Program Review Committee
2022-23 Annual Report

SWOT Program Efficacy Pilot
Needs Assessment

Submitted by

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Dr. Danielle Graham, Co-Faculty Lead Elect

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ASPIRE

Three years in the making, the SWOT Efficacy Pilot represents a fundamental change from SBVC's past Program Efficacy practices. Changing campus culture is hard work. The SWOT Efficacy Process represents the dedication of Program Review Committee members, past and present, to evolve Program Review processes. The committee has strived to be inclusive, reduce bias, streamline forms, and engage faculty, administrators, and staff across divisions. The result is a useful document that creates opportunities for self-reflection, improvement, and celebrates successes.

The SWOT Pilot was well received and inspired the committee to re-brand the Needs Assessment and Program Efficacy Processes to reflect the cultural shift. The processes are now:

ASPIRE: All Services and Programs Institutional Resources & Engagement

The Academic Senate approved the adoption of the ASPIRE process on 5/17/23. The ASPIRE process is moving online in Fall 2023 and will be living documents. ASPIRE will launch during Fall In-Service and conclude during Spring In-Service.

Program Review Committee Charge

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

Membership

Membership is comprised of at least 3 Vice Presidents or their designees, as appointed by the President, 10% faculty representation by Division, at least 3 classified staff members as appointed by Classified Senate/CSEA, and one student.

2020-2022 Program Review Committee

● Todd Heibel ● Kenny Melancon ● Anna Tolstova ● David Smith ● Bethany Tasaka ● Michael Mayne ● Daniel Algattas ● Victoria Anemelu ● Yon Che ● Stacy Meyer ● Laura Estrada ● Armando Garcia	● Tim Hosford ● Dina Humble ● Eric Morden ● Edward Jones ● Melissa King ● Kenny Lawler ● Shalita Tillman ● Jessy Lemieux ● Girija Raghavan ● Anny Tolstova ● Kay Dee Yarbrough ● Maria Lopez

2022-2020 Program Review Committee

● Patti Wall ● Kenny Melancon ● Daihim Fozouni ● David Smith ● Jaime Garcia ● Michael Mayne ● Daniel Algattas ● Victoria Anemelu ● Yvette Lee ● Stacy Meyer ● Jeremiah Gilbert ● Anthony Blacksher ● Danielle Graham	● Tim Hosford ● Dina Humble ● Eric Morden ● Leif Andersen ● Frank Dunn ● Robyn Seraj ● Shalita Tillman ● Jessy Lemieux ● Girija Raghavan ● Maria Valdez ● Kay Dee Yarbrough ● Yancie Carter ● Dominique Johnson

Co-Chairs

Dr. Celia Huston, Faculty Lead Program Review
Dr. Joanna Oxendine, Dean of Research, Planning, and Institutional Effectiveness, and
Dr. Danielle Graham, Co-Faculty Lead Elect 2023-24 the 2025-26

SWOT Pilot Cohorts

The SWOT Program Efficacy Process utilizes a Cohort model for Peer Review. Pilot Cohorts were composed of 1 instructional-transfer faculty, 1 instructional – CTE faculty, 1 Student Services representative, 1 Administrative Services representative, 2 additional members, and two committee members serving as mentors. Cohort membership is intended to have cross-campus representation and special care was taken to ensure members were all from different divisions.

Thirty-five people participated in the SWOT Efficacy Pilot. There were 24 writers (12 volunteers & 12 committee members) and 11 mentors (committee members). Twelve writers did not complete the pilot. 11 documents have been received, and two documents are anticipated.

2023 SWOT Pilot Themes

A primary goal in the reimagining of the campus Program Efficacy process is to identify themes that will inform campus planning and resources. Themes can be integrated into SBVC's Educational Master Plan.

The Committee identifies themes through use of the cohort model. Cohorts are intentionally designed to have representation from a cross section of the campus with each cohort having members from instruction-transfer, instruction-CTE, Student Services, Administration Cohorts and additional members from different campus divisions. Cohorts engage in robust discussions throughout the ASPIRE process. Cohort mentors note recurring ideas, requests, and concerns that arise during those conversations.

The following themes were identified during the SWOT Pilot 4/11/23 In-Service Day, and further discussed by the committee at the 4/21/23 Program Review meeting.

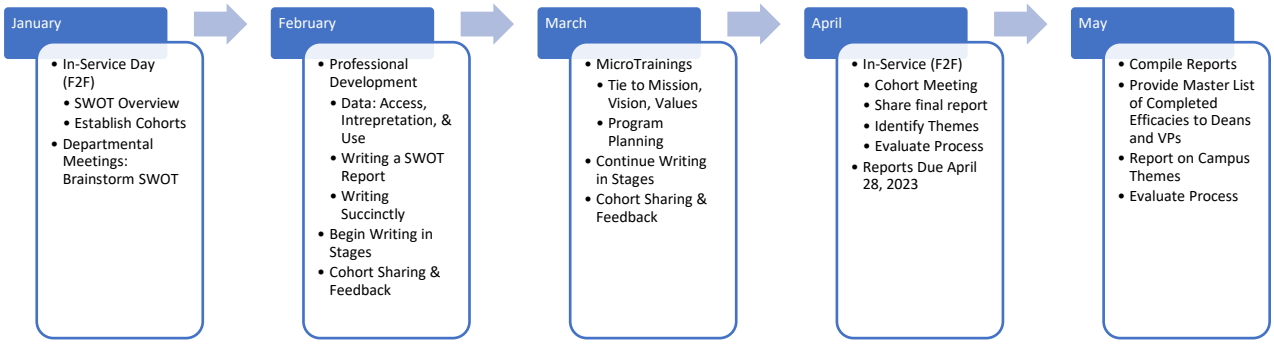
1) **Student Success in Online Courses:** Through the SWOT Efficacy pilot, multiple concerns were identified around student preparedness for, engagement with, and success in online courses (Strategic Directions 1, 2, & 3). Further discussion of the topic resulted in the following recommendations:
    a) Target professional development centered around how faculty, staff, and administrators can encourage and support online students
    b) Provide additional technical support resources and campus staff for students
    c) Develop cross-disciplinary space where faculty have discussions about online learning, ask questions, and share best practices
2) **Non-instructional Data:** Non-instructional cohort members felt hindered by limited availability of data for non-instructional areas, particularly those areas that rely on voluntary student surveys to assess quality of service (Strategic Direction 5). One area noted they were able to work with the Office of Institutional Research to develop a way to have their needs met. The following recommended actions will support addressing this need:
    a) Increase campus literacy surrounding available data sources
    b) Develop Data Dashboards for SARS data and Campus Climate Surveys
    c) Explore other avenues to collect relevant data for assessment and analysis of non-instructional areas to address specific needs

The Program Review Committee operates under the authority of the Academic Senate. The Committee felt that concept represented such a sweeping change in program efficacy that the concept needed to be brought to Academic Senate. On 4.19.22 the Academic Senate motioned to support the work of the committee to;

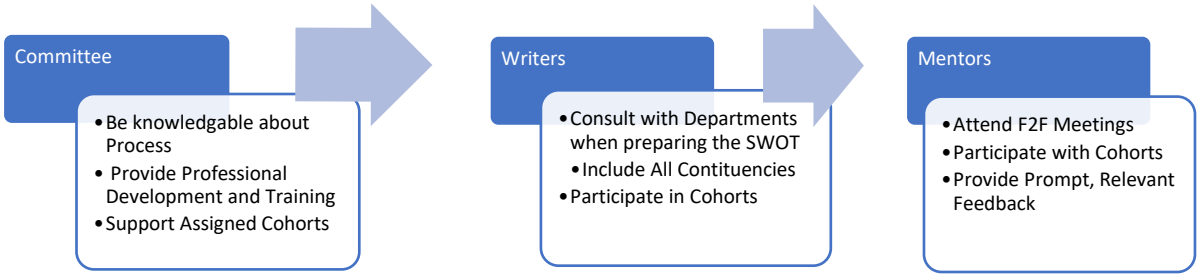
- Develop a concise, coordinated, and peer supported Program Efficacy process that focuses on continuous quality improvement
- Present drafts to constituencies during the summer and fall semesters to gather feedback on how Program Efficacy can better serve their areas
- Bring a new Program Efficacy process that meets legal and accreditation requirements to Academic Senate for approval in fall 2022 for implementation in spring 2023

After much discussion around Program Efficacy the Committee endorsed developing an entirely new format and process. The initial concept revolves around a 6-year efficacy cycle that utilizes a SWOT format for annual 'micro-efficacies'. The 'micro-efficacies' would have a different focus each year for instance DEIA & Access, Currency & Demand, and Outcomes. This allows for focused, campus-wide professional development and the opportunity to utilize in-service days. The concept replaces efficacy ratings with a peer support format and shifts narrowly focused and punitive culture to a reflective, supportive culture focused on continuous quality improvement.

SPRING 2023 SWOT EFFICACY TIMELINE



Roles & Responsibilities



Planning and Program Review SWOT Efficacy Reports

Year One: Program Overview

A SWOT analysis is a tool for self-reflection. The results should guide program planning and goals, support needs assessment requests, explore outcomes, and encourage growth and innovation.

Micro-efficacies will not be rated by the committee; instead, micro-efficacies will be developed and shared in cross-campus/cross-discipline cohorts so that programs support and learn from each other and share best practices.

2022-2022 SWOT Micro-Efficacy Focus is a Program Overview

The micro-efficacy for year one is an overview of where the department is now. Think broadly about how DIEA/Access, Program Demand & Currency, Productivity & Growth, and Outcomes apply to your program. consider the following:

DEIA/Access

- *Climate & Communication*
- *Service Patterns*
- *Outreach*
- *Mission, Vision, & Values*

Program Demand & Currency

- *Services*
- *Curriculum*
- *Accuracy of Information*
- *Job Market/Job Outs*
- *Awards/Transfer Need*
- *Service Population*
- *Gaps*

Productivity & Growth

- *Student Success Data*
- *Professional Growth*
- *Program Growth*
- *Internal/External Partnerships*
- *Advisory Committees*
- *Strategic Planning*

Outcomes Assessment Analysis

- *Improvements resulting from analysis of program outcomes (SLOs/PLOs, or SAOs as appropriate*
- *ILOs*

Suggested Resources SBVC Data Dashboards *Campus Climate Surveys* *Occupational Outlook Handbook*	*College Planning Documents* *EDD Labor Market San Bernardino County* *CCCCO Datamart*

Please note this list is provided for guidance. Each program at SBVC has unique qualities and concerns. the SWOT analysis is not expected to address every bullet point, nor are departments limited to these bullet points.

For additional assistance see the *Planning and Program Review SWOT Program Efficacy Process FAQs & Examples, ask your cohort mentor or committee chairs.*

Chemistry

Date: 4/11/23

Person Completing this form: Jessy M. Lemieux, PhD

People Consulted: Chemistry Department to be consulted.

Area Description: *Provide a thorough description of the department. Include as applicable; courses, degrees, and certificates offered, educational and student support activities, campus services, and resources (i.e.: equipment, facilities, personnel) within the department. Use sufficient detail for the committee to understand the programs and services in your area and how they benefit the campus and students. Define your terms and use plain language where possible. Suggested length: two or three paragraphs.*

Chemistry is a scientific discipline that studies the composition, properties, and behavior of matter. It plays a vital role in many industries and helps to develop new technologies and products. Learning chemistry is essential for understanding the natural world, making informed decisions about our environment and health, and developing critical thinking and problem-solving skills. It also leads to exciting career opportunities in fields such as chemistry, chemical engineering, and environmental science.

The SBVC Chemistry program is designed to meet the diverse needs of students served by the community college:

Students majoring in Chemistry or related fields who are interested in careers in chemical research, pharmaceuticals, environmental science, and more.

Students majoring in health sciences who need a strong foundation in Chemistry to excel in their respective fields.

Students fulfilling their general education science requirement who desire a thorough understanding of basic chemical concepts and principles.

Courses in the Chemistry Department are taught with a strong emphasis on hands-on laboratory experiences. Our advanced classes provide students with opportunities to use a variety of instruments, enhancing their analytical and problem-solving skills.

Students planning to transfer to a four-year institution will earn an A.S. or A.S-T in chemistry in preparation for a university major in chemistry, biochemistry, or other science fields.

How does the department embody the Mission, Vision, and Values of the College?
Achievement of the Mission, Vision, and Values of the College drive campus planning processes. Provide a thoughtful response that clearly links the work of the department to specific elements of the Mission ,Vision, and Values Suggested length one-two paragraphs

The SBVC Chemistry Department embodies the Mission, Vision, and Values of the College in various ways. It aligns with the mission by providing an innovative and cohesive educational program for a diverse group of students with different needs, such as those majoring in Chemistry or related fields, health sciences, and those fulfilling their general education science requirement. The department's emphasis on hands-on laboratory experiences and continuous improvement of lessons, labs, and curricula helps foster a meaningful learning environment.

In alignment with the college's vision, the Chemistry Department contributes to creating leaders in the fields of chemical research, pharmaceuticals, environmental science, healthcare, and more. By actively participating in local professional groups like ACS and MESA/STEM programs, the department enhances its support services, further promoting social justice and community advocacy.

The department also reflects the college's values through its commitment to diversity, equity, inclusion, and anti-racism by implementing DEIA work into the chemistry curricula, focusing on improving success rates and addressing racial inequities. By continuously working to improve online instruction, the department promotes open access and equitable learning opportunities for all students. Moreover, the department's collaboration with student support services like the strengthened STEM and MESA Programs fosters a positive campus climate and contributes to participatory governance.

SWOT Analysis is an overview of where the department is now. *Suggested length 3 – 5 points per section*

STRENGTHS:
Strengths are internal. Celebrate what the department does well. Include, as applicable, strengths related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate strengths unique to the department.

Our department has a strong core of experienced full-time instructors and full time lab technicians who regularly update lessons, labs, and curricula for improvement.

Our SLOs for second semester classes in the General and Organic sequences involve the administration of the ACS standardized exams.

Our department is active in our local professional group (ACS) and our MESA and STEM programs helping to provide our students with strong support services outside of the classroom. These support services help us to reach our department goals including increasing the number of science, and engineering majors and STEM degrees, increasing students' success in chemistry classes and Improving outcomes and opportunities for chemistry and science students before/during transfer.

WEAKNESSES
Weaknesses are internal. Where can the department improve? Include, as applicable, weaknesses related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate weaknesses unique to the department.

Our success rates could be improved. We did make reductions in class caps in 2019 to try to increase success rates and it has been effective so far resulting in a success rate increase from 58% to 63% from

the 18-19 to 20-21 school years. This needs to continue to improve. There are significant racial inequities in our success rates and changes in curriculum and lesson/lab creation to address this.

Our online instruction on average could improve. Like the rest of the campus, we had to make a sudden shift to significantly more online instruction in the wake of COVID. Our average online teaching experience and abilities in the department are improving but will likely need to further improve through training and experience. Good online instruction is important to access and, thus equity.

OPPORTUNITIES

Opportunities are external. What external factors are creating opportunities for the department: for instance, State or Federal Initiatives, Legal Requirement, Grants, Increased Enrollment, Employment Demand, or Facilities Improvements. Include, as applicable, opportunities related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate opportunities unique to the department.

Recent DEIA work has been undertaken in the Chemistry Dept. and across the Science Division. Science Intro Classes including CHEM 101, have been updated to include important topics that relate to diversity and equity particularly as they relate to the environment and health care. These improvements to our curricula should translate to increased student interest and success.

Many of the students passing through the chemistry program are taking introductory courses such as CHEM 101, 104, and 105 in preparation for nursing and other healthcare fields. The demand for nurses is particularly high right now. California has over 200k job openings for registered nurses alone. We have the opportunity to train many local residents to enter the medical field. Work is also underway in both the Chemistry and Nursing programs to dress inequities in success rates.

The STEM and MESA Programs have merged and are now serving 100% more students than last year. This strengthening of our student support services should help us to reach many of our department goals.

THREATS

Threats are external. What external factors are creating challenges for the department: for instance, State or Federal Initiatives, Legal Requirements, Grants, Decreased Enrollment, Decreased Employment Demand, or Facilities Changes. Include, as applicable, external threats related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate opportunities unique to the department.

What are the threats/challenges to the area? Can the area's strengths and weaknesses address threats/challenges? What other types of planning/needs can address threats/challenges?

The shortage of nurses is previously mentioned is in large part due to many leaving the field due to burn out. This problem could lead to lowered interest in the field.

The move to online for the last couple years has been a difficult adjustment for the Department. It is difficult to craft reliable online assessments and as we have returned, many faculty have noticed that students struggle to demonstrate in-person knowledge that they might seem to have based on some online assessments. Success rates slightly increased last year from 61% to 63% but we are expecting to have to work and get creative to maintain it as students return to in-person courses and assessments.

Goals and Planning

List below the department's 5-year goals and the action steps the department will take to achieve those goals. How can department planning utilize strengths and opportunities to mitigate weaknesses and threats? Planning goals will be updated annually. Suggested length 3-5 planning goals

Improving student success. The success rate is increasing but we would like to increase it further. Recent issues include students enrolling in too many units, students not understanding the time required or not having the appropriate study skills to succeed in Chemistry, and too few workshop facilitators. The new STEM/MESA program will help a lot with this.

Acquiring resources to ensure rigor of curriculum. Laboratory-based instruction is necessary to ensure quality training for science students, most of whom transfer to 4-year institutions. This laboratory preparation requires both human and financial resources. Challenges include price increases for chemicals/supplies, aging/outdated instrumentation, individual lab drawers for hundreds of students, proper ventilation for fume hoods, and enough personnel to manage experimental setups for > 50 labs/week (Mon – Sat).

Further integrating DEIA into our program. We have begun work on this by changing the CHEM 101 COR to include units on chemistry and society, environmental justice, and healthcare inequities to directly build DEIA into our introductory chemistry class that constitutes most of our FTES and written now labs and assignments to cover these topics. We are working to improve these instructional resources and expand this work to general chemistry in the future.

TOASTS: (Triumphs, Outcomes, Analysis, Spotlight, Training, Share) *Share something great about your program. It can be a success story, an innovation, cause and effect, observation, or anything. Celebrate your program. Suggested length 1-3 TOASTS*

Triumph: The Chemistry Department at SBVC has a strong core of experienced full-time instructors and lab technicians who are dedicated to continuously updating lessons, labs, and curricula for improvement. This dedication to excellence has contributed to the department's success in providing students with a comprehensive and hands-on educational experience, preparing them for careers in chemical research, pharmaceuticals, environmental science, healthcare, and more.

Outcomes: The department's recent focus on DEIA work has led to significant updates in the Chemistry curricula, which now includes diversity and equity-related topics, particularly in relation to the environment and healthcare. These improvements are expected to increase student interest, engagement, and success rates, while addressing inequities and fostering a more inclusive learning environment.

Innovation: The Chemistry Department has effectively collaborated with local professional groups like ACS and MESA/STEM programs to provide strong support services outside the classroom. The recent merger of STEM and MESA Programs has strengthened these services, resulting in a 100% increase in the number of students served. This collaboration and innovation have played a crucial role in helping the department reach its goals of increasing the number of science and engineering majors, STEM degrees, and student success rates in chemistry classes.

Attestations (as applicable)

All Programs

Y/N - Outcomes (SLOs, PLOs, or SAOs) are regularly assessed as per the Outcomes Handbook.

Instructional Programs

Y/N - Curriculum is current.

CTE Programs

Y/N - There is a continuing demand for the program.

Y/N - Program quality meets industry standards.

If the program responded “No” to any of the above questions, provide an outline of how the program will improve in those areas.

Submitted By: Jessy M. Lemieux

List of faculty, classified professionals, and administrators consulted during the preparation of this report.

First Year Experience Program **Date: 4/20/23**

Person Completing this form:

Area Description: *Provide a thorough description of the department. Include as applicable; courses, degrees, and certificates offered, educational and student support activities, campus services, and resources (i.e.: equipment, facilities, personnel) within the department. Use sufficient detail for the committee to understand the programs and services in your area and how they benefit the campus and students. Define your terms and use plain language where possible. Suggested length: two or three paragraphs.*

The First year Experience Program (FYE) is designed to successfully transition and provide support to incoming college students. FYE service a diverse student population which include:

Incoming part-time students who will enroll in fewer than 12 units during the Fall and Spring semester.

Re-entry students (individuals who have completed some college credits and have been removed from college 3 or more years since completing those credits, and are returning to continue their education or career pursuits)

Adult education students who have completed their GED or are looking to attend community college to further their education and career.

The FYE Program consists of Carmen Rodriguez, Dean of Student Equity, Sharaf Williams, Associate Dean, Dominique Johnson, Full-time Counselor, Marie Fierro, Part-time counselor, and a Student Services Coordinator.

The role of the counselor is to:

Foster a connection with the students through regular communication via face-to-face, phone, or online video to learn about who they are, their goals, and needs.

Meet with students and develop educational plans which outline the necessary courses students must complete to qualify for a certificate, associate degree, or transfer to another institution based on the student's educational goals.

Provide referrals to on and off campus support services based on the student's identified needs, both academic and personal, to promote well rounded students.

Guide and support the student in navigating the college system (registering for courses, understating the matriculation process, using learning management system (LMS), and other components to help students acclimate to the college culture.

Track and maintain student records, such as counseling appointments, course grades, matriculation completion, enrollment units,

Teaches Student Development (SDEV) 001 – Orientation to College in the fall and spring semester. The course introduces students to college culture, including academic policies and procedures. To assist in a smooth transition to college, students identify college success strategies and campus resources that will support them in making a connection to the campus, a key component to success.

The role of the Student Services Coordinator is to:

Review students' application/interest in the program and funnel eligible students to the counselor for the intake process.

Maintain the FYE website and Canvas Shell which keeps student in our program up to date with information pertinent to the program as well as the college.

Develop flyers and other materials for distribution throughout the college and community.

Assist students with scheduling appointments with the counselor.

Check students in for their appointments.

Track student data.

To assist students with the economic and challenges adapting to college that many students face, the FYE program the following benefits:

First Year Experience Team Dedicated to their Success.

Specialized Academic Counseling in Person and Virtually. Students are required to complete two counseling appointments per semester.

Priority Registration Date (B) which allows students to register for courses on the fourth day of registration.

Orientation Specially Designed for FYE Students to Enhance their Transition into SBVC

Free Textbooks for their Courses

Chromebook/Hotspot available in the library (first come first served)

Orientation to College Course (SDEV 001) Designed to Introduce Students to College

Special Events for FYE Students

Workshops designed to enrich their exposure and experience to higher education

Graduation Sash upon completion of their major

The dedicated support and resources offered through the program are designed 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.

How does the department embody the Mission, Vision, and Values of the College?
Achievement of the Mission, Vision, and Values of the College drive campus planning processes. Provide a thoughtful response that clearly links the work of the department to specific elements of the Mission ,Vision, and Values Suggested length one-two paragraphs

The FYE Program does recognize the same values as the Valley mission statement. We do support the culturally diverse community of learners and foster an environment of meaningful learning. We work to provide students with the skills and mindset of continuous self-improvement and growth through counseling services, workshops, and classroom curriculum. Just like our diverse students, our staff seeks

to improve the program through continuous participation in professional conferences/workshops/ training (Counseling/Teaching/Administrative) such as:

First Year Experience Conference - The Annual Conference on The First-Year Experience provides an ongoing forum where higher education professionals can share experiences, concerns, and accomplishments related to supporting student learning, development, and success in the first college year. We invite you to be a part of productive collaborations, conversations, and relationships.

Distance Education Training

African American Male Networking Development Summit (A2MEND) - The African American Male Education Network and Development (A^2MEND) organization is a 501(c)(3) nonprofit led by African American male educators who utilize their scholarly and professional expertise to foster institutional change within California's community college system to increase success of African American male students.

Umoja Conference - The Umoja XIX Conference theme invites participants to engage in a critical dialogue about the challenges that impact African American students attuned and the legacy of the African Diaspora. At the Umoja XV Conference, students, partner institutions, and other stakeholders will be actively engaged in exploring solutions that ensure student success for African Americans.

The conference will feature empowering speakers, culturally relevant discussions, and networking opportunities for more than 1,200 attendees. Attendees will explore our intersectional identities and strategize to bring the change our communities need.

Monthly team meetings.

Needs Assessment., and

Program Review

<u>Values</u>

Diversity, Equity, Inclusion, and Anti-Racism: We welcome and embrace diversity at Valley College and continue to do so in the students served in our First Year Experience program. Our community of learners comes from diverse backgrounds with varying skills and life experiences. We accept re-entry (students who have taken college coursework and have taken a number of years away from education), first time, and adult education students. These students may have some experience in college from many years prior, and/or are looking for support and guidance navigating systems that are not familiar or completely foreign. We are grateful for the opportunity to serve and engage in helping students gain autonomy to make decisions that are best for themselves and their families for their future.

Below are the demographics from 2018 – 2019 compared to campus wide during that year.

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%

Our program is one of the few specialized programs on campus that accept part-time (less than 12 units) enrolled students, without having to have a reduced course load from a counselor due to assessed and identified learning impairments requiring accommodations. This allows us to serve a large study body population that is underserved and may not qualify elsewhere. Additionally, this part time option allows students the flexibility and opportunity to enroll in the appropriate units that meets their individual and life circumstances (full-time employment, parent, etc.).

Student Success

We provide workshops such as financial literacy, resume writing, study skills, and time management. These workshops are intended to provide students with information and skill development that is applicable to the academic and professional environment.

Students also participate in SDEV-001 Orientation to College. This class introduces students to college culture, including academic policies and procedures. To assist in a smooth transition to college, students will identify college success strategies and campus resources that will support them in making a connection to the campus, a key component to success.

Open Access:

The FYE program is in the process of hiring another counselor for the program. This counselor will be able to provide the services and duties while also offering evening counseling availability for our students who are unable to meet with a counselor in the day. This will provide additional options for students who meet the counseling requirements who may have had challenges doing so in the morning or early afternoon.

SWOT Analysis is an overview of where the department is now. *Suggested length 3 – 5 points per section*

STRENGTHS:
Strengths are internal. Celebrate what the department does well. Include, as applicable, strengths related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate strengths unique to the department.

Dedicated counseling to students in the program. This includes development of education plans tailored to the student intended goals and timeframe. Regular communication from the counselor checking in with each student to determine what support and guidance is needed. Regular updates regarding program requirements, college updates/news, and on and off campus resources.

Flexibility of funding through California College Promise (AB 19 & AB 2) for different programs under the First Year Experience Department. Funds may be used to waive some or all the tuition fees for full-time students for up to two years. The funds can be allocated for other forms of direct or indirect aid to students allowing the FYE program to provide services and resources across the board to serve the students various needs.

Cross department support. Our other program under our department are able and do provide great support to one another. We promote, attend each other's events, step in and help with other programs, when necessary, provide ideas and recommendations in our departmental meetings.

Success Rates for 2016 -2017 and 2017 - 2018 compared to the campus at large were very close to but off two and three percent respectively. However, in 2018-2019 the success rate was four percent higher than the campus success rate during that year.

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%

WEAKNESSES

Weaknesses are internal. Where can the department improve? Include, as applicable, weaknesses related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate weaknesses unique to the department.

Need to look at performance rates success/ retention/ completion rates to see if it is a strength or weakness.

Lack of classified support and coordinator from 2018 – 19 until end of 2023. This put a lot of work on the prior counselor at that time the FYE students were following a cohort model and that split the time to coordinate with English, math, and political science instructional faculty and counsel students.

OPPORTUNITIES

Opportunities are external. What external factors are creating opportunities for the department: for instance, State or Federal Initiatives, Legal Requirement, Grants, Increased Enrollment, Employment Demand, or Facilities Improvements. Include, as applicable, opportunities related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate opportunities unique to the department.

Funding is available to serve students who may not meet the requirements of other specialized programs on campus that make up a large population of the student body. These would include part-time students.

This targeted population could lead to increased enrollment in the FYE program. A report is currently being run to determine what population of the college are reentry students with fewer than 18 completed college units, and how many part time students are enrolled at the college.

Examining other program models that work for our program. This could be the use of a cohort model or not.

Continue to build relationships with and advertise our program to the Adult Education Schools in the San Bernardino area to increase enrollment of that student population in our program.

Collaborate with Adult Education program at Valley to create activities that would introduce FYE to potential students as they are attending Adult Ed.

Use funding to hire a Student Services Coordinator

Use adjunct counselors in our department who work evening to assist with providing evening counseling.

THREATS

Threats are external. What external factors are creating challenges for the department: for instance, State or Federal Initiatives, Legal Requirements, Grants, Decreased Enrollment, Decreased Employment Demand, or Facilities Changes. Include, as applicable, external threats related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate opportunities unique to the department.

Decreased Enrollment

The FYE program used a cohort model from 2016-2017 to 2020-2021. AB 705 was written to clarify existing regulations and ensure that students were not placed into remedial courses that may delay or deter their educational progress unless evidence suggests they are highly unlikely to succeed in the college-level course. The bill was enacted in 2018. The cohort model that was used previously had students taking remedial English and math, which was counterintuitive to the bill.

Covid-19 led to a reduction in enrollment across the country. Keeping students engaged in their classes due to being in a predominantly online environment was a challenge for the college and the FYE program.

Not having a dedicated space for our students on campus.

Not offering evening counseling to students who are only able to meet during afternoon or evening hours.

Goals and Planning

List below the department's 5-year goals and the action steps the department will take to achieve those goals. How can department planning utilize strengths and opportunities to mitigate weaknesses and threats? Planning goals will be updated annually. Suggested length 3-5 planning goals

Submit list of all prior and current FYE students to Institutional Research so FYE data can be accessed and analyzed through the Dashboard. This will allow us to pull data such as ethnicity, gender, success rates, retention rates, and other information needed to inform our program planning for future terms.

Action Steps: Compile previous student excel documents by year and send them to Institutional Research.

Target Completion Date: 4/21/2023

Create an FYE code in Colleague so students can automatically be pulled and uploaded into the dashboard by institutional research. Currently students are coded under a different program name.

Action Steps: Work with the dean to request a new code in Colleague to classify incoming FYE students. Request to have access to code future FYE students.

Target Completion Date: 5/2023

Provide students with semester satisfaction surveys to identify student's needs and use that information in planning workshops and services that align with the trends that appear.

Action Steps: Create survey questions to identify the areas we want feedback on. Identify the time in which the survey would be administered. Provide incentives to encourage students to complete the surveys.

Target Completion Date: 4/28/2023

Research other colleges FYE Program to determine strategies and practices that can be incorporated into FYE to improve the program. Schedule tours of other community colleges.
Action Steps: Research community colleges that have a first-year experience or reentry program. Compile a list of colleges we would like to either call or schedule a site visit to learn how their program works and programming practices.

Target Completion Date: Summer 2023

Reassess the program to determine the population we intend to serve. This will lead to a program rebranding.

Action Steps: Meet semi-weekly to discuss change ideas for the program.

Target Completion Date: 5/1/2023

Hire a program coordinator before the end of spring 2023.
Action Steps: Post the position. Interview the candidates. Select the candidate. Hire and complete necessary onboarding steps.

Target Completion Date: 5/31/2023

Hire another counselor and have them fully trained before the end of spring 2023.
Action Steps: Post the position. Interview the candidates. Selected candidate goes through counseling training.

Target Completion Date: Spring 2023

Increase the number of students that participate in FYE that are Adult Reentry.
Action Steps: Work closely with the Adult Education Counselors to create events and workshops, such as open house, application workshops, and financial aid workshops.

Target Completion Date: Summer 2023

Increase persistence rate by 1-2% each year.
Action Steps: Request data from Institutional Research to track ongoing progress.

Target Completion Date: Semesterly

TOASTS: (Triumphs, Outcomes, Analysis, Spotlight, Training, Share) *Share something great about your program. It can be a success story, an innovation, cause and effect, observation, or anything. Celebrate your program. Suggested length 1-3 TOASTS*

We will be hosting an are you event for students who are graduating spring 2023. The event will celebrate the past Valley-Bound, Guardian Scholars, Promise, Dreamers, and FYE who completed their educational goal at Valley College. The FYE students will receive a degree frame and sash for commencement. The event will take place on May 4th.

We have hired a new Student Services Coordinator that will begin working with FYE in May 2023.

We have hired another counselor for FYE who will start in April 2023

Attestations (as applicable)

All Programs

☒Yes ☐No - Outcomes (SLOs, PLOs, or SAOs) are regularly assessed as per the SBVC Outcomes Handbook.

Instructional Programs

☐Yes ☐No - Curriculum is current.

CTE Programs

☐Yes ☐No - There is a continuing demand for the program.

☐Yes ☐No - Program quality meets industry standards.

If the program responded "No" to any of the above questions, provide an outline of how the program will improve in those areas.

Submitted By: Dominique Johnson

List of faculty, classified professionals, and administrators consulted during the preparation of this report.

Sharaf Williams, Associate Dean

Food Services **Date:3/31/2023**

Person Completing this form: Erik Morden

Area Description: *Provide a thorough description of the department. Include as applicable; courses, degrees, and certificates offered, educational and student support activities, campus services, and resources (i.e.: equipment, facilities, personnel) within the department. Use sufficient detail for the committee to understand the programs and services in your area and how they benefit the campus and students. Define your terms and use plain language where possible. Suggested length: two or three paragraphs.*

Food Services is a department under Administrative Services. We play a supportive roll in the educational process by offering students, staff, and faculty the convenience of purchasing food and beverages on campus.. We do not offer instruction; however, we do employ Federal Work-study Students. We offer students the opportunity to learn skills necessary to find employment in the food industry. Our staff currently consists of four classified workers and one manager. The district supports us in the areas of facilities, administration, and maintenance. We rely on self-generated revenues to fund our staff, cost of goods, and supplies.

Our main facility is The Valley Grill Cafeteria. There we serve a variety of snacks and beverages and hot/cold meals prepared to order. We have a Snack bar on the north side of campus that offers only prepackaged snacks and beverages. Unfortunately, it must remain closed until more students demand returns to campus. Prior to the pandemic, we would serve an average of 800 people a day in our Cafeteria and Snack Bar. Currently we are serving about 300.

We also have vending machines with beverages and snacks located throughout campus. This gives students an opportunity to grab quick bite to eat or drink closer to their classroom, 24/7.

Lastly, we cater events ranging from light refreshments to extravagant dinner galas. Most of the events we cater are for the purpose of boosting student enrollment, equity, and success. The food we serve helps entice attendance and participation in said events.

How does the department embody the Mission, Vision, and Values of the College?
Achievement of the Mission, Vision, and Values of the College drive campus planning processes. Provide a thoughtful response that clearly links the work of the department to specific elements of the Mission ,Vision, and Values Suggested length one-two paragraphs

Our focus is to serve in a consistent, reasonable, and equitable manner. We provide Students convenient food and beverage options without having to leave Campus. Our Dining Hall serves as one of the only indoor spaces on campus where students can gather to socialize, network, and take a break to eat. We provide a non-instructional safe space where our diverse campus population can collegially network and connect and all students feel welcome.

We strengthen student retention and success by enhancing the on-campus experience. We aim to be accessible to all by offering products and services that are familiar to all and ensuring that staffing closely mirrors that of our diverse campus population.

We also partner with Campus Programs to ensure that Basic Needs are not a barrier to student success. Food insecurity is a vital component of the basic needs, and we are uniquely positioned on campus to assist in that cause.

SWOT Analysis is an overview of where the department is now. *Suggested length 3 – 5 points per section*

STRENGTHS:
Strengths are internal. Celebrate what the department does well. Include, as applicable, strengths related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate strengths unique to the department.

We have a diverse staff of permanent, hourly and student employees that closely mirrors the Campus population.

We have a track record of adapting our cafeteria/catering menu and products to respond to the latest trends. Including those that are responsive and sensitive to the needs of our diverse population.

We just installed two Digital Menu Displays that allows us to change the Menu quicker and cheaper than with posterboard displays. We can also pop in daily specials to try new items.

We also have the ability to update changes to our menus and information to the campus website. This allows us to easily change our catering options with ease.

WEAKNESSES
Weaknesses are internal. Where can the department improve? Include, as applicable, weaknesses related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate weaknesses unique to the department.

We are critically short staffed. Two pre-pandemic positions on indefinite hold. We are having trouble finding hourly substitutes and student employees. This makes it more difficult to serve a diverse array of menu options for our students. We cannot open our usual range of hours or the Snack Bar which can impact students inequitably.

Being an Institutional District Cafeteria has its challenges when compared to a private for-profit operation. It is more difficult to respond quickly and adapt to changes. We have a fixed unionized staff that has structured schedules and duties, rather than at-will hourly staff with flex schedules. Student workers can not be consistently relied upon. We do not always have the flexibility to shift resources

where needed as we must adhere to strict budgetary policies. We must have rigid purchasing guidelines and procedures. We have to make the bulk of our purchases from narrow selection of pre-determined vendors. We cannot instantaneously purchase any product from any vendor as we deem necessary.

We depend on revenues from our operations to fund our department. Everything we do must be viewed from a lens of financial feasibility. There is a lot of areas we would like to improve for the sake of the students, but we simply cannot afford to. The pandemic has only made this situation more precarious.

Our Online Cafeteria Quality Survey is rarely used by the students. It is difficult to find out what students want, and areas we can improve. Our best source of data comes from sales volume and customer counts, Sometimes the only way to find out what works is by trial and error. Some of the products we have launched did not sell well (Items such as Mexican bottled sodas), while others soared into popularity (Like our Carne Asada Fries).

As diverse as we are, we pale in comparison to the amount of diversity found around the globe. The world is rich with emerging cuisine diversity that our staff make up can never truly match. We will inevitably be task with making food from places we do not represent and/or are not familiar with. Making cuisines from cultures that we do not represent can be challenging.

OPPORTUNITIES

Opportunities are external. What external factors are creating opportunities for the department: for instance, State or Federal Initiatives, Legal Requirement, Grants, Increased Enrollment, Employment Demand, or Facilities Improvements. Include, as applicable, opportunities related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate opportunities unique to the department.

Being responsive to the needs of and sensitivities of our diverse population of customers is not only correct from a moral and ethical standpoint, it also makes business sense, as it attracts more sales and drives up revenue.

There is a renewed charge to champion Diversity, Equity, Inclusion, and Anti-Racism (DEIA) throughout the campus community. This will allow us to foster partnerships from others as we work in tandem to achieve a DEIA Framework on campus in ways not possible in the past. For example, we can partner to provide food and beverage to the many meetings, symposiums, and cultural celebrations that align with this work.

There is also a renewed charge in the Campus Community to address the “Basic Needs” of our student population. The Food Service Department is well positioned to play a critical role in this area. We will partner with campus departments to do work such as Voucher Programs, CALFresh EBT Acceptance in our Cafeteria, Catering Meals, Food Bank Assistance, Meal Plans, and so on.

Partnering with Marketing department yielded the creation of a Food Service Facebook and Instagram Page. Work is ongoing to add content. Next, we are going to work with marketing to create an updated website similar to that of the sunroom.

The pandemic caused major disruptions in our department. As problematic as these disruptions were, they now allow us to re-invent ourselves and reimagine ourselves in ways that would not have been possible before. As the saying goes, “never let a good crisis go to waste.” The goal is not to go back to business as usual, but to grow back better.

THREATS

Threats are external. What external factors are creating challenges for the department: for instance, State or Federal Initiatives, Legal Requirements, Grants, Decreased Enrollment, Decreased Employment Demand, or Facilities Changes. Include, as applicable, external threats related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate opportunities unique to the department.

The Food Service department was deeply impacted by the COVID 19 Pandemic. The lingering effects of this are still ongoing. The amount of student traffic on campus is drastically diminished and will likely not recover for years. This will likely lead to fund deficits. This distraction will hamper our ability to make changes deemed financially risky. Such as launching menu items and products that but may not generate enough revenue to cover the cost. Or opening additional hours to benefit select student populations, but uncertain of the additional expense.

Food safety is paramount. Any changes we make to our menu, or services, must be done safely. The problem with having a wide range of menu options is that there are more opportunities for foodborne illness to occur. The more ingredients to keep fresh, the more utensils and equipment to clean, and the more training required for new recipes and processes, the more likely mishaps will occur. Making a wide range of items available with common ingredients and existing equipment/processes is crucial to maintaining safety. This means that some items may not be feasible as a fixture on our main Menu, However, they may be perfect as a daily special or as a catering option.

There are important yet sometimes competing interests that threaten to cancel each other out. For example, we also have a goal of being environmentally sustainable. There may be a desired menu items or products that would be problematic to sustainability. For example, a product requiring a new line of bulky plastic containers. We would have to consider if it is still worth it, or if we can find work arounds. Ideally, menu changes should work within our existing footprint or help decrease it further. Sometimes we have to make a trade-off.

It is crucial to do more than just research Recipes from other cultures. Understanding cultural appropriations is just as important as recreating food the justice. Failure to do so can be embarrassing to us, but even worse, can led to Micro-aggressions and/or perceived feelings of marginalization among certain student populations.

Goals and Planning

List below the department's 5-year goals and the action steps the department will take to achieve those goals. How can department planning utilize strengths and opportunities to mitigate weaknesses and threats? Planning goals will be updated annually. Suggested length 3-5 planning goals

Overcome Challenges brought on by Pandemic.

Stay current with all Pandemic Guidelines. Allow flexibility in staff scheduling to maximize productivity. Make robust use of student/short-term employees when possible. Be available with Hours of Operation that reflect student demand as campus gradually reopens. Offer menu items and services that are equal or better in value to surrounding competitors. Provide innovative catering solutions that allow for events to flourish on campus. Partner with programs that offer Cafeteria Vouchers to their students. See "Diversify Revenue Streams below for more.

Take incremental actions to improve Cafeteria image. (Ex re-facing service line, rearranging service stations, painting, signage, Rebranding and Marketing)

Updated cafeteria and catering menus for the 2021 calendar year. Coordinated efforts to ensure COVID Guidelines were met in Dining Hall, Cafeteria Service Lines, and Catering Set-ups. Digital Menu Displays are slated for installation in coming months. Further remodeling plans and replacement of aging equipment are on hold pending return-to-campus uncertainties.

Complete a thorough Menu Analysis with focus on Food/Labor cost, Sales Price, and Sales Volume for use in future strategic planning.

Sales data analysis currently in progress. Recipe Cards are near completion for entire menu. Food Cost analysis completed in prior to reponing which led to broad price increases across entire menu.

Diversify Revenue Streams

Partner with programs addressing food insecurity on campus, Develop Pre-Paid Meals Plans for Students and Staff. Expand Catering to Community Partners, SBCCD District Offices, and Crafton Hills College.

TOASTS: (Triumphs, Outcomes, Analysis, Spotlight, Training, Share) *Share something great about your program. It can be a success story, an innovation, cause and effect, observation, or anything. Celebrate your program. Suggested length 1-3 TOASTS*

We persist! We went from a bustling operation struggling to keep up with the demand of record-breaking enrollment and campus engagement, to a collection of distant employees grateful to be safe at home during the uncertainty of the Pandemic. We found ourselves struggling to find purpose and role in the off-campus community paradigm that seemed to be the new normal for the foreseeable future. We submersed ourselves in online trainings and zoom meetings hoping to hold on to our connection to the campus at large. We fought for any opportunity to return to campus and prove ourselves "essential". We partnered with the Valley 360 to store and serve meals to students suffering from the food insecurities. We lost half of our already small staff through attrition, which was good news for our budget, but left us having to prioritize how to best return to campus with limited human capital. We developed a return-to-campus plan that allowed us to return safely, even as pandemic uncertainty was still high.

As the campus gradually returns, we have worked diligently to meet fledging demand that rises in an unpredictable manner. We now see a path forward. Were we no longer questioning whether we can play a meaningful role in fulfilling the Campus Mission, Vision, and Values. It is now up to us to achieve success, and sustain our department, as a viable and integral part of the campus community.

Attestations (as applicable)

All Programs

☒Yes ☐No - Outcomes (SLOs, PLOs, or SAOs) are regularly assessed as per the SBVC Outcomes Handbook.

Instructional Programs

☐Yes ☒No - Curriculum is current.

CTE Programs

☐Yes ☐No - There is a continuing demand for the program.

☐Yes ☐No - Program quality meets industry standards.

If the program responded “No” to any of the above questions, provide an outline of how the program will improve in those areas.

Submitted By: Erik Morden

List of faculty, classified professionals, and administrators consulted during the preparation of this report.

Erik Morden

Heavy/medium Duty Truck **Date: 3/30/2023**

Person Completing this form:

Area Description: *Provide a thorough description of the department. Include as applicable; courses, degrees, and certificates offered, educational and student support activities, campus services, and resources (i.e.: equipment, facilities, personnel) within the department. Use sufficient detail for the committee to understand the programs and services in your area and how they benefit the campus and students. Define your terms and use plain language where possible. Suggested length: two or three paragraphs.*

SBVC has the only heavy truck program within 100 miles within the Inland Empire that offers certificates and associate degree for Heavy/Medium Duty Truck Transportation.

AS Degree in Heavy /Medium Duty Truck Technology

HMDT / Medium Duty Technology Certificate

Heavy/Medium Duty Clean Vehicle Technology Certificate

Heavy/Medium Duty Truck Engine and Fuel Injection Technology Certificate

Classes are offered in the early morning from (7:30am to 11:30am), late afternoon, (2:30pm to 5:30pm) and evenings (6:00pm to 9:00pm). Students can attend classes during the day if they work at night and those that work at night can come to classes in the daytime hours. The HMDT department rotates its classes every semester to allow students to graduate. A class is scheduled during the fall and spring semesters to fulfill a memorandum of undersanding (MOU) with the San Bernardino City Schools administration. A brochure is available for students with a guided pathway of courses to help our students enroll into the college.

The HMDT facility is located one block off campus which provides easy access for the class 8 trucks and trailers that are used in the lab and classroom setting.

The advisory committee consists of company partners that employ the students. Example: OMNI Trans has an internship for students to apply. Those that are accepted will have an opportunity to work and come to school.

The HMDT Department surveys its continuing students on their work schedule to help in the scheduling of classes to best assist the students that work for a living.

In 2022 the HMDT department has updated the curriculum in all classes.

How does the department embody the Mission, Vision, and Values of the College?
Achievement of the Mission, Vision, and Values of the College drive campus planning processes. Provide

a thoughtful response that clearly links the work of the department to specific elements of the Mission ,Vision, and Values Suggested length one-two paragraphs

The department does recognize the same values as the mission statement. We do support the culturally diverse community of learners and foster an environment of meaningful learning for students and the community. Through offering certificates, skill building courses and an opportunity for personal and professional enrichment we strive to be the program of choice within the Inland Empire. Quality education and training supports students in improving their lives and the lives of their families, while uplifting the community.

There is emphasis on desired diversity in the classroom, because the essence of teamwork is to pool varieties of expertise. By providing multiple ways of learning such as through discussion, technological skills, reading, writing and leadership roles, and hands -on activities like procedures in doing the brakes on a truck, leads to a diversity of expertise and interests which is beneficial because it increases the richness of knowledge available. Students learn from others in research and activities.

SWOT Analysis is an overview of where the department is now. *Suggested length 3 – 5 points per section*

STRENGTHS:
Strengths are internal. Celebrate what the department does well. Include, as applicable, strengths related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate strengths unique to the department.

The strengths of the Heavy/Medium Duty Truck Technology program offer students high technology training and skills that may be utilized for immediate employment after certificate completion. The HMDT advisory committee is the professional network that supports the skills students need which include creativity, persuasion, adaptability, and time management.

Award counts by Academic Program have shown that the most popular certificate is the Heavy/Medium -Duty Truck Technology certificate. “Awards by Terms” from 2021sm to 2022sp show the return of students from the 2019 has 2 completers; in 2021sm to 7 completers in 2021f there were 22 students completing in 2022sp. Returning students understand that education is knowledge and knowledge is the start of a good career. The department is working on increasing the female student count by joining organizations like” Women Automotive Technology” (WAT) for more exposure to the industry.

WEAKNESSES
Weaknesses are internal. Where can the department improve? Include, as applicable, weaknesses related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate weaknesses unique to the department.

For the most part, PR will not want to see all the data charts; instead, they will want a concise addressing of the key issues those charts might raise. For example:

Female students are underrepresented (increasing the female student count by joining organizations like" Women Automotive Technology" WAT for more exposure to the industry is part of your planning)

There is Low enrollment in new Clean Energy Certificate program. The department is working with marketing department to find ways to raise enrollment in the program.

The department needs another full-time instructor, as the technology is moving into a new era of battery electric vehicles (BEV)

OPPORTUNITIES

Opportunities are external. What external factors are creating opportunities for the department: for instance, State or Federal Initiatives, Legal Requirement, Grants, Increased Enrollment, Employment Demand, or Facilities Improvements. Include, as applicable, opportunities related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate opportunities unique to the department.

The department is approved for $1.5 million in grant money to purchase trucks for the alternative fuel classes.

HMDT has received about $250,000 from the SBVC District for purchase of new training modules.

The HMDT department is adding a new AS Degree for clean vehicle technology.

HMDT department has met with local High schools (Pacific High School) to articulate courses that would account for students earning credits toward a certificate and possible employment within the industry.

THREATS

Threats are external. What external factors are creating challenges for the department: for instance, State or Federal Initiatives, Legal Requirements, Grants, Decreased Enrollment, Decreased Employment Demand, or Facilities Changes. Include, as applicable, external threats related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate opportunities unique to the department.

The college is going through a very extensive construction.

Also, the department is limited to one full time faculty and there are classes that will not be taught within a reasonable time period to allow students to graduate and search for employment.

There is a possibility of students dropping out of courses and not continuing their education due to the department cannot support the demand of the industry nor the community.

Goals and Planning

List below the department's 5-year goals and the action steps the department will take to achieve those goals. How can department planning utilize strengths and opportunities to mitigate weaknesses and threats? Planning goals will be updated annually. Suggested length 3-5 planning goals

Department Goals:

Bring the classroom and labs facility to acceptable standards for an instructional facility.

Update the facility to standards which include lighting, tooling and outdoor lab coverage to protect from the elements

Expand customized not-for-credit training for incumbent workers.

Support students to achieve an AS degree as the completers receive certificates to get a career job and supporting their families.

Broaden the Industry Advisory Board membership pool.

Update training equipment to teach 2024-28 GHG (Green House Gases) emmission standards for Heavy Duty Truck program

TOASTS: (Triumphs, Outcomes, Analysis, Spotlight, Training, Share) *Share something great about your program. It can be a success story, an innovation, cause and effect, observation, or anything. Celebrate your program. Suggested length 1-3 TOASTS*

The Battery Electric Vehicle (BEV) classes have been added to the curriculum and updated with new test components purchased with the Volvo lights Grant ($250,000) so students will have the ability to build electrical circuits and test the circuits as per industry standards.

The donation of a 2012 Freightliner, and a 2010 Volvo has made it possible for the HMDT department to create training modules used for the brakes and suspension classes, The 2010 and the 2012 trucks are also in all of the HMDT classes to include emission and maintenance courses.

The Perkins fund has been very helpful in purchasing the latest up to date equipment and tooling for students to acquire the latest information within the industry. The HMDT department has partnering with local businesses that are also on the Advisory board. The partnership with local businesses is very important for the existence of the program. When Perkins funding is spent every year or when it ends support for the program, the Department will look toward these partnerships for additional support to continue training at the College.

Attestations(asapplicable)
All Programs

☒Yes ☐No - Outcomes (SLOs, PLOs, or SAOs) are regularly assessed as per the SBVC Outcomes Handbook.

Instructional Programs

☒Yes ☐No - Curriculum is current.

CTE Programs

☒Yes ☐No - There is a continuing demand for the program.

☒Yes ☐No - Program quality meets industry standards.

If the program responded “No” to any of the above questions, provide an outline of how the program will improve in those areas.

Submitted By: Berchman Kent Melancon

List of faculty, classified professionals, and administrators consulted during the preparation of this report.

Program Review team 1

Planning and Program Review SWOT Efficacy
Year One: Program Overview

A SWOT analysis is a tool for self-reflection. The results should guide program planning and goals, support needs assessment requests, explore outcomes, and encourage growth and innovation.

Micro-efficacies will not be rated by the committee; instead, micro-efficacies will be developed and shared in cross-campus/cross-discipline cohorts so that programs support and learn from each other and share best practices.

2022-2022 SWOT Micro-Efficacy Focus is a Program Overview

The micro-efficacy for year one is an overview of where the department is now. Think broadly about how DIEA/Access, Program Demand & Currency, Productivity & Growth, and Outcomes apply to your program. consider the following:

DEIA/Access
- *Climate & Communication*
- *Service Patterns*
- *Outreach*
- *Mission, Vision, & Values*

Program Demand & Currency
- *Services*
- *Curriculum*
- *Accuracy of Information*
- *Job Market/Job Outs*
- *Awards/Transfer Need*
- *Service Population*
- *Gaps*

Productivity & Growth
- *Student Success Data*
- *Professional Growth*
- *Program Growth*
- *Internal/External Partnerships*
- *Advisory Committees*
- *Strategic Planning*

Outcomes Assessment Analysis
- *Improvements resulting from analysis of program outcomes (SLOs/PLOs, or SAOs as appropriate*
- *ILOs*

Suggested Resources	
• SBVC Data Dashboards • *Campus Climate Surveys* • *Occupational Outlook Handbook*	• *College Planning Documents* • *EDD Labor Market San Bernardino County* • *CCCCO Datamart*

Please note this list is provided for guidance. Each program at SBVC has unique qualities and concerns. the SWOT analysis is not expected to address every bullet point, nor are departments limited to these bullet points.

For additional assistance see the *Planning and Program Review SWOT Program Efficacy Process FAQs & Examples, ask your cohort mentor or committee chairs.*

Human Services Department

Date: 4/7/2023

Person Completing this form: Melinda Moneymaker – Human Services Department Chair

Area Description: *Provide a thorough description of the department. Include as applicable; courses, degrees, and certificates offered, educational and student support activities, campus services, and resources (i.e.: equipment, facilities, personnel) within the department. Use sufficient detail for the committee to understand the programs and services in your area and how they benefit the campus and students. Define your terms and use plain language where possible. Suggested length: two or three paragraphs.*

The Human Services department currently offers three certificates and an AA degree. Students in the program can earn a certificate of achievement in human services, case management and addiction studies leading them to entry level jobs in the fields of Social Service, Human Service and Behavioral Health fields. In addition, students can also earn an AA Degree in Human Services.

The Addiction studies certificate is based on the research done by Substance Abuse and Mental Health Services Administration, SAMHSA, Tap 21 competencies and is accredited by the California Association of Drug and Alcohol Educators, CAADE. Students earning this certificate will be eligible to complete the state process of full credentialling which includes a state exam administered by one of three credentialling agencies underneath the Department of Health Care Services, DHCS. The courses in this certificate align with C-ID state academic senate standards for curriculum.

All certificates include internship and work experience giving students hands-on experience at an agency site in the community. Currently we partner with over 40 community agencies in both San Bernardino and Riverside counties who provide volunteer, internship, and employment opportunities for students. The human services department also sponsors a club on campus that provides students with mentorship and leadership, cultivating relationships with other students, alumni, and faculty while engaging in on campus activities and community volunteer opportunities.

How does the department embody the Mission, Vision, and Values of the College?
Achievement of the Mission, Vision, and Values of the College drive campus planning processes. Provide a thoughtful response that clearly links the work of the department to specific elements of the Mission ,Vision, and Values Suggested length one-two paragraphs

Mission:

The human services department provides programs to support a community of diverse students providing the highest industry and academic standards of applicable skills, foundational learning, hands on learning, access to career advancement, volunteer and community services, and academic transfer opportunities in the fields of social service, human service, and behavioral health related services.

Vision

To build a stronger community by joining together with our agency and community partners to provide the highest quality of education in para-professional occupations that provide services to meet the needs of the under-served and marginalized populations. Vocational certificates in human services, case management and addiction studies provide access and opportunity for students in the program to

volunteer, find fieldwork placement and gain employment. The opportunity for academic and career advancement with social work and human service degree can be the start of a career path in health, education, community organization and many other related fields where the next generation will carry the torch.

Values

Focusing on equity and access for all students from diverse backgrounds, marginalized populations, many whom have lived experience in areas they will now be assisting others in to improve their quality of life.

Being of service to others by having a solid educational foundation, the highest of ethical and professional concern and responsibility, and always with empathy and compassion for all.

Founders Quote: 1979 “Helping People to Help Themselves”

SWOT Analysis is an overview of where the department is now. *Suggested length 3 – 5 points per*

Enrollment has increased for the past few semesters since COVID pandemic.

More classes are returning to hybrid or on-campus format

New A-TT degree in Social Work and Human Services

New collaborative to work with non-credit mini certificate Community Street Outreach and Prevention

New collaborative to work with Regional Community Health and Social Services Apprenticeship Committee

WEAKNESSES

Weaknesses are internal. Where can the department improve? Include, as applicable, weaknesses related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate weaknesses unique to the department.

Our graduates from combined certificates in Fall of 2019 was on average 30-50 per year

Starting Spring 2020 we saw a drop in certificate completion in part due to social service agencies shutting down.

Our program was 92% on campus face to face instruction prior to Spring 2020. This provided the backdrop for decrease in enrollment, students who dropped out of the program and a decrease in section offerings.

Getting students to show up for on-campus classes has been a struggle.

OPPORTUNITIES

Opportunities are external. What external factors are creating opportunities for the department: for instance, State or Federal Initiatives, Legal Requirement, Grants, Increased Enrollment, Employment Demand, or Facilities Improvements. Include, as applicable, opportunities related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate opportunities unique to the department.

An *unfortunate opportunity* is that social services, mental and behavioral health have seen an increase in the amount of people in need. The community has seen an increase in those experiencing home or food insecurities, domestic violence, substance abuse, loss of employment, and other health and domestic insecurities has increased the need for human service, case managers, and addiction counselors and workers at every level.

An opportunity to collaborate with new agencies and community partners to meet the needs in the community. (Examples: the regional apprenticeship program with project launch, the development of our Social Work and Human Service A-TT degree)

Employment opportunities for our students in the program.

Training in DE for our department, the use of different modalities of teaching and reaching additional students through on-line opportunities.

The use of professional experts that assist the department with outreach to high schools, community partners, and perspective student recruitment opportunities.

Articulation agreements with Cajon High School, Cal State Fullerton and Cal Poly Pomona.

Strong Workforce Funding to assist with outreach events, trainings to faculty and students, and other efforts to create pathways, collaborations, new course and certificates designed to increase enrollment in our department while providing opportunities for students to work where there is a need.

THREATS

Threats are external. What external factors are creating challenges for the department: for instance, State or Federal Initiatives, Legal Requirements, Grants, Decreased Enrollment, Decreased Employment Demand, or Facilities Changes. Include, as applicable, external threats related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate opportunities unique to the department.

Smaller departments like human services are often in threat of losing additional sections due in part to lower enrollment. Our courses are specific to our discipline, and most are not part any general education requirements for a degree.

Dropping caps to provide multiple modalities for students and can affect the efficacy of our program, and perhaps the ability to hire more part-time faculty, which is often the need to assist in the growth of the department.

Goals and Planning

List below the department's 5-year goals and the action steps the department will take to achieve those goals. How can department planning utilize strengths and opportunities to mitigate weaknesses and threats? Planning goals will be updated annually. Suggested length 3-5 planning goals

Complete the two new certificates planned:

Community Street Outreach and Prevention (non-credit)

Social Work and Human Service Assistant (for credit)

Increase sections back to 33 (where it was before pandemic)

Increase part time and full time faculty

Increase opportunities for new community partnerships and collaboratives

TOASTS: (Triumphs, Outcomes, Analysis, Spotlight, Training, Share) *Share something great about your program. It can be a success story, an innovation, cause and effect, observation, or anything. Celebrate your program. Suggested length 1-3 TOASTS*

WE ARE STILL HERE! YAY!

Our certificates may have dropped during pandemic but are now seeing an slight increase in enrollment. Our degrees actually almost doubled during the pandemic.

Our new collaborations and opportunities for students who take these certificates will be a starting point for some, (leading directly to immediate employment), and for others will be the first step in a career pathway to the other certificates and degrees in human services.

The Human Service Club survived and is on the re-build now after years of not being able to meet. This year we participated in community events to distribute food, on campus activities to meet with other clubs and recruit students and assisted in organizing an agency forum and graduation celebration on campus. Also, we have just had a few social events to relax and have fun together.

Attestations (as applicable)

All Programs

☒Yes ☐No - Outcomes (SLOs, PLOs, or SAOs) are regularly assessed as per the SBVC Outcomes Handbook.

Instructional Programs

☒Yes ☐No - Curriculum is current.

CTE Programs

☒Yes ☐No - There is a continuing demand for the program.

☒Yes ☐No - Program quality meets industry standards.

If the program responded “No” to any of the above questions, provide an outline of how the program will improve in those areas.

Submitted By: Melinda Moneymaker

List of faculty: Brandy Nelson full time faculty department of human services.

Library

Date: Spring 2023

Person Completing this form: Patti Wall

People Consulted: Ron Hastings, Ginny Evans-Perry, Maria Notarangelo, Angie Gideon, Claudia Herera, Antonio Monroy, Arnoldo Torres, Quang Pham, Tim Nguyen, Ernest Guillen, Tim Hosford

Area Description: *Provide a thorough description of the department. Include as applicable; courses, degrees, and certificates offered, educational and student support activities, campus services, and resources (i.e.: equipment, facilities, personnel) within the department. Use sufficient detail for the committee to understand the programs and services in your area and how they benefit the campus and students. Define your terms and use plain language where possible. Suggested length: two or three paragraphs.*

The San Bernardino Valley College Library is an essential and necessary service to the campus, students, and staff. Accessibility to services in the physical building total 52 hours a week, plus online Reference (24/7 Chat Reference). The 24/7 Chat Reference is a service the faculty Librarians contribute service time to during the week. It is available to SBVC students throughout the semesters and summer sessions. During the Pandemic, the Library building did not close and was open its regular hours thus providing much-needed student access to circulaating Chromebooks and Hotspots check out which supported students and their ability to successfully complete their online classes during the lockdown. A Textbook Bank, funded by grants, is available for students to use, and the college was notified that by the end of the spring 2023 semester the Books+ Program will conclude. With the end of this free access to electronic textbooks, OER and the Library's involvement will be essential. The SBVC Library building is open Monday – Thursday, 8 am – 7 pm, and Friday, 8 am – 5 pm. Faculty Librarians are available to assist students during those hours, and additionally, online on Saturdays 10 am – 2 pm.

The library provides essential and reliable research materials and services. Scholarly and academic materials including online books and articles; streaming videos (Kanopy and AVON); specialized topic Research Guides; and OneSearch access to all the college and Open Educational Resources. Friendly paraprofessional staff assist students to use the study areas; black & white copiers/printers, and color copiers/printers; physical book collection; and computer labs.

2. MISSION, VISION, and VALUES

The Program's relationship to the **Mission, Vision, and Values** of the college is an essential part of the campus planning and campus accreditation. This section can be updated or carried over from year to year. Suggested Length 1-2 paragraphs.

The San Bernardino Valley College Library actively works toward the collection and displays of antiracist resources and materials and tackles the issue of accessibility for all students, faculty, and staff. The library's display cases highlight books, photos and archival material that support campus and cultural events. Librarians prepare and maintain the electronic Research Guides supporting these events with library and web-based materials that can be checked out and used electronically. Images and posters

are on display that reflects our student population so that they can see themselves positively reflected in the library. The library is intentionally involved with outreach on campus with events. Bookmarks and youth-focused coloring pages created by the students in the Art Department depict our mascot, Blue, studying and using the library. These materials are handed out during events to help engage our students and the community. Library services and resources demonstrate a measurable positive impact on student success rates. Students who use library resources and services have a significantly higher success rate than those who do not. The library fosters a safe and meaningful learning environment that "engages, inspires and informs" and is actively part of the comprehensive services provided by the college.

SWOT Analysis is an overview of where the department is now. *Suggested length 3 – 5 points per section*

STRENGTHS:
Strengths are internal. Celebrate what the department does well. Include, as applicable, strengths related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate strengths unique to the department.

Ethnic Studies collection (campus collaboration)

Emphasis on reflecting the student population with displays and collection development policy viewed with a lens of equity.

Friendly and approachable staff.

Computer availability (Lab and Chromebook checkout). Enough computers in the lab for students.

24/7 Chat Reference

Workshops and Orientations

Embedded librarians (English courses)

One-on-One help.

Study rooms with whiteboards and markers.

Hours of operation, Monday-Thursday, 8-7, Fridays 8-5

Displays of collection, esp. DEIA resources.

Communication with students. Compassionate staff.

Help beyond the call duty.

Clean environment

As consistently revealed in annual data analysis, library services and resources demonstrate a measurable positive impact on student success rates (Pass Rate, Retention and GPA). Students who use library resources and services succeed at significantly higher rates than those who do not. In fact, margins between users and non-users have generally increased over the past few years.

The Library supports the academic programs of SBVC by providing a wide range of learning resources at varying levels of difficulty, with diversity of appeal, and representing differing points of view, to meet the needs of students and instructors. The 40,000 square foot building houses a collection of more than 75,000 volumes and 200,000 eBooks and articles. Students and faculty also have access to numerous full-text research databases. The Library Computer Lab provides currently enrolled students with 120 computers as well as cash/coin-operated printers and photocopiers. Computer technicians are available to provide basic technical support. The Reference Desk is staffed, usually by two Faculty librarians, during all regular hours of operation, offering one-on-one research assistance, orientations, workshops and information literacy instruction, as well as courses in the Library Technology AA and certificate programs. Books and other items in the general collection normally circulate for 3 weeks. Textbooks and other reserve items (available at the Circulation Desk) normally circulate for 2 hours, and are limited to in-library use. Library services and resources demonstrate a measurable positive impact on student success rates. Students who use library resources and services succeed at significantly higher rates than those who do not.

Resources are accessible, especially during the pandemic. Reference/zoom was developed during the pandemic.

Collaborating with institution to partner with other campus areas: Chromebooks, campus distribution of book discussion books; copiers/printers.

Primary point of technology access for the campus. There are other computer labs and technology resources on the campus, but they are not open as consistently as the labs on the campus (52 hours)

WEAKNESSES

Weaknesses are internal. Where can the department improve? Include, as applicable, weaknesses related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate weaknesses unique to the department.

The demographic breakdown of library users generally reflects that of the student population at large, however the library offers open access to all registered students, and demographics are therefore not applicable as a specific measure of accessibility. Also, it is important to note that the library can only capture demographic data for students who use specific services and resources (circulation transactions, computer logins, workshop attendance, etc.) and cannot comprehensively collect data for everyone entering the building.

Campus communication between departments doesn't always allow the library staff to know what events are happening on campus. Because the Library is open extended hours, those wanting to attend the events ask library staff for information and the staff is unaware of the details that can answer the patron's question about the event.

The building and HVAC system is often uncomfortable—it can be too cold or hot.

Printers/copiers do not consistently work and only take cash. Most students do not carry cash. So too, if the network is down students are unable to use the computer lab or printers.

Lack of Chromebook and hotspot support for students when they are having difficulties.

Utilization is uneven across demographics. Whether fairly or unfairly, the library is not seen as a friendly place, especially for African American males.

Statistics that were gathered during the pandemic do not accurately reflect the function and service of the library.

For the Library, Dashboard statistics have not been developed. The library director gathers numbers from door counts, surveys, and from the Office of Research.

OPPORTUNITIES

Opportunities are external. What external factors are creating opportunities for the department: for instance, State or Federal Initiatives, Legal Requirement, Grants, Increased Enrollment, Employment Demand, or Facilities Improvements. Include, as applicable, opportunities related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate opportunities unique to the department.

Community College League of California (CCLC) support for databases, catalog enhancements (LibKey), etc.

Listen to the needs of our students, or example, many students are uncomfortable with textbooks only be available electronically. The library attempts to purchasing a copy if that is the case.

To change the perception of the library for African American males.

Increasing demand for technology resources due to effects of the pandemic and online learning.

Gathering statistics helps us to think of alternative ways of gathering them, for example, from databases, 24/7 Chat Reference statistic, creating surveys, and anonymized rosters from library orientations.

THREATS

Threats are external. What external factors are creating challenges for the department: for instance, State or Federal Initiatives, Legal Requirements, Grants, Decreased Enrollment, Decreased Employment Demand, or Facilities Changes. Include, as applicable, external threats related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate opportunities unique to the department.

Low enrollment.

Student mental health issues that campus resources can't address.

Homelessness

Continued effects of the pandemic; increasing emphasis on online education which reduces the number of students who come into the library for anything other than checking out a book or Chromebook. Increase of online learning creates dependency for Chromebooks and hotspot. Although distribution is through the library, there is a definate decline of students in the computer lab and utilizing resources. Reduced circulation numbers. Reserves and the computer lab have always been a strong student draw for the library. Because of various factors like Books+, free laptops, and hotspots, we are seeing a negative effect on building utilization.

We are dependent on non-library entities to help us do our work: Computer Services, and Alma Primo for example. We are a distribution point for students needing Chromebooks and hotspots, so when they do not work they express their anger at the library staff.

Goals and Planning

List below the department's 5-year goals and the action steps the department will take to achieve those goals. How can department planning utilize strengths and opportunities to mitigate weaknesses and threats? Planning goals will be updated annually. Suggested length 3-5 planning goals.

The library continuously assesses Service Area Outcomes. Circulation and lab usage is recorded throughout the school year. Data is submitted to the office of Research, Planning & Institutional Effectiveness in the summer. The library also collects survey responses throughout the year. We will investigate other ways of gathering statistics.

The library building, particularly the Viewing Room, is continually used to host events for both students and the community. We plan on continuing to rotate seasonal and topical displays which are designed to engage students and pique interest in current events. Library faculty and staff, perhaps more than those of any department on campus, participate in campus and community activities such as "welcome tables", etc. Continued participation.

Collectively, library faculty and staff serve in the following capacities and/or on the following committees: Arts, Lectures & Diversity; Black Faculty & Staff; CA Emerging Technology Fund liaison; Classified Funding Oversight; Classified Senate; CSEA *Communications* Officer; CSEA Political Action coord; EEO; Enrollment Management; Faculty Senate; HIS Task Force; Latino Faculty, Staff & Administrators Assn; LGBTQ+ Safe Spaces; My Valley Partner; OER Task Force; API Association, Academic Senate, Program Review, Curriculum Cmte and Veteran's Club. Library faculty and staff are actively encouraged - and accommodated - to identify and seek opportunities to expand their professional activities and contributions outside the library walls. Continue encouraging classified employees to participate on committees.

Increase students and faculty awareness of library services. Marketing the library: merchandise to give away for campus events.

Rosters: disaggregate to gender and ethnicity for 2022-2023. Drilling down in our SAO, 24/7Chat Reference reports, and SARS data.

Increase the number of African American students checking out materials and using library resources. Discover ways of accomplishing this.

4. Goals and Planning

List below the department's 5-year goals and the action steps the department will take to achieve those goals. How can department planning utilize strengths and opportunities to mitigate weaknesses and threats? Planning goals will be updated annually. Suggested length 3-5 planning goals.

Continue providing a welcoming environment. Survey statistics the Library Director has been gathering show, overall, students view the library as a welcoming and safe place to use the computers, go to workshops, receive research help and study in a quiet space.

Continue outreach efforts that include the department's involvement with activities and committee work on-campus. The Library Director encourages all classified professionals to join in support of their participation.

5. Toasts: (Triumphs, Outcomes, Analysis, Spotlight, Training, Share) Share something great about your program. It can be a success story, an innovation, cause and effect, observation, or anything. Celebrate your program. Suggested length 1-3 TOASTS.

Students experience a welcoming space with friendly staff, faculty and director.

Analysis from current usage surveys show students using the computer lab, attending workshops and utilizing study rooms and quiet spaces.

Collaborating with history faculty to add Ethnic Studies specific books into the collection.

Highlighting the diversity of the library collection through electronic Research Guides and display cases.

Essential workers kept the Library building and services open during the whole period of lock-down during the pandemic. Chromebooks and hotspot distribution was successful due to the Library Director's dedication to services and the building remaining open.

Attestations (as applicable)

All Programs

Y/N - Outcomes (SLOs, PLOs, or SAOs) are regularly assessed as per the Outcomes Handbook.

Yes

Instructional Programs

Y/N - Curriculum is current. N/A

CTE Programs. N/A

Y/N - There is a continuing demand for the program.

Y/N - Program quality meets industry standards.

If the program responded "No" to any of the above questions, provide an outline of how the program will improve in those areas.

Submitted By:

List of faculty, classified professionals, and administrators consulted during the preparation of this report.

Ron Hastings, Ginny Evans-Perry, Maria Notarangelo, Angie Gideon, Claudia Herera, Antonio Monroy, Arnoldo Torres, Quang Pham, Tim Nguyen, Ernest Guillen, Tim Hosford

Library Reference Desk

Date: Spring 2023

Person Completing this form: Patti Wall

People Consulted: Ron Hastings, Ginny Evans-Perry, Maria Notarangelo, Angie Gideon, Claudia Herera, Antonio Monroy, Arnoldo Torres, Quang Pham, Tim Nguyen, Ernest Guillen, Tim Hosford

Area Description: *Provide a thorough description of the department. Include as applicable; courses, degrees, and certificates offered, educational and student support activities, campus services, and resources (i.e.: equipment, facilities, personnel) within the department. Use sufficient detail for the committee to understand the programs and services in your area and how they benefit the campus and students. Define your terms and use plain language where possible. Suggested length: two or three paragraphs.*

San Bernardino Valley College accepts as its educational responsibility the fostering of learning and personal growth for the people of the community we serve, and the library sees as its primary goal the support of the academic programs at the College. The SBVC Librarians serve both on-campus and online students and academic programs with an organized collection of print and digital resources that meet institutional, curricular, research, and instructional requirements.

The organized collections, services, and access points that the Reference Librarians provide are key to student success. For example, they have created specialized Research Guides that direct the student to the library's databases specifically curated for their topics such as Black Literature, Asian Pacific Islander (API), Nursing, and STEM. Another access point to library resources is OneSearch which allows discovery in the catalog for library materials and open-access articles that students need to complete their programs at SBVC. The library's electronic resources expanded during the pandemic and lockdown to include a more robust collection. For example, the library now subscribes to Ethnic Newswatch, Alexander Street Academic Videos Online (AVON), and ProQuest Databases which provide access to full-text academic journals, streaming videos, newspapers, and electronic books (ebooks). These resources also provide citing capabilities that students find helpful and instructors appreciate. Additionally, Librarians added a second streaming video service named Kanopy, which is a "streaming service for quality, thoughtful entertainment. Patrons can "find movies, documentaries, foreign films, classic cinema, independent films and educational videos that inspire, enrich and entertain." Librarians are also actively engaged with faculty to become "embedded" into their classes--primarily English--and are an important part of the student success in their classrooms. Zoom Reference merged with 24/7 Chat Reference Service which assists both online and on-campus students who ask questions and request help to find academic and reliable research sources 24 hours a day, 7 days a week. Whether online or on-campus, students receive the same focused help with their research needs.

How does the department embody the Mission, Vision, and Values of the College? Achievement of the Mission, Vision, and Values of the College drive campus planning processes. *Provide a thoughtful response that clearly links the work of the department to specific elements of the Mission ,Vision, and Values Suggested length one-two paragraphs*

DEIA and the need for accessibility guide the SBVC Librarians in many ways: collection development; database selection; and presentation of information at orientations, campus events, and workshops. As one of the comprehensive college services, we see a key to student success is the ease of access to information. In collaboration with the District, this has been accomplished with the single-sign-on to the Library's electronic resources which has eliminated the need for multiple passwords which sometimes was a barrier to students. This new sign-on for resources and the One-Search discovery system also mirror the research environment students will experience when transferring to a 4-year institution. The SBVC Librarians actively worked to update the collection of antiracist resources and materials and continued to tackle the issue of accessibility for all students, faculty, and staff.

SWOT Analysis is an overview of where the department is now. *Suggested length 3 – 5 points per section*

STRENGTHS:
Strengths are internal. Celebrate what the department does well. Include, as applicable, strengths related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate strengths unique to the department.

Single Sign-on. Collaboration with the District to move to Single Student Sign-On (SSO) for the college's online electronic resources available through the library. This is a positive change for students, faculty, and staff accessing research materials off-campus. Materials include articles, newspapers, ebooks, and streaming film services like Kanopy. The result of SSO is that the library no longer imposes cumbersome and confusing unique passwords for individual databases. Students simply use their District login.

DEIA-New Resources: EthnicNewswatch (database), Ethnic Studies Book Collection/Collaboration (Ed Gomez); Online Research Guides.

Streaming videos services—Kanopy and AVON (Alexander Street)

Chat/Zoom 24/7 Reference. Librarians were accessible online during the pandemic, and now students can meet with us online and in the library.

Embedded librarians dedicated to individual instructor's and classes.

Student instruction: New regular workshops held twice a week. We've continued presenting online and on-campus orientations to campus classes and student groups.

Outreach to students at campus and community events; partnered with the Art Department to make resources that promote the library and help students engage in a relaxing activity

California Community College League (CCL) resources: online catalog, OCLC subscriptions, and LibKey (easier access to electronic materials when searched through the Library Catalog).

We've teamed up with the Writing Center to present research paper workshops.

We've sent emails to students to let them know about our services, workshops, and Instagram.

WEAKNESSES
Weaknesses are internal. Where can the department improve? Include, as applicable, weaknesses related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate weaknesses unique to the department.

Need more outreach: continued expansion. Visit classrooms, events, faculty, clubs, etc.

Coordinating the time for staff training is difficult because everyone is on a different schedule.

Expand and integrate accessibility of OER/ZTC resources.

Need to create more instructional resources for academic database searching.

OPPORTUNITIES
Opportunities are external. What external factors are creating opportunities for the department: for instance, State or Federal Initiatives, Legal Requirement, Grants, Increased Enrollment, Employment Demand, or Facilities Improvements. Include, as applicable, opportunities related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate opportunities unique to the department.

Continue outreach to campus and community.

Create events – such as the new Film Discussion Series – that familiarize faculty, staff, and students with our film (and other) resources and that promote discussion on a variety of topics important to Valley College and our community.

Collaborate with the CHC librarians to better serve the library needs of students throughout the district and those who take classes at both campuses.

So many resources: how do we present them to students and classes without overwhelming them.

THREATS
Threats are external. What external factors are creating challenges for the department: for instance, State or Federal Initiatives, Legal Requirements, Grants, Decreased Enrollment, Decreased Employment Demand, or Facilities Changes. Include, as applicable, external threats related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate opportunities unique to the department.

Low enrollment: encouraging students to visit the Library and/-or to use resources.

Behavioral health of our students. Inability to help them due to severity of their demonstrated behavior.

Copy machines are not taking credit/value as described. Because students expect card service, “cash only” is limiting. Students don’t use cash much anymore. Students express anger to staff who are limited in how they can help

Goals and Planning

List below the department’s 5-year goals and the action steps the department will take to achieve those goals. How can department planning utilize strengths and opportunities to mitigate weaknesses and threats? Planning goals will be updated annually. Suggested length 3-5 planning goals

Create events – such as the new Film Discussion Series – that familiarize faculty, staff, and students with our film (and other) resources and that promote discussion on a variety of topics important to Valley College and our community.

Collaborate with the CHC librarians to better serve the library needs of students throughout the district and those who take classes at both campuses.

TOASTS: (Triumphs, Outcomes, Analysis, Spotlight, Training, Share) *Share something great about your program. It can be a success story, an innovation, cause and effect, observation, or anything. Celebrate your program. Suggested length 1-3 TOASTS*

Ongoing DEI Efforts

Library displays that highlight our diverse collections.

Research guides that highlight our electronic resources.

Student Equity and Success

Asian Pacific Islander Resources

Black Literature and History

Ethnic studies collection

Chicano History

Voter Information

Juneteenth (upcoming)

Increasing book collection with a lens of equity.

Subscribed to new comprehensive databases, including Ethnic NewsWatch

Quickly modified and adjusted webpages and electronic resources so students who were in lock-down, had access. Set up “Zoom With a Librarian” links in addition to 24/7 Chat Reference/Zoom and new methods of contacting a librarian during the Pandemic.

Attestations (as applicable)

All Programs

Y/N - Outcomes (SLOs, PLOs, or SAOs) are regularly assessed as per the Outcomes Handbook.

At this time, the Reference Desk has not developed SAOs.

Instructional Programs

Y/N - Curriculum is current. N/A

CTE Programs N/A

Y/N - There is a continuing demand for the program.

Y/N - Program quality meets industry standards.

If the program responded “No” to any of the above questions, provide an outline of how the program will improve in those areas.

Submitted By: Patti Wall

List of faculty, classified professionals, and administrators consulted during the preparation of this report.

Ron Hastings, Ginny Evans-Perry, Maria Notarangelo, Angie Gideon, Claudia Herera, Antonio Monroy, Arnoldo Torres, Quang Pham, Tim Nguyen, Ernest Guillen, Tim Hosford

Library Technology **Date: 4/20/2023**

Person Completing this form: Timothy Hosford

1. **Area Description:** *Provide a thorough description of the department. Include as applicable; courses, degrees, and certificates offered, educational and student support activities, campus services, and resources (i.e.: equipment, facilities, personnel) within the department. Use sufficient detail for the committee to understand the programs and services in your area and how they benefit the campus and students. Define your terms and use plain language where possible. Suggested length: two or three paragraphs.*

Information literacy is an essential skill for students to excel in an era of unprecedented connectivity. Not only will it serve them in their academic pursuits, but our students will also enter the workforce better informed and prepared for the tumultuous information ecosystem that exists today. The Library Technology program exists to ensure that students develop these skills, as well as provide a solid foundation for the next generation of library paraprofessionals.

The program offers a Library Technology certificate, as well as an Associate of Arts degree, which are designed in accordance with American Library Association (ALA) guidelines. Students with these credentials are eligible for work as school library specialists, library catalogers, billing specialists, and public services. The certificate consists of 23-27 units. Every certificate course is additionally applicable to the Associates Degree. The LIB 110 course is also transferable, and is a broad introduction to information literacy, research, and critical evaluation of online information sources. The entire program can be completed online, with only one optional class (LIB 062) remaining in a hybrid format. It is also the only Library Technology program in the Inland Empire, with the nearest peers located in Pasadena and Santa Ana. As such we serve a vital role in supplying the workforce for our local school, city, county, and academic library systems.

1. **How does the department embody the Mission, Vision, and Values of the College?**
   Achievement of the Mission, Vision, and Values of the College drive campus planning processes. Provide a thoughtful response that clearly links the work of the department to specific elements of the Mission ,Vision, and Values Suggested length one-two paragraphs

Mission
The Library Technology program supports the campus mission by preparing students to engage meaningfully with the information ecosystem. By teaching students how to evaluate sources, access reliable data, and assist others in doing the same, the program actively promotes diverse and antiracist education in an era when they are constantly exposed to the opposite. Libraries are a vital tool to promote equity in our communities, and the program supplies library paraprofessionals who will make up the core workforce in their institutions.

Vision
The Library Technology program is the only one of its kind in the Inland Empire. Even so, it is not an excuse to become complacent. The program strives to provide a course of study that is above par in order to become the go-to Library Technology program in Southern California.

Values
Libraries as an institution are at the forefront of Equity and Inclusion, Student Success, Open Access, and Campus Climate. The Library Technology Program prepares students to serve their local communities, in libraries that often serve marginalized groups. If access to information is power, then libraries are the single greatest tool for equity that our communities possess. Not only are we training students in our program to succeed in their educational goals, but we train them to assist others in that same endeavor. The library mission is, at its core, free and open access to educational resources, and our students are both the beneficiaries and providers of that access.

2. **SWOT Analysis** is an overview of where the department is now. *Suggested length 3 – 5 points per section*

STRENGTHS:

Strengths are internal. Celebrate what the department does well. Include, as applicable, strengths related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate strengths unique to the department.

- The Library Technology program is taught mainly by working library faculty who are active and up-to-date in their field.
- The program maintains an advisory committee that includes local public and school libraries to assist in ensuring that the program is tailored to the community's needs.
- Degrees awarded increased in 19-20 and 20-21, even as enrollment fell.
- Library Technology Certificate can be completed entirely online.

WEAKNESSES

Weaknesses are internal. Where can the department improve? Include, as applicable, weaknesses related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate weaknesses unique to the department.

- Female students still make up the vast majority of the program at 85%.
- White students are over-represented compared to campus demographics. (25% vs ~10%)
- Curriculum doesn't adequately prepare students to provide online library services.

OPPORTUNITIES

Opportunities are external. What external factors are creating opportunities for the department: for instance, State or Federal Initiatives, Legal Requirement, Grants, Increased Enrollment, Employment Demand, or Facilities Improvements. Include, as applicable, opportunities related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate opportunities unique to the department.

- Increased demand for school library media specialists.
- Opportunities exist to create and strengthen reciprocal relationships with local library systems for internships, training, and employment.
- Increasing reliance on paraprofessionals in library operation at the public and academic levels.
- Pandemic-era expansion of demand for online library services.

THREATS

Threats are external. What external factors are creating challenges for the department: for instance, State or Federal Initiatives, Legal Requirements, Grants, Decreased Enrollment, Decreased Employment Demand, or Facilities Changes. Include, as applicable, external threats related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate opportunities unique to the department.

- The pandemic has suppressed the number of library job openings in the Inland Empire, particularly in K-12 and Public settings.
- Increased reliance on online services needs to be addressed in curriculum. Particularly, distance education in both K-12 and academic settings.
- New 'AI' software such as ChatGPT and Bard create problematic dynamics for our students, both in their role as students and as future library paraprofessionals. The specifics of this issue is rapidly evolving and will need to be monitored closely.

3. Goals and Planning

List below the department's 5-year goals and the action steps the department will take to achieve those goals. How can department planning utilize strengths and opportunities to mitigate weaknesses and threats? Planning goals will be updated annually. Suggested length 3-5 planning goals

- Evaluate and revise the curriculum to further strengthen DEIA focus in outcomes and assignments.
- Enhance curriculum with renewed emphasis on online modalities. May include new courses, or modifications to existing courses.
- Develop a class for school library media specialists, with specific emphasis on working with K-12 students in diverse circumstances.
- Explore the feasibility of streamlining and stacking courses to better allow program completion in one academic year.

4. TOASTS: (Triumphs, Outcomes, Analysis, Spotlight, Training, Share) *Share something great about your program. It can be a success story, an innovation, cause and effect, observation, or anything. Celebrate your program. Suggested length 1-3 TOASTS*

5. Attestations (as applicable)

All Programs

☒Yes ☐No - Outcomes (SLOs, PLOs, or SAOs) are regularly assessed as per the SBVC Outcomes Handbook.

Instructional Programs

☒Yes ☐No - Curriculum is current.

CTE Programs

☒Yes ☐No - There is a continuing demand for the program.

☒Yes ☐No - Program quality meets industry standards.

If the program responded "No" to any of the above questions, provide an outline of how the program will improve in those areas.

Submitted By: Timothy Hosford

List of faculty, classified professionals, and administrators consulted during the preparation of this report.

Patti Wall, Ginny Evans-Perry, Maria Notarangelo, Celia Huston

Modern Languages **Date: April 7, 2023**

Person Completing this form: Nori Sogomonian

Area Description: *Provide a thorough description of the department. Include as applicable; courses, degrees, and certificates offered, educational and student support activities, campus services, and resources (i.e.: equipment, facilities, personnel) within the department. Use sufficient detail for the committee to understand the programs and services in your area and how they benefit the campus and students. Define your terms and use plain language where possible. Suggested length: two or three paragraphs.*

The Modern Languages Department offers beginning, intermediate and advanced courses in Arabic, American Sign Language (ASL), Chinese (Mandarin), French and Spanish. Arabic, Chinese, French and Spanish are among the top ten most spoken languages in the U.S. and American Sign Language is the native language used by the Deaf community in the U.S. and parts of Canada. The primary objective of the Modern Languages Department is to teach language and culture at a level allowing one to communicate and interact with the community appropriately. Instruction emphasizes communication and cultural competency. Learning a second language opens opportunities for students to participate in the global economy and to study abroad. The department offers a Spanish AA-T, which prepares students to transfer to four-year universities. The Spanish courses for the AA-T are designed for both learners of a second language and Heritage Spanish speakers.

The department makes use of the SBVC Supplemental Instruction program and the SBVC Tutoring Center. Spanish classes have used as SI (Supplemental Instruction) Leader during the last two years and tutors for Arabic, ASL, and Spanish are available through the tutoring center. Tutors and SI Leaders are available both online and in person. There are at least three faculty members who were SBVC students and/or tutors and have returned as instructors.

How does the department embody the Mission, Vision, and Values of the College?
Achievement of the Mission, Vision, and Values of the College drive campus planning processes. Provide a thoughtful response that clearly links the work of the department to specific elements of the Mission ,Vision, and Values Suggested length one-two paragraphs

The Modern Languages Department supports the Mission, Vision, and Values of San Bernardino Valley College. The department encourages understanding of DEIA (Diversity, Equity, Inclusion, and Accessibility), increases student opportunities for employment, and improves communication on a regional, national, and global level. The primary objective of the Modern Languages Department is communication at a correct and comprehensible level with an understanding of culture and to promote inclusivity among participants. The Department strives to increase equity and access by offering courses in various educational formats, including in-person instruction, online synchronous, online asynchronous, hybrid classes and hyflex classes and by incorporating Open Educational Resources and Zero Textbook Cost materials as options in most courses to eliminate financial barriers. We offer varied patterns including full-term and short-term courses, so students have many options. We offer honors sections of three levels of Spanish courses. We provide dual enrollment opportunities for our area high school students and SBVC's Middle College High School program specifically requests seats for our language classes so our demographics include students who are younger than the campus average.

Curriculum includes a thoughtful study of diverse cultural traditions and appreciation of cultural differences is emphasized to dismantle stereotypes and racist beliefs that may be held by those of other origins. Teaching methods incorporate critical thinking activities and include the direct approach, lectures, and language laboratory assignments. Students are directed to campus activities addressing cultural awareness and are encouraged to participate in community cultural events to get exposure in the target language. Areas of employment benefiting from language and cultural competency may include Nursing, Human Services, Education, Business and Sales, and more.

SWOT Analysis is an overview of where the department is now. *Suggested length 3 – 5 points per section*

STRENGTHS:
Strengths are internal. Celebrate what the department does well. Include, as applicable, strengths related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate strengths unique to the department.

Spring 2023 Modern Languages Course active fill rate (61.35%) and census fill rate (68.17%) are higher than the overall college active fill rate (57.4%) and census fill rate (63.33%). Of note, 24 eighteen-week sections had a census fill rate of 71.4%. Students are staying in classes and faculty are working with students and tutors to keep students engaged. The department, like the college serves a majority Hispanic population 73% which is representative of a Hispanic Serving Institution.

The average years to complete the AA-T in Spanish is .2, lower than the campus average, 1.3 years. A pathway for the Spanish AA-T has been established and a brochure detailing the program and opportunities has been printed. The department is conscientious of students who possess advanced skills in Spanish and offers the opportunity for Heritage speakers to complete lower-level courses required for the degree via the SBVC Credit by Exam process, more recently coined Credit for Prior Learning.

Even though AB 928 Transfer and Local General Ed (GE) patterns will remove languages as a graduation requirement, Spanish courses will be required as part of the AA-T in Spanish so it is expected the courses will still fill as outreach and information efforts are improved. Furthermore, many students return to SBVC to fulfill their language requirements since it is more cost effective for them.

To meet diverse student needs, the department has a range of modalities including online, synchronous, asynchronous, hybrid, hyflex and in-person courses. Numerous faculty have incorporated OER/ZTC materials in their classes. Furthermore, the department considers student needs centered scheduling i.e., drafting schedules with students needs first and foremost and then adding faculty names for assignments. This has been the practice for ASL since the courses are staffed by many part-time ASL faculty members.

The department still awards the George Iwanaga scholarship to a student who plans to pursue a career in teaching Spanish.

A new club was started by Spanish faculty, Xochipilli Sacred Ethnobotany Club. The broad mission of the club has created extensive opportunities for students to collaborate with other clubs on campus (MEChA, History Club, Anime Club, Networking Club, etc). Students and faculty host educational seminars for the campus community in person and via Zoom. One of the missions of the club is to increase understanding and respect for First Nations' cultures: especially within the fields of ethnobotany, art, music, and dance. In doing so, club members study the sacred cultural practices of the

Chichimec, Huichol, Tarahumara, Comanche, Native American Church, Koryak, Mexica, Mazatec, Chumash, Zuni, Maya, Rastafari, Hindus, and Navajo.

The department continues to host the annual Sigma Delta Mu initiation ceremony for outstanding students in Spanish each spring. Students are awarded certificates, pins and sashes generously purchased through Diversity and Equity.

WEAKNESSES

Weaknesses are internal. Where can the department improve? Include, as applicable, weaknesses related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate weaknesses unique to the department.

Language course success rates closely follow the overall campus pattern having dipped since summer 21 and then slighting increased, then taking another dip in fall 22. Overall, Modern Languages courses success rates are only 1% lower than the campus averages. Retention rates are the same as the overall campus retention rate differing by no more than four percentage points between AY (Academic Year) 21-22 and just .2% in fall 2022.

The department attracts more women in the field, 70.6% than men, 28.8% necessitating more recruitment efforts of more men in languages.

More students are continuing in Spanish and ASL second and third semester courses, however the same is not true for Arabic, Chinese, and French. The department will need to conduct more outreach and incentivize taking beyond the first semester of language.

The Modern Languages Spanish faculty have an annual Sigma Delta Mu Spanish Honor Society induction ceremony each spring. Fundraising efforts have been halted since the pandemic and there needs to be a new push to promote the Honors Society and request donations.

OPPORTUNITIES

Opportunities are external. What external factors are creating opportunities for the department: for instance, State or Federal Initiatives, Legal Requirement, Grants, Increased Enrollment, Employment Demand, or Facilities Improvements. Include, as applicable, opportunities related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate opportunities unique to the department.

Since 2019, the first year of the AA-T in Spanish, the department has awarded 19 AA-T degrees. Eighteen of the AA-T recipients are female, and one is male. There is opportunity to do more outreach to students interested in majoring in Spanish. The department plans to write non-credit curriculum in some language courses and to develop an ASL Interpreter-Translation program.

The department has plans to partner with the Pathways to Success Grant supported by Title V and the US Department of Education to provide students internship opportunities working on translations for exhibits at the SBVC Art Gallery.

Many of the area high schools partner with SBVC to offer language classes for their students due to a language teacher shortage. The languages courses welcome many dual enrollment students and students from the Middle College High School housed at SBVC. Furthermore, one faculty member is a committee member on a CSUSB doctoral candidate's dissertation titled The Role of California

Community College World Languages Programs in the Language Teacher Pipeline: An Instrumental Case Study. This partnership will serve as a springboard for action research conducted on our campus to improve the teacher pipeline in our area. Given the recent SBVC curriculum approval of Education courses for teachers, the department plans to partner with Reading and Education to explore opportunities for students wishing to pursue a career in teaching world languages.

THREATS

Threats are external. What external factors are creating challenges for the department: for instance, State or Federal Initiatives, Legal Requirements, Grants, Decreased Enrollment, Decreased Employment Demand, or Facilities Changes. Include, as applicable, external threats related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate opportunities unique to the department.

AB 928 Transfer and Local General Ed (GE) patterns UC (University of California) will move its language other than English (LOTE) proficiency requirement from IGETC (Intersegmental GE Transfer Curriculum) and treat it as a graduation requirement. Language courses will be optional courses that could meet the Humanities requirement. Our languages that are not part of a degree or certificate program may experience decreased enrollment.

Inconsistencies exist on the Credit by Exam form referring to non-existent Board Policy. Per the current SBVC Application for Credit by Examination, "In accordance with Board Policy 5080, credit-by-examination for Modern language courses may be granted only to students who take the next higher language course while attending San Bernardino Valley College, and only with the approval of the Modern Languages Faculty Chair." However, there is no BP 5080. Instead, BP and AP 4235, Credit for Prior Learning exists and were updated in fall 2022. The department has experienced an increase in students being guided to complete Credit by Exam via the new policy. Department faculty will need to decide how it will proceed given the updated policy. Furthermore, SBVC administration will need to update the form to accurately reflect current policy.

Goals and Planning

List below the department's 5-year goals and the action steps the department will take to achieve those goals. How can department planning utilize strengths and opportunities to mitigate weaknesses and threats? Planning goals will be updated annually. Suggested length 3-5 planning goals.

Hire a Full-Time Faculty for American Sign Language as the position has been ranked in the top 10 for the last two years via our Program Needs process.

Until we can hire our FT Faculty for ASL, the department plans to hire a Full-Time 1 Year Temp Faculty to backfill for American Sign Language to improve student access, program development and planning since our lead FT ASL Faculty member serves as Academic Senate President

Increase success and retention rates for all language courses

Continue to attend Outreach events to increase enrollment, such as

García Center for the Arts

SBVC Senior Day

Participate in on-campus community events

Community events at CSUSB and feeder universities

SBVC Arts & Humanities Showcase

Include efforts to encourage more men in Modern Languages

Develop a Certificate in ASL Interpretation/Translation

Continue to submit courses for curriculum approval

Launch Associate in American Sign Language

Complete degree pathway

Work with Curriculum Committee and Articulation Officer to ensure launch of degree Spring 2023

Increase persistence, students taking second semester of language

Conduct a language panel at Arts and Humanities Showcase

Partner with Education courses to create a language teacher pipeline to CSU (California State University) and UC

Work with SBVC Reading Department to develop next steps

Adopt and publish departmental policies for Credit for Prior Learning. Include the following

Counseling

Curriculum

Create Honors level courses for SPAN 157, SPAN 158 and SPAN 104, ASL 109, 110, 111, and 112

Input Prerequisite Challenge Exams in Canvas site for SPAN 103 and SPAN 157

Continue to remind all instructors to submit their SLOs by the deadline.

TOASTS: (Triumphs, Outcomes, Analysis, Spotlight, Training, Share) *Share something great about your program. It can be a success story, an innovation, cause and effect, observation, or anything. Celebrate your program. Suggested length 1-3 TOASTS*

Our Full-Time ASL faculty member has successfully held the seat as Academic Senate President allowing for our department members to be well-informed and updated on state and local senate matters, for instance, Diversity, Equity, Inclusion and Accessibility/Anti-Racist/No-Hate infused education. The same FT ASL faculty plays an essential role as Distance Education co-lead and has contributed immensely in our campuswide online faculty training and certification.

A Spanish and American Sign Language Prerequisite Challenge Canvas site has been developed with the help of Canvas Administrators so students can complete the assessment online.

Course ASL 120 Introduction to Deaf Studies was launched and approved. Approval of this course provides for the ability to establish and launch an Associate in American Sign Language. This degree allows students to complete majors prep for transfer to four-year institutes or interpreter training programs.

One Spanish faculty is on the CSUSB (California State University, San Bernardino) Community Advisory Board and serves as a dissertation committee member. The dissertation addresses improving the role of community colleges in the world language teacher education pipeline for high school to university.

Attestations (as applicable)

All Programs

☑ ☐Yes ☐No - Outcomes (SLOs, PLOs, or SAOs) are regularly assessed as per the SBVC Outcomes Handbook.

Instructional Programs

☑ ☐Yes ☐No - Curriculum is current. Some courses may be up for content review. More practice on Meta Curriqunet is required and faculty will update the outlines as needed.

CTE Programs

☐Yes ☐No - There is a continuing demand for the program.

☐Yes ☐No - Program quality meets industry standards.

If the program responded "No" to any of the above questions, provide an outline of how the program will improve in those areas.

Submitted By: Nori Sogomonian

List of faculty, classified professionals, and administrators consulted during the preparation of this report.

Celia Huston, Victoria Anemelu, Girgija Ragjavan, Michael Levine, Davena Burns-Peters, Micah Martin

Psychology

Person Completing this form: Dani Graham, Psychology faculty

Area Description: *Provide a thorough description of the department. Include as applicable; courses, degrees, and certificates offered, educational and student support activities, campus services, and resources (i.e.: equipment, facilities, personnel) within the department. Use sufficient detail for the committee to understand the programs and services in your area and how they benefit the campus and students. Define your terms and use plain language where possible. Suggested length: two or three paragraphs.*

Psychology is a natural and social science concerned with the study of human behavior, thoughts, and emotions. A broad discipline, psychology involves both pure science and practical application of science to matters of daily living. The wide application of psychology can be witnessed by the number of other disciplines that reference psychology in at least one of their course titles or descriptions: Business Administration, Culinary Arts, Geography, Human Services, and Kinesiology.

The Psychology program offers classes that meet general education requirements and prerequisites for many AA degrees, transfer degrees, and career and technical programs. Students in CTE programs such as Nursing, Psych Tech, and Human Services are required to take Psychology classes. About 1 in 6 San Bernardino Valley College students enrolled in a Psychology course in 2021-22. The AA-T transfer degree in Psychology provides a clear path to transfer to CSU and is the highest awarded AA-T at Valley College. According to the Certificates and Degrees Awarded Dashboard, Psychology accounted for approximately 46% of all AA-T degrees awarded during the 2020-21 and 2021-22 academic years.

How does the department embody the Mission, Vision, and Values of the College?

Achievement of the Mission, Vision, and Values of the College drive campus planning processes. Provide a thoughtful response that clearly links the work of the department to specific elements of the Mission ,Vision, and Values Suggested length one-two paragraphs

The Psychology program provides quality education and services that support a diverse community of learners through the courses offered in the program. Psychology is a discipline that celebrates diversity and equity and equips students with the ability to critically engage with the world around them. Psychology courses are applicable to students from all walks of life and course objectives for the entry level psychology course emphasize the importance of diversity and sociocultural differences in understanding human behavior and development. Advanced Psychology courses build on these topics with respect to the subject matter of the specific course, with PSYCH 119 - Multicultural Psychology, a course focused exclusively on diversity issues in Psychology, currently pending Board and State approval.

One innovative instructional opportunity that centers equity is the formation of an ongoing project in which students in an upper-division psychology course (201: Research Methods) collaborate with the Institutional Research office in conducting research to inform our college equity plan. The objective of the project is to center student voice in the student equity plan by engaging students in regular inquiry to identify, research, and make recommendations regarding key equity-related issues affecting our campus community. The planned collaboration in identifying key issues and recommendations for the student equity plan by centering student voice is one example of how the Psychology program is actively working toward fostering a meaningful learning environment for all of our students.

SWOT Analysis is an overview of where the department is now. *Suggested length 3 – 5 points per section*

STRENGTHS: *Strengths are internal. Celebrate what the department does well. Include, as applicable, strengths related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate strengths unique to the department.*

One of Psychology's strengths is the ability to maintain success and retention rates generally consistent with overall college trends with approximately 81% of Spring 2023 sections taught by adjunct faculty members and a similar proportion being taught fully online. This shows that even in difficult circumstances the Psychology department finds ways to thrive and support our students.

An additional strength of the Psychology Program is our high fill rates, indicating high demand for Psychology classes. While SBVC's active fill rate was only 54.7% for Spring 2023, Psychology classes had an active fill rate of 74.4%. The census fill rate for Psychology courses is similarly 20 points higher than that for SBVC (83.3% vs. 62.3%). This indicates that one of Psychology's greatest strengths is in attracting students to our program.

The Psychology Program also centers the student experience through engagement in active learning techniques, including project-based learning and flipped-classroom methods. The Psychology Program embodies our college's commitment to innovative instructional programming.

WEAKNESSES: *Weaknesses are internal. Where can the department improve? Include, as applicable, weaknesses related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate weaknesses unique to the department.*

One major weakness in the program is recent fluctuations in success and retention rates for psychology courses. The Fall 2022 success rate for all psychology classes was 64.4% according to recent Dashboard data. While this is only 0.2% lower than the college rate of 64.8% and represents a reduced gap from -2.0% in Spring 2022 and -2.9% in Fall 2021, it remains a concern to the department. These rates are far below historical success rates in Psychology ranging from 68-72% from 2016 through 2019-20. While the Fall 2022 retention rate for Psychology courses (86.8%) is on par with the college-wide rate of 86.7%, it remains below the pre-COVID range of 89-92%. These trends are consistent with overall trends seen across the college and possibly reflect the lower rates occurring in online courses, with approximately 87% of Psychology students in online sections.

An additional weakness of the program is the lack of a sense of community within the department. The size of the department and ratio of 2 full-time faculty members to 15 or more part-time faculty members creates a disjointed atmosphere that does not support cohesive, collaborative efforts and a community of practice. There is simply a lack of capacity for the level of support and engagement for our department to truly thrive with only 2 full-time faculty members carrying a heavy load.

A third weakness is the broadness and lack of specificity in at least some of the course SLOs. A cohesive review of SLO data across the department or across course sections has not been focused on in the department, meaning that course development is left to each individual faculty member as they see fit. We are weak in departmental communication and planning surrounding student learning as assessed through SLOs. Again, this is likely linked to the amount of time necessary for in-depth discussion, time that is lacking with our current workloads.

OPPORTUNITIES: *Opportunities are external. What external factors are creating opportunities for the department: for instance, State or Federal Initiatives, Legal Requirement, Grants, Increased Enrollment,*

Employment Demand, or Facilities Improvements. Include, as applicable, opportunities related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate opportunities unique to the department.

There is a substantial opportunity to both the program and the college through the promotion of additional full-time Psychology faculty. With the high demand for the AA-T in Psychology, value to support other, diverse programs, and opportunities for cross-collaborative efforts to support the college equity efforts, there is untapped opportunity to support the needs of Valley College students by expanding the Psychology department from only two full-time faculty members. By adding two full-time faculty members to the Psychology department, Valley College could capitalize on the many valuable aspects of the Psychology Program that have potential to move the college forward in helping students grow, creating equitable student experiences and outcomes, and bettering our community: innovative instructional methods, collaborative research enterprises, engaging students in equity-focused actionable research, natural student interest in understanding themselves and others, and course content that focuses on thinking, learning, growing emotional maturity, and appreciation for the value of human diversity.

A secondary opportunity arises from shifts occurring within the broader field of higher education: the consideration of microcredential options. While microcredentials have been discussed and offered at some institutions for some time, they are relatively new in the community college sector. The conversation surrounding the future of higher education and the value of various types of education continues to move forward as we see decreases in enrollment. Microcredentials remain a highlighted progression in education that appears to be gaining momentum as technology advances and online education remains a popular option. There is the opportunity for our department to consider offering a microcredential option for students who wish to show they have taken a core level of psychology courses at a lower level than an AA; this may be beneficial for people currently working in the fields of health care or education and can be an opportunity to increase enrollment within the program and college. Another option is consideration of a cross-curricular microcredential or certificate in communicating science and data. This could include courses in Psychology, Communication Studies, Biology and/or Chemistry, and Film, Television, and Media. This could give students who are interested in or have a gift for communicating research to add a credential that can support them in future career endeavors while only taking a select few additional courses and could be offered as an add-on for students in any of those core subject areas.

The recently released recommendations on student learning outcomes for introductory psychology from the American Psychological Association also presents a good opportunity to review our course SLOs to determine which need revisions, as well as our use of SLOs more broadly. This would be valuable given the recent changes in content and learning outcomes for PSYCH 118, 141, and 201.

THREATS: *Threats are external. What external factors are creating challenges for the department:*

for instance, State or Federal Initiatives, Legal Requirements, Grants, Decreased Enrollment, Decreased Employment Demand, or Facilities Changes. Include, as applicable, external threats related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate opportunities unique to the department.

A threat to the Psychology program's efficacy and success is the reduction of teaching load for one of the two full-time faculty members due to reassigned time as a committee lead. This highlights the precarious status of such a robust program being supported by only two full-time faculty members and

is something this department has felt the impacts of in the recent past. In Fall 2018 some advanced classes that are required for completion of the psychology degree were canceled due to the resignation of one of two full-time faculty members. Hiring a second full-time faculty member allowed for additional advanced courses to once again be offered, but the number of sections will be reduced again in Fall 2023 due to faculty reassignment.

The Psychology program remains in high demand by students, as it is not only consistently the most popular AA-T degree awarded, but also supports requirements for students in CTE programs, such as nursing, and supports general education pathways. There is an active Psych Club on campus that is seeking to expand mental health resources and support for students on campus and an active research program contributing to campus-wide equity efforts. Mentorship of students and supporting the advising needs of many students with only two full-time faculty members threatens the quality of instruction and support that can be offered to students and must be addressed. If there is to be growth in the department and increased levels of success as previously witnessed, the college will have to hire at least one additional full-time faculty member in psychology, which has been consistently supported through the Needs Assessment process.

4. Goals and Planning

List below the department's 5-year goals and the action steps the department will take to achieve those goals. How can department planning utilize strengths and opportunities to mitigate weaknesses and threats? Planning goals will be updated annually. Suggested length 3-5 planning goals

Advocate for hiring of additional full-time faculty members in psychology

Identify and hire qualified part-time faculty members to teach PSYCH-105 Statistics and/or other courses requiring specialist experience and knowledge

Identify faculty members in psychology and other disciplines to form a quantitative reasoning community of practice

Begin conversations regarding assessing SLOs for revisions

The primary goal of the department is to advocate for the hiring of additional full-time faculty members to support a more balanced load within our program. With additional full-time faculty who can teach higher level courses that are required for completion of the AA-T, this would expand the program's ability to serve students and offer students an alternative quantitative methods course to a MATH section. This would also provide space for the creation of a community of practice to support faculty members in developing and delivering quality educational opportunities for our students to increase their chances of success.

A secondary goal is to identify and hire qualified part-time faculty members to teach PSYCH-105 Statistics for Fall 2023 so we do not need to reduce section offerings with faculty reassignment. PSYCH-105 is a high-demand class and in Fall 2024 two online sections have the potential of being cancelled if part-time faculty are not secured to teach those sections. While hiring additional parttime faculty members is not ideal with approximately 90% of psychology course offerings currently being taught by adjunct instructors, this is considered a stop-gap measure until the recognized need for full-time faculty members is filled.

A third goal is to identify faculty members both within Psychology and in other disciplines, such as mathematics and economics, that include quantitative reasoning or statistics courses to form a community of practice aimed at identifying best practices for teaching quantitative and statistical

reasoning in the community college, especially among students who have been underserved in their K-12 education.

Finally, we plan to begin conversations regarding the use of SLOs in our department. We aim to identify how individual faculty members are using SLOs, a system for reviewing SLO data collectively, across courses and program-wide, and a documented method for how and when SLO statements will be reviewed for relevance, timeliness, and appropriate assessment methods.

TOASTS: (Triumphs, Outcomes, Analysis, Spotlight, Training, Share) *Share something great about your program. It can be a success story, an innovation, cause and effect, observation, or anything. Celebrate your program. Suggested length 1-3 TOASTS*

The collaborative project between the Institutional Research team and PSYCH 201 Section 01 has been highlighted at two conference presentations this semester. Dr. Dani Graham presented with Dean Wallace Johnson on March 11, 2023, at the Innovations 2023 conference hosted by the League for Innovations in the Community Colleges in Tempe, AZ. The presentation was well received, and future collaborative opportunities and valuable colleague contacts were identified. The Teaching and Learning Excellence Through Scholarship (TALES) journal has requested the project be submitted as a manuscript for publication to further the dissemination of innovative classroom practices in community colleges.

Dr. Graham also presented with Samantha Homier of the Office of Institutional Research at the RP Conference hosted by the CCCCO Research & Planning Group on April 13, 2023. The session was well attended, and contacts were made for collaboration and shared effort toward system-wide goals. In addition to networking with colleagues working collectively toward equitable student success in our colleges, this provided the opportunity for timely, relevant professional development regarding best practices in applied research that can then be implemented directly back into the PSYCH 201 curriculum and content being delivered.

Mind and Matter: The Psychology Club is now currently active, with an almost-full roster of leaders and leaders-in-training to continue the club next semester. In March the club hosted a webinar with the Modern Macho podcast co-host and community builder Juan Carlos de la Rosa to discuss mental health, particularly among people of color, men, and parents. In April the club is hosted licensed clinical social worker and therapist Mark Venckeleer to discuss working in mental health, as well as offering tips on stress management, identifying triggers, and building healthy interpersonal relationships. In May the club will host an end-of-year celebration and mental wellness event with food, community, and painting for stress-relief. The club is actively working to strengthen ties with other student clubs and build the student community and a focus on mental well-being on campus.

Attestations (as applicable)

All Programs

☒Yes ☐No - Outcomes (SLOs, PLOs, or SAOs) are regularly assessed as per the SBVC Outcomes Handbook.

Instructional Programs

☒Yes ☐No - Curriculum is current.

CTE Programs

☐Yes ☐No - There is a continuing demand for the program.

☐Yes ☐No - Program quality meets industry standards.

If the program responded “No” to any of the above questions, provide an outline of how the program will improve in those areas.

Submitted By: Danielle Graham, Ph.D., Psychology

List of faculty, classified professionals, and administrators consulted during the preparation of this report:

Celia Huston

Jessy Lemieux

Yvette Lee

Sandra Moore, Psychology Chair

2022-2023 Needs Assessment Process

Program Review Committee

The Program Review Committee conducts an annual campus-wide Needs Assessment process that focuses on growth items in the areas of budget, equipment, facilities, technology, classified professionals and faculty. Program Review gathers requests campus-wide and scores request based on an established rubric.

Changes for 2022-2023 Needs Assessment

All Needs Assessment Requests are scored and prioritized using points based rubric and ranked by percent. Needs Assessment Requests may be carried over for up to 3 years. 2021-2022 Rankings and scores will be sent out with the 2022-2023 Needs Assessment Form. Programs who want to carry over their unfunded requests should notify Celia Huston chuston@valleycollege.edu by November 4, 2022. Please Note:

Requests carried over will be prioritized by their most recent score. The committee will not rescore the request. For instance if the request scored 83% in 2021-2022 the score will remain 83% for 2022-2023

Requests can be resubmitted and rescored every year if the narrative and data is updated. Requests will be prioritized by their most recent score. For instance if the request scored 83% in 2021-2022 and scores 81% in 2022-2023 the item will be prioritized using 81%

The committee is adding two methodologies to better understand Needs Assessment Requests.

There will be two optional opportunities to address the committee and share information about Needs Assessment Request(s). Presenters will have 3 minutes to speak to the committee and the committee will have 3 minutes for follow-up questions.

The committee will solicit follow-up information for clarification via email

Optional presentations and/or follow-up email will be incorporated into scoring for Part 2, Question 2 Program's Rationale, Data, Outcomes Assessment, Program Efficacy and Planning, over the past three years
supports the request.

Needs Assessment Process

Process: Needs Assessment is conducted during the Fall Semester. Needs Assessment forms will be sent to managers and department chairs no later than the first week of September. The Program Review Committee will host workshops several Needs Assessment workshops. Needs Assessment request are due to the Program Review Committee no later than 1st Friday of November. Needs Assessment prioritization is completed by second week of December. Results are shared with the Academic Senate, Department Chairs. President's Cabinet and College Council.

Prioritization: The Program Review Committee uses a points-based rubric to score Needs Assessment Requests. Requests are prioritized based on the percent of points earned. Items prioritized will remain on the Needs Assessment list for 3-Years. Requests do not need to be resubmitted unless there is additional information or data for the committee to consider.

Funding: One-time funding is used to purchase equipment and one-time budget enhancements. Upon receipt of the Prioritization List President's Cabinet and College Council determine which items are funded using one-time funding, and identify items that can be funded using categorical funds. In as much as possible, College Council honors the rankings established by the Program Review Committee. Funding results are shared with the Academic Senate, Department Chairs. President's Cabinet and College Council.

Eligible Items: The Needs Assessment process is used to secure additional funding for growth. This form should be used to request new faculty, classified professionals, equipment, budget augmentation, technology, and facilities improvements.

These items are not eligible for Needs Assessment

Faculty vacancies due to resignation or retirement are filled based on the Faculty Replacement Rubric.

Classified or faculty resignations or retirements that are unfilled due hiring delays, being 'on hold' or hiring freezes, but still have a 'placeholder' for the position are not Needs Assessment items. Resignations or retirements positions that are eliminated may come to Needs Assessment as a growth position.

Replacement or repair of existing equipment due to normal use and life of the equipment should follow the Equipment Replacement Process.

Budget increases for to cover inflation or salary increases should be part of the annual Budget process.

Critical needs that must be addressed before the next Needs Assessment Process may submit an Urgent or Emerging Needs request through College Council

Draft Replacement Guidelines

The Committee is working with College Council to create a Replacement Process. The process will

Clarify what is Needs Assessment and what is replacement

Outline how to seek replacement funding

Provide a list of additional funding sources available on campus.

The replacement process is currently in draft form and is expected to be finalized in Fall 2022. Although in draft format the following guidelines may help to navigate campus funding processes.

Replacement, repair, supplies, ongoing costs, and wages increases should be anticipated and planned for during the Budget Development Process which occurs during the Spring Semester.

What is considered a replacement?

Budget Augmentation to cover expenses for repair, supplies, and ongoing maintenance for existing equipment.

Identical Replacement: Replacement equipment that has little or no change from the original equipment.

Similar Replacement: Replacement equipment is not identical to the original equipment, but serves the same fundamental purpose and/or support existing curriculum.

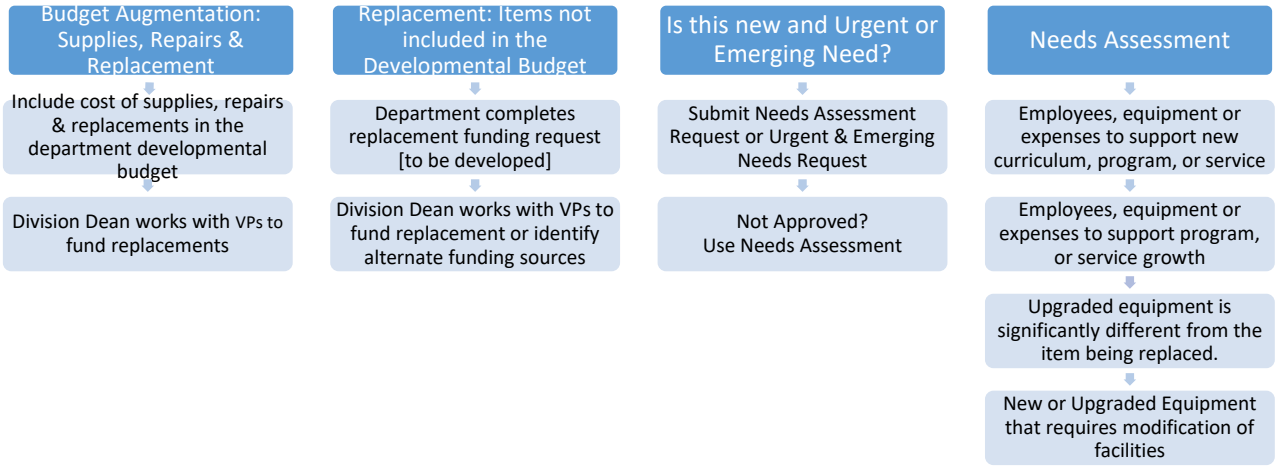
Faculty and Classified Professional Guidelines

Faculty resignations or retirements are filled according to the Faculty Replacement Rubric.

Classified or faculty resignations or retirements that are unfilled due hiring delays, failed searches, being ‘on hold’ or hiring freezes, but still have a ‘placeholder’ for the position are not Needs Assessment items.

Resignations or retirements positions that are eliminated may come to Needs Assessment as a growth position.

Draft Funding Flowchart



Other Funding Sources on Campus

EEO funding through Human Resources – Contract Brooke Quinnoes

Associated Student Government Funding – Contact Ray Carlos

Basic Skills Funding – Contract Basic Skills Committee

SBVC Foundation – Contact Foundation Office

SBVC Equity/Diversity Funds

Pepsi Funds - SBVC President's Office

Strong Workforce Project – Contact Vanessa Thomas

Perkins Grant – Contact Vanessa Thomas

2022-2023 Needs Assessment Timeline

August 29, 2022 – Needs Assessment Forms sent to Managers and Department Chairs

September 23, 2022 – Needs Assessment Workshop 9:00-10:30 am – Location TBD

October 14, 2022 – Needs Assessment Workshop 9:00-10:30 am – Location TBD

November 2, 2022 – Needs Assessment Forms due to Committee

November 4, 2022 – December 2, 2022 – Committee Prioritization

November 4, 2022 – Optional Listening Session: 3 minutes to share information with the Committee

November 12, 2022 – Optional Listening Session: 3 minutes to share information with the Committee

December 7, 2022 - Prioritization results submitted to President's Cabinet, College Council, Academic Senate, Managers, and Department Chairs

TBD – College Council completes funding process

TBD – Funding results are reported to Academic Senate, Managers and Department Chairs

Needs Assessment Form and Instructions:

Departments may make more than one request in each category

Estimated Cost for faculty and classified professionals will be provided by the committee

Include in estimated cost for equipment, facilities, and technology any long-term costs (ie: license renewal) as applicable

Facilities & Technology Requests should be reviewed by the Facilities & Safety Committee or Technology Committee prior to submission to Program Review.

2022: Needs Assessment Form

Part 1: Data

Instructional Programs Only: Data

Q1: Capacity - Fill Rate Based on Course Caps (3-year average): _____

Part 1: Q1 Committee Scoring Rubric			
1-4 Points	**5 -7 Points**	**8-10 Points**	**Score**
Average Fill Rate is 60% - 72%	Average Fill Rate is 73% - 88%	Average Fill Rate is 89% or higher	

Q2 Full-Time Equivalent Faculty (FTEF) _____

Part 1: Q2 Committee Scoring Rubric				
0 Points	**1-4 Points**	**5 -7 Points**	**8-10 Points**	**Score**
The gap between FTF and FTEF is less than 2.00.	The gap between FTF and FTEF is between 2.00 and 4.99.	The gap between FTF and FTEF is between 5.00 and 7.99 **OR** program has no FT faculty.	The gap between FTF and FTEF is greater than 8.00.	

	Score
Part 1: Q1	
Part 1: Q2	
Total	
Weighted Total (x4)	

(Proceed to Part 2: Narrative)

Part 1: Student Services and Administrative Programs Only

Q1 Minimum required/recommended staff to student ratio or other similar metric (e.g., number of recommended custodians or groundkeepers per sq. ft.) vs current ratio. Recommended sources might include CCR Title 5, Division 6, external accrediting bodies, comparison with other Community Colleges, and/or other reliable authorities.

Part 1: Q1 Committee Scoring Rubric—*For Committee Use Only.*				
0 Points	**1-4 Points**	**5 -7 Points**	**8-10 Points**	**Score**
Current staffing is on par with recommended staffing metrics.	Current staffing is 25% or less under recommended staffing metric.	Current staffing is between 26% and 50% under recommended staffing metric.	Current staffing more than 50% under recommended staffing metric.	

Q2 Provide an analysis and evaluation of the request's impact, directly or indirectly, on student success and/or satisfaction. Recommended data points might include campus climate surveys, success/retention of population served compared to general population, outcomes assessment, or student feedback.

Part 1: Q2 Committee Scoring Rubric—*For Committee Use Only.*			
1-4 Points	**5 -7 Points**	**8-10 Points**	**Score**
Request is minimally supported by data or moderately supported by 1 point of data.	Request is supported by 2 points of data.	Request is supported by 3 or more points of data.	

(Proceed to Part 2: Narrative

	Score
Part 1: Q1	
Part 1: Q2	
Total	
Weighted Total (x4)	

Part 2: Narrative: All Programs

Q1: How does the department and the request(s) align with the Mission, Vision, and Values of the College?

Q2: Referencing the department's data and planning documents provide a rationale each item requested.

Brief Rationale	
FACULTY	Estimated Cost
1.	
CLASSIFIED	Estimated Cost
1.	
EQUIPMENT	Estimated Cost
1.	
FACILITIES	Estimated Cost
1.	
TECHNOLOGY	Estimated Cost
1.	
BUDGET	Estimated Cost
1.	

Rubric Part 2: Narrative – *For Committee Use Only*

Q1 Program request clearly supports SBVC's mission, vision, and values

1-4 Points	5 -7 Points	8-10 Points	Score
Request aligns minimally with some combination of SBVC's mission, vision, and values.	Request aligns with most aspects of SBVC's mission, vision, and values.	Request clearly aligns with all aspects of SBVC's mission, vision, and values.	

Q2: Program's Rationale, Data, Outcomes Assessment, Program Efficacy and Planning, over the past three years supports the request.

1-4 Points	5 -7 Points	8-10 Points	Score
Written (and optional verbal) Request is minimally supported by data analysis, Outcomes and Planning, or moderately supported by 1 area	Written (and optional verbal) Request is supported by 2 areas.	Written (and optional verbal) Request is supported by 4 or more areas.	
WEIGHTED SECTION TOTAL **(x4)**			

If Division Rank is	1	2	3	4	5	6	7	8	9	10
The Point Value is	10	9	8	7	6	5	4	3	2	1

Weighted Total	
Part 1	
Part 2 Q1	
Part 2 Q2	
Division Rank	
TOTAL SCORE	

Needs Assessment Division/Area Summary

Fall 22 Needs Assessment

Due by NOON on Friday November 4, 2022

It is the responsibility of the Division to check for duplicate applications and advise requestors to consolidate their requests.

Division Name:	
Division Meeting Date:	
Number of Participants:	

Rankings (Required)

Budget	Classified Staff	Equipment	Faculty

Provide any comments/explanations if needed:

Divisions should only submit overall Division rankings and division requests with this form.

Departments must submit their own requests.

2021-2022 Needs Assessment Results

Programs who want to carry over their unfunded requests should notify Celia Huston chuston@valleycollege.edu by November 4, 2022.

FACULTY REQUEST	Year Added to List	Division Ranking	Score	Status
Biology	20-21	2	82.13%	
Culinary	20-21	2	80.88%	
Psychology (1)	20-21	1	80.88%	
Chemistry	20-21	4	80.50%	
ASL	20-21	3	78.38%	
Electricity	20-21	4	77.25%	
Art	20-21	1	77.13%	Funded - CC
Aero	20-21	1	76.50%	
Welding	20-21	4	76.25%	
HVACR	20-21	2	75.63%	
Psychiatric Technology	20-21	3	74.75%	
Pharmacy Technology	20-21	1	74.50%	
Psychology (2)	20-21	2	72.25%	
Music	20-21	4	72.13%	
English(1)	20-21	2	71.75%	
Middle College High School—FT Counselor	20-21	1	71.75%	
HMDT	20-21	3	70.00%	
English(2)	20-21	7	65.88%	
Communication Studies	20-21	6	61.50%	
Kinesiology	20-21	3	60.63%	
FTVM	20-21	5	58.00%	

CLASSIFIED REQUEST	Year Added to List	Division Ranking	Score	Status

Culinary - Lab Assistant	20-21	1	85.25%	
Biological Sciences Laboratory Technician (additional 21 hours/week + Benefits)	20-21	3	81.88%	
Physics (Earth & Spatial Sciences) Laboratory Technician (additional 21 hours/week + Benefits)	20-21	2	80.38%	
Welding - Lab Assistant (1)	20-21	2	73.38%	
Art Lab Technician PT to a FT Position.	20-21	1	72.75%	
Athletic Trainer - PT	20-21	1	69.50%	
Allied Health - Skills Lab Technician	20-21	1	69.50%	
HVAC - Lab Technician	20-21	3	66.88%	
Welding - Lab Assistant (2)	20-21	2	64.50%	
Valley Now Coordinator	20-21	1	55.25%	
Valley Now—Student Services Technician II	20-21	2	50.25%	
Valley Now—Student Services Technician II	20-21	2	47.88%	

EQUIPMENT REQUEST	**Year Added to List**	**Division Ranking**	**Score**	**Status**
Biology EKG/ECG+Spirometry	20-21	10	82.88%	
CulArts - Transit/push carts	20-21	2	81.50%	
CulArts - Dishes, etc.	20-21	1	78.50%	
Biology Plate Pourer and Autoclave	20-21	7	77.88%	Funded by Division
CulArts - Full-size broiler	20-21	3	77.75%	Funded by Division
Biology Head and Neck Models	20-21	3	77.75%	Funded by Division
CulArts - Sandwich & Salad station	20-21	7	77.50%	Funded by Division
Physics Adjustable Power Supplies	20-21	2	77.00%	Funded by Division
Geology Weather and Climate Equipment	20-21	6	76.63%	

CulArts - Food Truck ignition	20-21	4	72.75%	
Physics - Digital Multimeters	20-21	8	71.13%	Funded by Division
Art - 3D Pottery Wheels	20-21	1	69.38%	
Music - 10 MIDI Keyboards	20-21	2	68.38%	
Aero - Engine test stands	20-21	5	68.00%	
Allied Health COVID-19 Test Kits	20-21	1	66.13%	
HVACR - Chiller trainers	20-21	6	65.88%	
Art - Skutt Studio Kiln	20-21	4	65.50%	
Art - Stainless Mixer Pugger	20-21	3	65.25%	
Chemistry Rolling White Boards	20-21	4	64.25%	Funded by Division
Chemistry Fuel Cell Cars	20-21	11	62.25%	Test Model Funded by Division
Architecture Modeling and Design Equipment	20-21	5	60.25%	
Art - Glass Kiln	20-21	5	59.00%	
Chemistry Refractometers	20-21	9	57.50%	Funded by Division
Chemistry Second NMR	20-21	12	55.25%	
Allied Health-Pocket Nurse	20-21	13	50.00%	Funded by Division

BUDGET REQUEST	**Year Added to List**	**Division Ranking**	**Score**	**Status**
Biology - microscope maintenance (9,000)	20-21	3	86.38%	
Physics-Laboratory Budget for Upgrades ($33,834)	20-21	1	83.88%	
Biology - Reference Book Budget ($2,000)	20-21	4	82.88%	
Architecture/Geology - Field Trip Budget ($15,000)	20-21	2	80.88%	

Modern Languages - Increase Dept. budget to support student textbooks / access codes ($2000).	20-21	3	80.75%	
Aeronautics - ($28,000)	20-21	3	82.25%	
Welding -Budget Augmentation (amount not given)	20-21	5	82.25%	
Art - Increase Gresham Art Gallery Budget ($4000)	20-21	2	79.38%	
HVACR - Budget Augmentation ($12,000 minimum)	20-21	4	79.25%	
Culinary - ($250,000)	20-21	1	79.15%	
Theatre - increase budget to support Musical Theatre Productions ($7500)	20-21	1	69.00%	
Auto Collision (ACR) - Budget Augmentation (amount not given)	20-21	2	68.88%	
Athletics - ($100,000)	20-21	1	64.75%	
Automotive - Budget Augmentation (amount not given)	20-21	4	47.75%	
Water—TECHNOLOGY—PLC Programming software/hardware	20-21		25.88%	

2022-2023 PROGRAM REVIEW NEEDS ASSESSMENT RANKINGS

Needs Assessment Results

CLASSIFIED

Rank	DEPT	POSITION	Score	1st Year on List
1	VALLEY NOW	Classified Coordinator	95.84%	2022-2023
2	VALLEY NOW	Student Services II Tech	70.98%	2022-2023
3	Athletics	PT Athletic Trainer	69.50%	2021-2022
4	WELD	Welding Lab Tech	68.35%	2022-2023
5	WELD	Welding Lab Tech	68.35%	2022-2023
6	PHARM & PSYCH TECH	Health Skills Lab Tech	63.72%	2022-2023
7	ART	FT Gallery Assistant	54.90%	2022-2023
8	CULART	Culinary Lab Tech	52.85%	2022-2023
9	FTVM	Job Developer	52.31%	2022-2023
10	ELEC	Electricity Lab Tech	43.95%	2022-2023
11	AUTO	Auto Collision Lab Tech	38.04%	2022-2023
12	CTS	CTS Specialists (2)	37.61%	2022-2023
13	STUDENT LIFE	Technology Specialist	29.08%	2022-2023
14	GROUNDS	Grounds Caretakers (5)	28.41%	2022-2023
15	STUDENT LIFE	Student Athlete Success Coord	23.07%	2022-2023

*Senior Theatre Arts Technical Support Specialist PT-FT: Score Range 65-75 % Placement Range 2-6

Past practice for an item inadvertently being left off the Needs Assessment rankings is that rather than rescoring and 'bumping' requests that were already ranked, a range is assigned to the request and forward the information to College Council.

FACULTY

Rank	FACULTY	Score	1st Year On List
1	ENGLISH 1	90.27%	22-23
2	ENGLISH 2	86.69%	22-23
3	STUDENT HEALTH-MENTAL HEALTH CLINICIAN	85.38%	22-23
4	Hospitality	80.88%	21-22
5	Psychology 1	80.88%	21-22
6	ASL	78.38%	21-22
7	PSYCH TECH	72.62%	22-23
8	WELDING	70.41%	22-23
9	MIDDLE COLLEGE COUNSELOR	64.45%	22-23
10	Communication Studies	61.50%	21-22
11	Kinesiology/Athletics	60.63%	21-22
12	CULINARY/HOSP	56.00%	22-23
13	FTVM	55.57%	22-23

14	PHARMA TECH	53.85%	22-23
15	AERONAUTICS 1	51.48%	22-23
16	AERONAUTICS 2	46.97%	22-23
17	ELECTRICITY	45.02%	22-23
18	HMDT	44.45%	22-23
19	THEATRE	44.12%	22-23
20	AERONAUTICS 3	42.99%	22-23
21	MUSIC	37.84%	22-23
22	ATHLETICS/HUDDLE COUNSELOR	34.90%	22-23
23	DANCE	28.94%	22-23

EQUIPMENT

Rank	DEPARTMENT	REQUEST	Score	1st Year on List
1	NURSING	Pyxis - Meds Dispensing System ($82501)	77.53%	2022-2023
2	GEO, GEOL, GIS	Drones & HD Cameras ($4000)	76.67%	2022-2023
3	WELDING	Fork Lift ($50000)	76.27%	2022-2023
4	ARCH & ENVR	3D Printers ($5000)	74.12%	2022-2023
5	BIOLOGY	Walk In Refrigerator ($31000)	71.60%	2022-2023
6	HVACR	Flexible Trainers ($85000)	70.35%	2022-2023
7	WELDING	Welding Equipment ($400000)	69.41%	2022-2023
8	NURSING	Lab Simulation Supplies ($19804)	68.24%	2022-2023
9	CHEM	Organic Lab - Ultrasonic Bath/Rotary Evap ($17460)	61.18%	2022-2023
10	ART	Laser Cutter ($13000)	59.88%	2022-2023
11	AUTO	Computerized Laser Measureing System ($45000)	58.24%	2022-2023
12	CHEM	Hydrogen Fel Cell & Solar Powered Model Cars ($35800)	57.65%	2022-2023
13	ART	CNC Router ($3500-13000)	56.47%	2022-2023
14	AUTO	Tool Storage and Handtools ($60000)	55.41%	2022-2023
15	BIOLOGY	Speciality Freezer ($15000)	54.81%	2022-2023
16	ART	Clay Mixer ($11000)	54.00%	2022-2023
17	AUTO	Electric Vehicle ($125000)	49.53%	2022-2023
18	CHEM	Air Quality Monitors ($66500)	49.41%	2022-2023
19	ART	Ball Mill ($2500)	48.24%	2022-2023

BUDGET

Rank	DEPARTMENT	REQUEST	Score	1st Year on List
1	MODERN LANGUAGES	Increase Dept. budget to support student textbooks / access codes ($2000).	80.75%	2021-2022
2	ART GALLERY	Increase Gresham Art Gallery Budget ($4000)	79.38%	2021-2022
3	BIOLOGY	Microscope Maintenance ($8000)	74.16%	2022-2023
4	WELDING	Budget Increase ($50000)	69.14%	2022-2023
5	THEATRE	increase budget to support Musical Theatre Productions ($7500)	69.00%	2021-2022
6	ATHLETICS	$100,000	64.75%	2021-2022
7	ART	Art Gallery Budget Increase ($12000)	58.93%	2022-2023
8	CULINARY,HOSPITALITY	Budget Increase ($200000)	54.12%	2022-2023
9	HVAC	Budget Increase ($16000)	48.37%	2022-2023
10	ARCH, GEO, GEOL, GIS	Field Trips ($9000)	48.07%	2022-2023
11	HDMT	General Budget ($8000)	46.62%	2022-2023
12	AUTO	General Budget ($12000)	43.96%	2022-2023
13	SBVC FOUNDATION	Budget Increase ($50000)	43.14%	2022-2023
14	ELECTRICITY	Budget Increase - Maintain License ($10000)	41.18%	2022-2023
15	THEATRE	Conference Travel (faculty & students) ($10000)	41.06%	2022-2023
16	MUSIC	Repair & Maintenance ($9000)	38.93%	2022-2023
17	MUSIC	Recruitment Events ($4500)	37.41%	2022-2023
18	MUSIC	Conference Travel (faculty & students) ($13000)	37.29%	2022-2023
19	STUDENT LIFE	Budget Increase ($10000)	30.46%	2022-2023
20	STUDENT LIFE	BIT/CARE Membership ($4999)	25.67%	2022-2023
21	STUDENT LIFE	Athletic Uniforms ($64000)	25.53%	2022-2023

Appendix

SWOT Program Efficacy Process FAQs & Examples

Quick FAQs

What is Program Review?

The Program Review Committee conducts regular programmatic assessment on campus to assist in campus planning, and meet legal and accreditation requirements. The Program Review Committee, which operates under the authority of the Academic Senate examines and evaluates the resource needs and effectiveness of all instructional and service areas.

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

Program Review consists of two processes. Needs Assessment which is conducted in the Fall, and Program Efficacy which is currently conducted in the Spring. The document focuses on Program Efficacy.

SWOT (Strengths, Weakness, Opportunities, and Threats)

A SWOT analysis is a compilation of your strengths, weaknesses, opportunities and threats. The primary objective of a SWOT analysis is to help organizations develop an awareness of all the factors involved in making decisions. A SWOT analysis can be used for self-discovery and develop strategies, with a focus on leveraging strengths and opportunities to overcome weaknesses and threats.

What is the SWOT Program Efficacy? Don't we have enough reports to write?

The SWOT Program Efficacy Process (S-PEP) is a new annual process and replaces several of the existing reports; the annual EMP One-Sheets (Educational Master Plan), the 4-year Program Efficacy, and the 2-Year CTE (Career Technical Education) Mini-Efficacy.

How is SWOT Program Efficacy different from the previous Program Efficacy Report?

The format for the Program Efficacy process has evolved. Previously, Programs completed a large program efficacy report once every four years. The report consisted of an intense deep dive into multiple topics such as curriculum, outcomes, productivity, currency, facilities, and campus mission, and was generally 30-50 pages in length. Each category was critically evaluated by the Program Review

committee. If a Program Efficacy was judged to be insufficient the department could be barred from participating in the annual Needs Assessment Process.

The SWOT Program Efficacy Process (S-PEP) is a six-year cycle that breaks the old program efficacy into an annual "micro-efficacy" on a specific topic. For instance, the focus of year one micro-efficacy is a broad overview of the program. Year two will focus on Program Access, and Diversity, Equity, Inclusion, and Accessibility (DEIA) and year three focuses on Program Demand and Currency.

S-PEP is designed to be a focused, informative, self-reflection and planning tool, and expected to be 4-6 pages in length.

The S-PEP is a peer-review process. The point person writing efficacy will work with their peers in cohorts. Cohorts will be established by the Program Review Committee and each cohort will have membership from Instruction, Student Services, and Administrative Services. Peer cohorts members will encourage each other, provide feedback and share best practices, and identify common themes during the SWOT Efficacy Process. A committee members will be assigned to support each cohort. S-PEP is not critically evaluated and rated, nor does the Program Review Committee limit participation in Needs Assessment based on an area's S-PEP.

What will the Program Review Committee do to me if I don't participate?

The Program Review Committee will prepare and track what areas on campus did and did not participate in S-PEP. The report will be submitted to deans, managers, and vice presidents. It will be the supervisor's responsibility to work with areas that have not been submitted on time and ensure S-PEP is completed.

Lack of participation in Program Review can have long-term consequences for the college. Program Review are legally required by California Code of Regulations Title 5 §55000(m) and California Ed Code §66050. Program Review is a key component in ACCJC Accreditation Standards. Lack of participation in Program Review can ultimately impact SBVC's Accreditation status.

An annual SWOT Micro-Efficacy has six main components.

Program Description

Program Relationship to Achieving the Mission, Vision, and Values of the College

Focused SWOT Analysis examining the program's strengths and weaknesses as well as external opportunities and threats

Planning Goals

TOASTS: (Triumphs, Outcomes, Analysis, Spotlight, Training, Share)

Attestations

An overview of each of these components along with examples are provided below.

DESCRIPTION

A Program Description should provide a thorough description with sufficient detail for the committee to understand the programs and services in your area and how they benefit the campus and students. This section can be updated or carried over from year to year. Suggested length 2-3 paragraphs

EXAMPLES

The Library Technology Program offers and degree and certificate in Library Technology that support employment in entry-level or advancement in paraprofessional positions in public, school, academic, and special libraries. There are no full-time faculty assigned to the Library Technology Program. The program is maintained by faculty librarians who have full-time assignment in the library.

Food Services is a department under Administrative Services. We play a supportive roll in the educational process by offering students, staff, and faculty the convenience of purchasing food and beverages on campus. We do not offer classes or instruction; however, we do employ Federal Work-study Students. This gives students opportunity to learn skills necessary to find employment in the food industry. Our staff consist of six classified workers and one manager. The District supports us in the areas of facilities, administration, and maintenance. We rely on self-generated revenues to fund our staff, cost of goods, and supplies.

MISSION, VISION, and VALUES

The Program's relationship to the **Mission, Vision, and Values** of the college is an essential part of the campus planning and campus accreditation. This section can be updated or carried over from year to year. Suggested Length 1-2 paragraphs.

EXAMPLES

T*he mathematics department is wholeheartedly committed to our college's culture of continuous improvement and also our desire to give student who come to us a high-quality and competitive education tailored to our diverse community. We are determined to make the recent AB 705 initiative a practical success as we innovate to empower our students to efficiently move toward their desired certificates and transfer opportunities. Both our hiring processes and our curriculum review processes are stringent as we keep improving methodology and our teaching prowess in a spirit of academic self-improvement.*

The values of the college include practical insistence on excellence; we don't allow ourselves or our students to compromise standards of excellence. Math is an exacting field, and our faculty review processes are diligent and ongoing, especially just now as we re-envision both College Algebra (102) and our Statistics (103) programs with the newly added cohort classes.

FOCUSED SWOT ANALYSIS

SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. SWOT analysis is a tool for analyzing the current situation both internally (strengths and weaknesses) and externally (opportunities and threats). It provides helpful baseline information for departments to analyze a problem or the department's vision for the future. The SWOT format was chosen for its flexibility and adaptability to all areas of the campus: Instruction, Student Services, and Administrative Services. This section will have a different focus every year and cannot be rolled over from year-to-year.

Strive to have 3-5 points per section and when appropriate try to add some context to each point.

For instance

Instead of a simple fact "The program's FTEs are stable" provide more detail "The program's FTEs are stable because all entry level employees have a legal requirement to be working towards a certificate or degree" or,

Instead of "We are critically short staffed." Provide context and/or impact "We are critically short staffed. We have two positions on indefinite hold. We are having trouble finding hourly substitutes and student employees. This makes it more difficult to serve a diverse array of menu options for our students. It also effects our hours of operation which can impact certain populations."

STRENGTHS

When reviewing strengths, look at what the department does very well. Strengths might include success rates, job market, equity centered practices, patterns of service, benefit to students, and addition of new curriculum, resources, or services.

EXAMPLES

Library faculty are continuing online reference and embedded librarian services is the post-pandemic world resulting is greater collaboration with students and faculty.

Food Services just installed two Digital Menu Displays that will allow use to change the Menu quicker and cheaper than with posterboard displays. We can also pop in daily specials to try new items.

The Heavy/Medium Duty Truck Technology program offers students high technology training and skills that may be utilized for immediate employment after certificate completion. The departments advisory committee is the professional network that supports the skills students need which include creativity, persuasion, adaptability, and time management.

WEAKNESSES

For weaknesses, look at the reverse. Weaknesses might include limited access, lack of diversity, low graduation rates, diminishing job market, outdated or inconsistent program information, poor communication underprepared students, or insufficient resources.

EXAMPLES

Demographic trends continue to be stubbornly difficult to overcome, e.g. low success rates for certain groups.

College Algebra (102)

African-American 47%/53% pass/fail

Hispanic 51%/49%

NOTE: before SBVC discontinued Elementary Algebra (090), African-American students struggled their way to a success rate of just 37%. Hispanics fared just slightly better at 48%.

Student population is disproportionately female, while the workforce is also predominately female efforts should be made to recruit more male students.

Our Online Cafeteria Quality Survey is rarely used by the students. It is difficult to find out what students want, and areas we can improve. Sometimes the only way to find out what works is by trial and error.

OPPORTUNITIES

Next identify opportunities -- external factors that could be used to benefit the department, for example external partnerships, marketing opportunities, emerging services or fields of study, professional development, educational initiatives, grants, or new resources.

EXAMPLES

The Bureau of Labor Statistics (BLS) forecasts job growth in mathematics, with average overall annual pay a cheerful $75,000 (beating the overall market by $15K) and nearly 900K openings predicted. 73% of these jobs will require at least a bachelor's degree; 51% will demand advanced diplomas. "Stats and Decision Science" jobs will be 8% of openings, with Applied Math at around 5%.

SBVC is the only Heavy Duty truck department within Southern California that is focusing on the Battery Electric Trucks.

The STEM and MESA Programs are merging and getting a full-time director starting in Fall 2022. This strengthening of our student support services should help us to reach many of our department goals.

THREATS

Finally, identify threats – external factors that might be getting in the way of success. These threats might be declining economy, low enrollment, for-profit colleges, or outdated technology.

EXAMPLES

AB 928 proposed changes to transfer pattern requirements could impact the needs for library services in the Humanities and Social Sciences. Generally speaking, Humanities and Social Sciences areas schedule more library orientations

The Food Service department was deeply impacted by the COVID 19 Pandemic. The lingering effects of this are still ongoing. The amount of student traffic on campus is drastically diminished and will likely not recover for years.

SBVC GPA 2.0 is a road-block to success for students who would like to attend the SBVC HMDT program.

PLANNING GOALS

Planning Goals Referencing the SWOT portion of your report and/or your area's data, identify the area's short and long-term goals and action steps. The planning portion of S-PEP should be updated annually.

EXAMPLES

Food Services will work with Institutional Research and Planning to develop a new Survey(s) that track customer feedback more reliably than our current online Survey. Expected completion 6/30/2023

Continue workshop series in Chemistry/STEM topics; Further develop outreach/retention strategy for entering Chem majors in order to increase number of majors and STEM degrees. Department will utilize research from the ORPIE Office, and with Marketing to develop flyer for outreach by SP23.

Explore changing the 2.0 GPA requirement for students dual enrolled in HDMT programs.

Research GPA requirements at other colleges

Work with Academic Senate to change GPA

TOASTS (Triumphs, Outcomes, Analysis, Spotlight, Training, Share) Brag on yourself! What has your area done well? Did you receive new equipment through Needs Assessment? Learn something new? Share how it impacts your program. Did assessing outcomes result in a change in practices or curriculum? Tell us about it. Have you encountered a challenge? What to spotlight a student's success? Did you get a grant? Implement a new strategy? Is student success in your area increasing? Share with us.

EXAMPLES

Two of our Alumni received scholarships to complete their Master's Degree at Washing State University

The division hired two new research analysts through the campus Needs Assessment process.

US Representative Pete Aguilar (D-Calif.) and Energy Secretary Jennifer Granholm toured SBVC's Applied Technology Center and met students and faculty in the Clean Energy Vehicle Maintenance and Repair Training Program

ATTESTATIONS

Attestations – There are processes in Program Review that we are required to do; review curriculum, establish and assess outcomes (SLOs, PLOs, ILOs) and more. Program Review has always served as a check and balance in these areas. The major sections on curriculum and outcomes that were in the old 4-Year Efficacy Process will be replaced by Micro-Efficacies in Years 2 & 4.

CTE Programs are legally required to complete a two-year mini-review that in addition to the items above should address program demand and meeting industry standards (Year 3).

The Attestation section is to ensure that departments are up to date in these areas.

EXAMPLE: Attestations (as applicable)

All Programs

☐Yes ☒No Outcomes (SLOs, PLOs, or SAOs) are regularly being assessed as per the Outcomes Handbook

Instructional Programs

☒Yes ☐No Curriculum is current

CTE Programs

☒Yes ☐No There is continuing demand for the program

☒Yes ☐No Program quality meets industry standards

If the program responded "No" to any of the above questions provide an explanation and outline of how the program will improve in those areas.

EXAMPLE

Student Learning Outcomes in XYZ 101 are not currently being assessed. XYZ 101 is a newer course that was first offered in Summer 2019. SBVC's past practice did not assess summer courses. XYZ 101 was not offered during the pandemic because there is a mandatory face-to-face component that cannot be replicated online. Outcomes will be assessed when XYZ 101 resumes in Fall24.

Submitted By:

List of faculty, classified professionals, and administrators consulted during the preparation of this report.