means that of the 424 students surveyed, 192 students used tutorial services. Of These 192, 75% were satisfied with the services. We are working to increase satisfaction by expanding our hours, resources, courses we tutor, and the number of available tutors. According to the student survey we conducted in February 2020, 97.3% of respondents indicated that they agree or strongly agree that the centers are a comfortable, safe, and inviting place to study. 96.6% of respondents indicated that the centers have resources to help them succeed. 98.8% of respondents indicated that they would recommend the centers to a classmate. Notably, no one indicated that they would not recommend the centers. Based on this more recent data, it seems that overall students are, in fact, satisfied with the quality of services provided by the centers. We will continue to assess all SAOs each Spring semester.

We also assessed SLOs for ACAD-606, our supervised tutoring course using a survey from March 2-11, 2020. 338 students responded to the survey. For SLO 1, "using tutoring services helps me improve my ability to recall information and processes," 97% agreed or strongly agreed. For SLO 2, "Using tutoring services helps me improve my class performance and ability to demonstrate competency," 96% of students agreed or strongly agreed. For SLO 3, "using tutoring service helps reinforce the concepts I am learning in my class," 99% of students agreed or strongly agreed. In order to keep these numbers high, we

will continue to evaluate and train our staff to ensure they are providing the best possible service.

Part VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

The San Bernardino Valley College Academic Success Centers are located in Physical Science building room 121 and Language Arts building room 206.

Tutorial support is offered across the disciplines. The Math and Science Success Center in PS 121 offers tutoring in the STEM fields including Biology, Chemistry, Physics, Computer Information Technology, Pharmacy Technology, Psychiatric Technology, Water Technology, and all higher-level math courses.

The Tutoring Center in LA 206 offers tutoring for Accounting, Anthropology, American Sign Language, Astronomy, Criminal Justice, Economics, French, Geography, History, Human Services, lower-level Math, Music, Psychology, Reading and Study Skills, Sociology, and Spanish.

Both Academic Success Centers offer numerous resources that are available for students to check out, including textbooks, laptops, calculators, anatomy models, and study supplies.

In looking at 2018-2019 usage data, it was clear that more space was needed to accommodate the growing number of students who use our services. In 2017-2018, we served 2720 students for a total of 49,800 hours. In 2018-2019, we served 3416 students for a total of 74,210 hours. That is a 26% increase in the number of students served and a 49% increase in the number of hours. As a result of this increase, it was determined that another location should be added for tutoring.

In Fall 2019, we opened the Tutoring Center, which is located in LA 206, the former Reading Lab area. Doing this has allowed us to serve more students. We have served 4542 students so far in the 2019-2020 academic year, and we have already completed over 63,000 hours of tutoring. Because of the increase in both space and traffic, we have been able to add additional workshops which can be directly requested by students and allow us to serve a larger number of students in less time. We have also been able to add tutoring for many subjects that were not previously offered.

In addition to adding more space for general tutoring, the Tutoring Center also provides students with 5 additional study rooms that they can check out as well as a workshop space that we share with the Writing Center.

We are currently working to add to our lending library of textbooks and have ordered more anatomy models and a microscope to assist students with their coursework. To keep up with the evolution of technology, we will be adding 7 smart boards in each center as well as iPads for both centers and laptops for the Tutoring Center.

It is important to note that the Math and Science Success Center has designated “zones” for Chemistry and Biology. These tutoring zones allow students to be immersed in the language and study of science. Dedicated tutors serve our students in these zones.

The Tutoring Center also provides space for the SI Across the Disciplines Program, and we host SI Sessions each week for 26 SI Leaders and their students.

In March 2017, the SSC began collecting apportionment for the student contact hours being collected, with increased focus being placed on marketing and recruitment. Marketing and recruitment efforts were also focused for programs associated with the SSC, which include The STEM (Science, Technology, Engineering and Mathematics) Program and the ALEKS Math Lab Program. The STEM (Science, Technology, Engineering and Mathematics) Program is housed under the Student Success Center. The program is designed to assist low income and other traditionally underrepresented students, and prepare them to pursue careers in various STEM fields. San Bernardino Valley College STEM Program is intended to help reserve seats for some Math classes; provide STEM exclusive accelerated Cohort classes; provided access to the STEM Book Library for Math or Science books; motivate peer to peer relationships through Workshops, Mentoring, and Tutoring; deliver hands-on experiences through special STEM events/workshops/career path planning; Student Educational Plans; Goal Setting; and dedicated STEM counseling.

ALEKS Math lab is for students enrolled in Math-601, Independent Lab for Fundamental Mathematical Skills, located in Physical Science building room 131. The course reviews topics of mathematical properties, including the fundamental operations of whole numbers, integers, fractions, decimals, ratios, proportions, word problems, and percent. Topics also include exponential notation, linear equations, variables, polynomials, and the appropriate operation rules for rational numbers, whole numbers, and integers. The benefits from the ALEKS lab include: Support for non-tradition/traditional students, acknowledge the level of strength and weakness in mathematics, and one-on-one tutoring in Mathematics.

Because of the added space provided by the Tutoring Center and positive student feedback, we do not believe we need to obtain more space at this time. We will continue to monitor usage in each center and make any necessary adjustments in scheduling to ensure that students continue receive quality tutoring in an environment that is comfortable and inviting.

Program Efficacy Team Report (Student Services)

2018 – 2019

Name of Department: **Veterans Resource Center**

Efficacy Team: **Sandra Moore, Carol Jones**

Overall Recommendation:

Continuation
 Conditional
 Probation

Rationale for Overall Recommendation:

The VRC is actively involved in recruitment and outreach to local VA hospitals and military base and other venues. VRC provides free resources to its students in order to increase its success.

One concern the committee has is that the VRC claims that the information in the catalog is inaccurate and that changes were submitted to department of Instruction.

The committee suggests that a new survey be written and provided to all students that qualify for veteran services.

The committee gives the VRC an overall rating of “conditional” due to the does not meets that were given this cycle: [1) lack of SAO information to be updated in catalog, 2) need for a survey and 3) need to explain gaps in demographics] and the fact that this is their first efficacy cycle reviewed by Program Review.

Part I: Questions Related to Strategic Initiative: Increase Access

Goal: SBVC will improve the application, registration, and enrollment procedures for all students.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Demographics	The program <u>does not provide</u> an appropriate analysis regarding identified differences in the program’s population compared to that of the general population.	The program <u>provides an analysis</u> of the demographic data and provides an interpretation in response to any identified variance. The program <u>discusses the plans or activities</u> that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program’s analysis and plan <u>demonstrates a need</u> for increased resources.
Pattern of Service	The program’s pattern of service is <u>not related to the needs of students.</u>	The <u>program provides</u> evidence that the pattern of service or instruction meets student needs.	In addition to the meets criteria, the program <u>demonstrates that the pattern of service needs to be extended.</u>

		The program <u>discusses the plans or activities</u> that are in place to meet a broad range of needs.	
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Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Demographics: The VRC does state that differences that exist in demographic data for their serve area versus the campus, but no analysis or plan of action to recruit the underserved population is discussed with regards to the 15% gap in Hispanics or the 38% gap in females.

Pattern of Service: The VRC is open and accessible to our veteran population. They operate: Monday, Tuesday & Thursday 8 am- 5 pm; Wednesday 8 am- 7 pm & Friday 8 am- 2 pm. Some events also occur on the weekends.

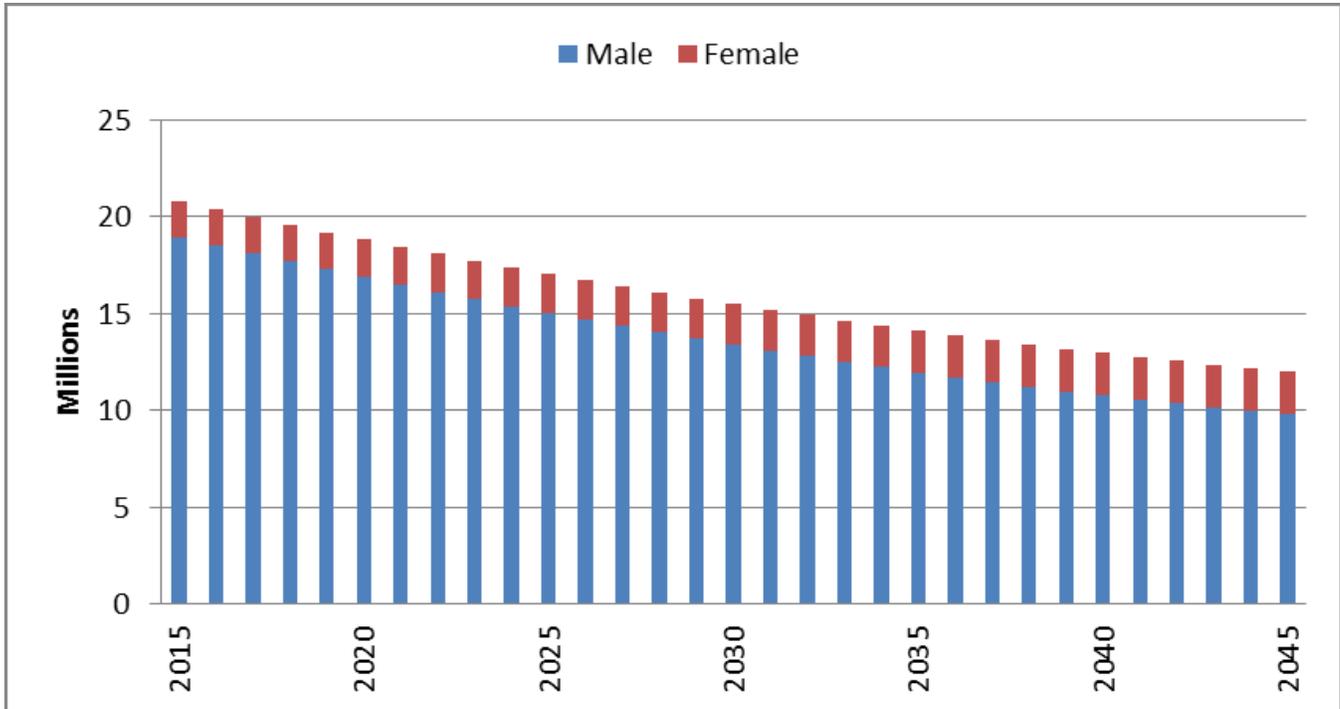
The available services offered through the VRC include: GI Bill Certification/advising, Counseling, Tutoring, stationary, and general campus resources.

The program collected some data in the 2017-2018 to demonstrate the number of check-ins to the VRC.

The committee asks the VRC to explain **what efforts** are occurring to **help address the gaps in the demographics in Hispanic and females** that exists or to include and explain additional demographic data to show the reason for the seemingly large gaps. The committee recommends working with the research office to provide demographics on the number of veterans (and others that qualify to use the VRC) that are students at SBVC versus the demographics of the students that use the VRC services. Possibly campus wide surveys may be needed to help determine why these gaps exist.

RESPONSE:

In order to understand the gap in demographics with regards to differences in female veterans here at San Bernardino Valley College (SBVC), it is imperative that a view of the national veteran population as a whole be recognized. As of May 14, 2018 the Predictive Analytics Service (PAS) and “National Center for Veterans Analysis and Statistics” have been producing the Veteran Population Projection Model (VetPop). They conducted a census in order to estimate and project the number and characteristics of Veteran populations. The VetPop projections show a Veteran population that is both declining in numbers and becoming more evenly distributed. As it shows in the figure below, the national male to female veteran ratios are at a 90/10 difference (male to female) in population. Although, these numbers are expected to change gradually over the next 20 years (0.6 percent *increase* of females & 2.2 percent *decrease* for males annually), this incongruity makes sense when analyzing the 80/20 ratio from men to women here at SBVC’s veteran center. The numbers generally reflect the reality of the demographic upon entrance into college system. In order to shift the imbalance, we at the VRC need to focus efforts on female specific recruitment and resources that will be made available. Partnerships are crucial in this regard, as the intentions are to gear efforts on women focused groups of veterans (Women’s Inland Empire Collaborative, women’s empowerment workshops, women’s homeless outreach, etc.) and determining their specific needs and obstacles.



Source: Veteran Population Projection Model 2016: Congressional Briefing, June 2017, revised. Prepared by the National Center for Veterans Analysis and Statistics as of May 14, 2018. (www.va.gov/vetdata/docs/demographics/vetpop_infographic_2019.pdf)

Part II: Questions Related to Strategic Initiative: Promote Student Success

Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Data/Analysis demonstrating achievement of instructional or service success	Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes	Program <u>has not demonstrated</u> that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) based on the plans	Program <u>has demonstrated</u> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	In addition to the meets criteria, the program <u>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) into its planning, made appropriate adjustments, and is prepared for growth.</u>

	of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is missing or incomplete .		
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Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The success rates of veterans that used the VRC versus those that do not use the VRC differs by 3.2% (73.0% vs 69.8%). The program has not provided an analysis of this data.

The VRC offers students many options that will help them be successful: academic and wellness counseling support, employment assistance (VA Work Study, Federal Work Study, & traditional off campus employment), GI Bill certification, disability claims assistance, academic tutoring (Math), free educational resources including but not limited to: scantrons, backpacks, book loan, free printing, application assistance (Admissions, FAFSA, Veterans Affairs benefits), and stationary supplies. The committee commends VRC for providing students so many avenues to help them succeed.

The Veteran’s Resource Center hasn’t completed Student Area Outcomes since 2016. However, the VRC states that they will collaborate with Admissions and Records to update the SAOs. This lack of SAO is of concern to the committee but it does appear the VRC is aware of these issues and is working to resolve it.

RESPONSE: The VRC has not stated a Service Area Outcome (SAO) since 2016. With this said, the VRC has in fact collaborated with members of the efficacy committee and the Director of Admissions to understand the ideal measure of this service area. Being that the VRC is a resource center that provides student services/resources (Admissions & Records, Financial Aid, Counseling, etc.), the focus needed to switch to the area of “customer satisfaction.” This type of outcome can be measured daily through student surveys. Considering the VRC is not an established “program” with parameters and guidelines established for success, it is not realistic that the VRC continue to hold itself to these standards. Success is a result that can manifest from such resource availability, but we understand that we cannot control such an outcome without imposing rules and guidelines (Deadlines, required counseling exposure, cohort format, assigned faculty (Math, English, SDEV, etc.), and incentives for continuing/successful terms. So, the collaboration between efficacy committee members, Director of Admissions, and VRC staff ultimately determined that **the new SAO is: Students, staff, and faculty will be afforded a solid path for comprehensive Veteran resource allocation in order to maintain a positive collegiate experience.** This new approach will allow the VRC to implement a wide array of new and continued resources in order to increase the prospect of a “positive collegiate experience.”

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Communication	The program <u>does not identify</u> data that demonstrates communication with college and community.	The program <u>identifies</u> data that demonstrates communication with college and community.	In addition to the meets criteria, the program <u>describes</u> plans for extending communication with college and community and provides data or research that <u>demonstrates</u> the need for additional resources.
Culture & Climate	The program <u>does not identify</u> its impact on culture and climate or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> its impact on culture and climate. Program <u>addresses</u> how this impacts planning.	In addition to the meets criteria, the program provides data or research that <u>demonstrates</u> the need for additional resources.

<p><input type="checkbox"/> Does Not Meet <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Exceeds</p> <p><u>Efficacy Team Analysis and Feedback:</u></p> <p>VRC is advertising their services using: recruitment and outreach (local VA hospital presentations, Veteran based events/conferences, political arenas, social media (Facebook and Instagram), flyers, mass emails and signage).</p> <p>The VRC states that its goal is to promote student success, retention, and successful transition for its veterans/dependents. To do so, the VRC provides free resources to its students in order to increase its success. Intentions are to create an environment that fosters learning, program completion, transfer, and overall student wellness. VRC has established strong partnerships. All these partnerships provide employment, financial assistance, reduce food insecurities, and connect veterans with resources aimed at their success.</p> <p>The VRC has come up with a new event, “VRC Kickback” that has been piloted in the spring 2019 semester in order to bridge the gap between fellow veterans and their civilian counterparts.</p>

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Professional Development	The program does not identify currency in professional development activities.	Program identifies current avenues for professional development.	In addition to the meets criteria, the program shows that professional development has impacted/expanded the program and demonstrates that the program is positioning itself for growth.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The program has identified several avenues for professional development.

The School Certifying Official (SCO), attends trainings such as: Inland Empire Veterans Collaborative (Inland Empire Veterans Educators meeting), Western Association of Veterans Educations Specialists (WAVES Conference), Veterans Summit Conference, and the California Association of Community College Registrars and Admissions Officers (CAC CRAO) conference. In addition, he continues to give presentations and engage with local Veterans Affairs (VA) offices in order to strengthen relationships and provide support training to needy veterans.

The part time clerical assistant attends the WAVES conference as well. This conference provides an opportunity for training and networking among school VA certifying officials at post-secondary institutions.

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, and it links clearly with the institutional mission.	
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.	The program demonstrates that it is highly productive and is positioning itself for growth.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1,</u>	The program provides evidence that the curriculum review process is up to date. Courses are relevant	In addition to the meets criteria, the program discusses plans to enhance current offerings that link to student/community needs and positions the program for growth.

	<u>2017 may result in an overall recommendation no higher than Conditional.</u>	and current to the mission of the program. Appropriate courses <u>have been articulated</u> or transfer with UC/CSU, or <u>plans are in place</u> to articulate appropriate courses.	
Challenges	The program <u>does not incorporate</u> weaknesses and challenges into planning.	The program <u>incorporates</u> weaknesses and challenges into planning.	The program <u>incorporates</u> weaknesses and challenges into planning that demonstrate the need for expansion.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Mission: The VRC mission is linked to that of the campuses mission in that they both are targeted at increasing student success and aimed to serve a diverse community of learners.

Productivity: The VRC mentions the use of an online survey that was used in 2016-2017 that was only available on the VRC Desktop computers. This survey was used to assess overall general satisfaction while allowing the opportunity for comments and complaints. These surveys did yield a strong “overall satisfaction” with the VRC and allowed for usable recommendations in the areas of customer service and resource availability such as: desired hours of availability (nights/weekends), customer satisfaction (quality of service & professionalism), additional desired resources (Fax, Book loan expansion, more work study opportunities, and need for more space in the VRC (“a bigger VRC if possible, it’s a small room with a lot of vets”). There was no data or evidence supporting productivity other than the program’s indication that the survey indicated “overall satisfaction” with the VRC.

The survey is no longer being used; however, the VRC is in the process of re-designing the survey and re-implementing it in the 2018-2019 academic year (spring 2019). Typically requests for service and complaints are responded to immediately (day of) by the School Certifying Official (SCO).

Relevance & Currency: The VRC claims that the information in the catalog is inaccurate and that changes were submitted to department of Instruction, but that these changes were not added to current 2018-2019 catalog. They do not state whether or not they have contacted the Office of Instruction again to follow up and make sure the catalog is being corrected. The committee insists that VRC contact Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us) to get this information updated as soon as possible.

Challenges: The VRC EMP document lists the challenges as being related to recruitment, the need for peer mentor support, raising success and retention rates. The VRC will work with institutional research to create a survey. This survey will ask questions regarding why students drop, the challenges they face, and how VRC can assist in these areas. Based on the answers, the VRC will begin implementing those suggestions. The VRC has received a grant from the State Chancellor’s Office that should fund some of these activities.

The VRC claims they will be more aggressive in their recruitment effort aiming at local military bases and VA hospitals. Outreach will include attending local military events and promoting the services SBVC offers to assist them in their transition into civilian life.

RESPONSE: The VRC staff collaborated with efficacy staff members, SBVC veteran students, and outside collegiate institutions that have successful VRC's in order to determine the ideal methods for establishing concrete needs. Previously, students/staff/faculty only had access to VRC surveys on computer desktops inside the VRC (electronic). Ultimately, we determined that written surveys issued by our staff/faculty prior and after services are complete is crucial in attaining a valid response/measure. These efforts were successful in determining additional needs/obstacles our students face such as: financial, familial stressors, transportation, and healthcare (Traumatic brain Injury or TBI, psychological and physical impairments, VA appointment difficulties, issues with establishing GI Bill benefits through VA processing). The VRC is continuing to solidify additional relationships with outside agencies (Homeless outreach, Women's Veterans Collaboratives, disabled veterans' outreach, VA Social workers, Christian Counseling Services, etc.) in order to continue to provide avenues/referrals to alleviate or lessen the severity of such obstacles. Through the establishing of additional clerical support staff (spring 2019) in the VRC, the instruction department has been contacted and the information in the SBVC catalog (2019-2020) and all catalogs going forward have and will continue to be updated and corrected regarding all veteran services.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Facilities	The program <u>does not provide an evaluation</u> that addresses the sustainability of the physical environment for its programs.	Program <u>provides an evaluation</u> of the physical environment for its programs and <u>presents evidence</u> to support the evaluation.	In addition to the meets criteria, the program has <u>developed a plan</u> for obtaining or utilizing additional facilities for program growth.

Does Not Meet **Meets** **Exceeds**

Efficacy Team Analysis and Feedback:

The VRC did provide a list of upgrades that will be occurring with the allocated grant funds but did not provide an evaluation of the current physical environment and the evidence to support this.

RESPONSE: To identify needed upgrades, the VRC had conducted multiple consultations with other VRC's (coordinators) in the local area. To further identify needed upgrades the VRC casted a larger net to the veteran student population via survey. Through the surveys and consultations, we have all been able to identify that:

1. The VRC needed to reach ADA compliance.
2. Expansion of already instituted resources (Book Voucher Program).

In order to meet ADA compliance, we have integrated a new reception desk. The desk is not only ADA compliant but it offers much needed separation between student and staff. The VRC continues to move towards compliance by integrating new computer desks and a conference desk that are ADA compliant. This will assist not only our disabled Vets, but will also create a more modern and area friendly environment.

The other item that we have identified, is that out of the 400+ Veterans, a need for a book voucher program is essential. Roughly 200 Veterans are using Veteran Education Benefits (VEB) and the other 200 are not, Veteran Non-Benefit (VNB). To address this, the VRC has started to create and implement a book voucher program to alleviate some financial burden from both (VEB) users and (VNB's) and will be available as early as summer 2019.

Although we have identified some areas for improvement, we will continue to isolate other avenues in which we can assist and alleviate need.

VII: Previous Does Not Meet Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

No previous DNM, this is the VRC first efficacy review.