

Institutional Program Review Report

2016-2017



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

Institutional Program Review Committee Members 2016-2017

Committee Co-Chairs:

Dr. Paula Ferri-Milligan

Dr. Kathryn Weiss

Committee Members:

Kathy Adams

Aaron Beavor

Laura Cross

Dr. Diane Dusick

Rochelle Fender

Christie Gabriel

Dr. Todd Heibel

Timothy Hosford

Robert Jenkins

Joel Lamore

Leonard Lopez

Michael Mayne

Kenny Melancon

Stacy Meyers

Dr. Sandra Moore

Debbie Orozco

David Smith

Dr. Nori Sogomonian

Shalita Tillman

Anna Tolstova

Abena Wahab

Jessica Robledo (Student Representative)

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

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Institutional Program Review Report 2016-2017

Introduction:

The Program Review process has been in existence at San Bernardino Valley College (SBVC) since 1992. Program Review is a college-wide, collaborative effort to rigorously evaluate each program so that resources can be allocated where growth and need are indicated and reallocated where there is no longer a clear programmatic need for fiscal support. The resulting document is used for short- and long-range planning and is advisory to the President, the Budget Committee, College Council, and the Academic Senate.

The process incorporates major institutional plans and priorities into program evaluation. In 2016-2017, programs were evaluated based on the strategic initiatives of (1) Access (2) Student Success (3) Institutional Effectiveness (4) Planning (5) Technology, Campus Climate, and Partnerships.

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

Committee Membership:

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

Process:

SBVC’s Program Review process includes:

- an annual campus-wide needs assessment each fall
- an in-depth efficacy review of each program on a four-year cycle. All programs are required to update their Educational Master Plan (EMP) narrative each fall, based on annual data and new or emerging goals.
- CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Needs Assessment—Fall 2016

| | |
|-------------------------|--|
| Important Dates: | |
| August 19 | Committee Meeting—Review and Update Needs Assessment Forms |
| September 2 | Committee Meeting |
| September 16 | Committee Meeting—Norming Session—Needs Assessment |
| October 1 | EMP narratives due to Division Deans |
| October 7 | Needs Assessment Workshop--9:30 to 11:00 a.m. (B-118) |
| October 15 | EMP to Research Office and Program Review Chairs |
| October 21 | Committee Meeting |
| November 4 | Committee Meeting |
| October 28 | Needs Assessment requests with Division/Area rankings due by NOON |
| November 18 | Committee Meeting—Needs Assessment Rankings—Faculty and Equipment |
| December 2 | Committee Meeting—Needs Assessment Rankings—Classified and Budget |

The Program Review Committee distributed forms, data, and procedures to department chairs and managers with the following instructions for Needs Assessment requests:

1. A complete needs request includes (1) the specific form(s), (2) a current EMP with updated narrative, and (3) Division/Area rankings. One copy of the Division/Area rankings should be submitted by the Dean/Manager. Requests that do not include all three components are considered incomplete and will not be reviewed.
2. Needs requests are due to the Program Review Committee no later than **NOON on Friday, October 28**. E-mail your request to: pferri@sbccd.cc.ca.us You are required to meet with Rick Hrdlicka – Director of Campus Technology Services prior to submitting a Technology Needs Request. 909-384-8656 or rhrdlicka@sbccd.cc.ca.us.
3. Late and/or incomplete requests will not be reviewed.

4. A recommendation of Continuation or Conditional on the most recent Efficacy Review, and a current EMP narrative is required in order to participate in the Needs Assessment process.
5. EMP narratives are due to the Division Deans by **October 1** for submission to the Research Office. Programs who do not submit updates by this deadline will not be eligible to participate in Needs Assessment this semester.
6. Complete one application for each request. For instance, if you are requesting two admission clerks, fill out two applications. For budget augmentation requests, do not request a lump sum that encompasses vastly different areas of need; complete separate applications here as well. Facilities requests are the exception; there can be up to three facilities requests per application. Complete separate requests for equipment; however, multiple items can be submitted as one request if it is required that the equipment is packaged together. Finally, an interdivisional application should be submitted, along with the needs assessment applications, for projects that cross divisions and are NOT ranked within specific divisions—for example, the Distance Education Coordinator, Supplemental Instruction Across the Disciplines, facilities requests for classrooms to be used by multiple departments across divisions.
7. Completed applications must be no longer than two pages, (single-spacing is fine) with 12 pt. Times New Roman font, and 1” margins. If you wish to include charts, tables, or bulleted lists, then these must be included within the margin and page limits. Convert your file to pdf before submitting to the committee, and be sure that your pdf version does not exceed 2 pages.
8. Applications that do not meet these requirements will not be reviewed.
9. The application should reference the department’s most recent Program Efficacy and current EMP. Requests must be supported by data. It is worth noting that stronger requests typically incorporate data into more than one response on the application. Requests for additional data must be made to the research office no later than **September 14**. If you have any research questions, contact Christie Gabriel at x. 8907.
10. Provide the page number(s) for Program Efficacy so that the committee can quickly locate more detailed information.
11. Contact Paula Ferri-Milligan (x. 8244, pferri@sbccd.cc.ca.us) or Kay Weiss (x. 8535, kweiss@valleycollege.edu) if you have any questions or would like to make an appointment for assistance with your EMP or needs requests. Your representatives to the Program Review Committee (or any committee member) can also assist you on an individual basis.

Technology requests were forwarded to the Technology Committee, and facilities requests were forwarded to the Facilities and Safety Committee for ranking. The Program Review Committee reviewed the remaining requests and ranked all documents, taking into consideration the divisional rankings.

An Interdivisional application was developed for this year’s needs assessment process in order to accommodate the collaborative efforts between programs/departments across the campus. For projects that cross divisions and are NOT ranked within specific divisions, a specific form was developed. Examples of these projects include the Distance Education Coordinator,

Supplemental Instruction Across the Disciplines, facilities requests for classrooms to be used by multiple departments across divisions.

Copies of the Needs Assessment forms submitted for the 2016-2017 academic year can be viewed on the SBVC Program Review Committee webpage. Following are the needs results ranked by the Program Review Committee. Before the end of the fall 2016 semester, the priority lists were presented first to the Academic Senate and then distributed campus-wide.

BUDGET

| | DEPARTMENT/AREA | BUDGET | AMOUNT |
|----|----------------------------|---|-----------------------|
| 1 | Student Success Center | Tutors | \$ 882,585 |
| 2 | SI Across the Disciplines | Tutors | 155,520 |
| 3 | Biology | Increase Supply Budget | 18,000 |
| 4 | Aeronautics | Update Manuals and Misc. Needs (Hourly—Update Curriculum) | 8,000 |
| 5 | Chemistry | Increase Supply Budget | 15,000 |
| 6 | Music | Accompanist | 20,000* |
| 7 | English (Writing Center) | Backfill for Reassigned Time—Writing Center Lead Instructor | 8,000 |
| 8 | Outreach | Augmentation | 200,000 |
| 9 | SI Across the Disciplines | Faculty Non-Teaching Rate (Mentors) | 46,000 |
| 10 | RTVF | Internship Program—Inland Empire Media Academy | 16,000 |
| 11 | Computer Information Tech. | IT Consultant | 15,000* |
| 12 | Student Health Center | Counselor | 130,000 |
| 13 | English (Writing Center) | Increase Tutor Budget | 12,000 |
| 14 | SI Across the Disciplines | Backfill for Reassigned Time—Writing Center Lead Instructor | 14,000 |
| 15 | Student Success Center | Faculty Mentors | 31,348 |
| 16 | HVAC/R | Supplies | 12,000 |
| 17 | Theatre | Festival Participation | 5,000 |
| 18 | Psychology | Annual Student Conferences | 6,000 |
| 19 | Collision | Augmentation—Supplies | 8,000 |
| 20 | Culinary Arts | Augmentation—Den | 10,000* or ongoing |
| 21 | Art | Establish Art Gallery Budget | 1,000 |
| 22 | Welding | Budget Augmentation—Consumable Supplies | 10,000 |
| 23 | Science Division | Maintenance Fees | 10,000 |
| 24 | Machinist Technology | Augmentation—Consumable Supplies | 10,000 |
| 25 | Culinary Arts | Baking (New Program)—Establish Food and Non-Instructional Supplies Budget | 50,000 |
| 26 | Culinary Arts | Baking (New Program)—Establish Small Wares (ROP) Budget | 40,000* |
| 27 | Biology | Maintenance Fees | 28,000 |
| 28 | Nursing | Maintenance Fees | 3,000 |
| 29 | Geology/Oceanography | Augmentation—Field Trips | 3,000 |
| 30 | Inspection Technology | Augmentation—Materials | 2,000* |
| 31 | Athletics | Augmentation (Fees, Transportation, Etc.) | 150,000 |

| | | | |
|----|-----------------------------|---|--------|
| 32 | Biology | Field Trips | 2,200 |
| 33 | Office of Student Life | Commencement | 15,000 |
| 34 | Geography | Augmentation—Field Trips | 3,000 |
| 35 | Psych Tech | Bus Rental for Annual Court Observations | 1,400 |
| 36 | DSPS | Image Now | 308 |
| 37 | Geography | Globes and Maps | 4,500* |
| 38 | Office of Student Life | Budget | 60,000 |
| 39 | Library | Adjunct Hours | 3,900 |
| 40 | Geology/Oceanography | Supply Budget | 1,000 |
| 41 | Biology | Journal Subscriptions | 1,900 |
| 42 | Geography | Supplies | 1,000 |
| 43 | GIS | Marketing, Outreach, Workshop, Online Tutorial Development—Non-Instructional Hourly | 7,200 |
| 44 | GIS | Conference Attendance—Students | 500 |
| 45 | GIS | Supply Budget | 2,000 |
| 46 | GIS | Field Trip Augmentation | 3,000 |
| 47 | GIS | Tutor | 4,000 |
| 48 | Geography | Tutor | 4,000 |
| 49 | Geology/Oceanography | Tutor | 4,000 |
| 50 | Geography | Conference Attendance—Students | 500 |
| 51 | Geology/Oceanography | Conference Attendance—Students | 500 |
| 52 | Political Science/Economics | Model UN Annual Student Conferences | 16,000 |

EQUIPMENT

| | DEPARTMENT/AREA | EQUIPMENT | COST |
|----|-------------------------------|--|----------|
| 1 | Interdivisional | Wireless Communication System | \$36,863 |
| 2 | Music | Instruments | 44,029 |
| 3 | Physics/Astronomy/Engineering | 10 Oscilloscopes | 11,000 |
| 4 | Welding | Hydraulic Shear | 24,000 |
| 5 | Biology | Microscopes | 290,000 |
| 6 | Chemistry | 8 Balances (3 Decimals) | 8,000 |
| 7 | Art | Pottery Wheels | 43,606 |
| 8 | Aeronautics | Aircraft Mock-Up Boards and Engines | 72,000 |
| 9 | Biology | Spirogram Machines | 10,804 |
| 10 | Nursing | Pyxis Medstation | 20,000 |
| 11 | Auto Mechanical | Torque Certification Kit | 58,000 |
| 12 | Art | Clay Mixer | 7,661 |
| 13 | Library | Seating | 130,000 |
| 14 | Electricity/Electronics | SCADA Training Systems | 200,000 |
| 15 | Geology/Oceanography | Heavy Duty Utility Cart | 1,000 |
| 16 | Biology | EKG Machine | 10,000 |
| 17 | Culinary Arts | Food Truck | 100,000 |
| 18 | Theatre | Band Saw | 750 |
| 19 | Chemistry | Organic Autopipets | 10,000 |
| 20 | Biology | Minus 80 Freezer | 11,000 |
| 21 | Library | Study Carrels | 7,000 |
| 22 | Music | Clavinova Pianos | 10,000 |
| 23 | Electricity/Electronics | Add. Supplemental Test Equipment (Communicators), PLC Mod. | 60,000 |

| | | | |
|----|-------------------------------|--|--------|
| 24 | Biology | Mini Refrigerator | 600 |
| 25 | Machinist Technology | Conventional Lathe | 24,000 |
| 26 | Biology | Microscope Slides | 6,000 |
| 27 | Biology | Real Time PCR | 38,000 |
| 28 | HVAC/R | Air Conditioning Forced-Air Heating Trainer | 32,000 |
| 29 | Culinary Arts | POS System for the Catering Truck | 5,000 |
| 30 | Geography/Geology | Raised Relief Globe | 4,500 |
| 31 | Automotive | Resistant Welder | 14,000 |
| 32 | Theatre | Outdoor Message Center | 785 |
| 33 | Theatre | Drill Press | 237 |
| 34 | Culinary Arts | POS System for the Den Facility | 3,000 |
| 35 | Diesel | Cummins CNG Low NOX Engine | 75,500 |
| 36 | Automotive | Ease Diagnostic Scan Tool Software Equipment | 14,800 |
| 37 | Culinary Arts | Rotation Oven | 33,000 |
| 38 | Development & Comm. Relations | Four-Person Cart | 10,800 |
| 39 | Automotive | Hybrid Vehicle—Toyota Prius | 22,000 |
| 40 | Culinary Arts | Dough Sheeter | 25,000 |
| 41 | Culinary Arts | Small Wares (Rialto ROP) | 40,000 |
| 42 | Culinary Arts | Re-Equip Kitchen in North Hall | 25,000 |
| 43 | Auto Mechanical | Tire Mount and Balance Machine | 22,000 |
| 44 | Collision | Frame Rack Awning | 16,500 |
| 45 | Auto Mechanical | Powertrain Modules | 60,000 |
| 46 | Collision | Container Relocation and Upgrade | 2,600 |
| 47 | Automotive | Scan Tools and Diagnostic Equipment | 14,000 |
| 48 | Auto Mechanical | Meter Certification Kit | 8,000 |
| 49 | Automotive | Hybrid Vehicle—Mini-Cooper | 26,000 |
| 50 | Automotive | Hybrid Vehicle—Nissan Leaf | 21,000 |

FACULTY & CLASSIFIED

| FACULTY | | CLASSIFIED | |
|---------|---------------------------------|------------|---|
| 1 | Culinary Arts | 1 | Research Analyst |
| 2 | Child Development (1) | 2 | Custodian (1) |
| 3 | Welding | 3 | Nursing Simulator Tech Support Special. |
| 4 | Psychology (1) | 4 | Professional Expert/Grant Writer |
| 5 | Art | 5 | SI Coordinator--Student Success Center |
| 6 | Mathematics | 6 | Planetarium Specialist (Replacement) |
| 7 | Student Health Center Counselor | 7 | Arts & Humanities--Sec II |
| 8 | English (1) | 8 | Custodian (2) |
| 9 | DSPS Counselor | 9 | Applied Tech--Secretary II |
| 10 | Culinary Arts - Baking | 10 | Art-Increase Lab Tech from 55% to 100 % |
| 11 | Biology | 11 | CTE Coordinator |
| 12 | Pharmacy Technology | 12 | Campus Tech Services--Secretary II |
| 13 | Physics | 13 | Tech. Generalist for Evenings--Biology (Replacement) |
| 14 | Human Services | 14 | Applied Tech-- Tool Room Specialist |
| 15 | Communication Studies | 15 | Human Services--PT Professional Expert--Training Specialist/CTE |

| | | | |
|----|--|----|---|
| 16 | History | 16 | Music—PT Staff Accompanist |
| 17 | Librarian | 17 | Campus Tech Serv.--Tech Supp. Special. |
| 18 | Foods and Nutrition | 18 | English-PT Clerical Support-- Writing Center |
| 19 | Chemistry | 19 | Welding Lab Assistant |
| 20 | English (2) | 20 | RTVF--Media Specialist |
| 21 | Child Development (2) | 21 | Child Develop--PT Professional Expert Training Specialist CTE |
| 22 | ASL | 22 | Electricity/Electronics--Lab Assistant |
| 23 | Psychology (2) | 23 | Custodian (3) |
| 24 | Human Services (2) | 24 | Culinary Arts--Convert Professional Expert to Classified |
| 25 | Psychology (3) | 25 | Admissions and Records Technician |
| 26 | Athletics (Instruct/Head Baseball Coach) | 26 | Geo/Geog/Ocean—Lab Tech (Half-Time) |
| | | 27 | Auto Tech Lab Assistant |
| | | 28 | Physics--Lab Tech--Half to Full-Time |
| | | 29 | Chemistry-- Lab Tech—Half-time |
| | | 30 | Auto Collision--Lab Assistant (2) |
| | | 31 | Baking--Lab Assistant |
| | | 32 | Auto Tech--Lab Assistant (2) |
| | | 33 | Office of Student Life--Coordinator |
| | | 34 | Auto Tech Lab Assistant (3) |
| | | 35 | Library Media Clerk/Tech |
| | | 36 | Custodian (4) |
| | | 37 | Auto Collision--Lab Assistant (2) |
| | | 38 | Diesel Lab Assistant |
| | | 39 | Athletics—Full-Time Trainer |
| | | 40 | Student Success Coordinator--First-Year Experience |
| | | 41 | Custodian (5) |
| | | 42 | Grounds |
| | | 43 | Guardian Scholars |
| | | 44 | Director of Grant Development & Management |

College Council then voted to fund many of the requests, based on recommendations of the Budget Committee.

Efficacy—Spring 2017:

| Important Dates | |
|------------------------|--|
| January 20 | Committee Meeting—Review & Update Efficacy Forms |
| February 17 | Committee Meeting--Efficacy Workshop--9:30 to 11:00 a.m. (B-118) |
| March 3 | Committee Meeting--Efficacy Workshop--9:30 to 11:00 a.m. (B-118) |
| March 10 | Committee Meeting |
| March 21 | Programs Submit Efficacy Reports to Committee Co-Chairs by NOON |
| April 7 | Meeting (review Accounting to English/ESL) |
| April 21 | Meeting (review Human Services to Tumaini) |
| April 26-27 | Committee reviews CTE two-year reports and team reports |
| April 28 | Meeting (review CTE two-year reports) |
| May 12 | Meeting—Sub-committee will review process and forms for 2017-18 |

Method: Phase I--Research and Reporting

Full Efficacy Reviews: The Program Review Committee distributed forms, data, and procedures to department chairs and managers with the following instructions for **full efficacy reports**:

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

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

The purpose of Program Review is to:

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

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

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

Draft forms should be written early so that your review team can work with you at the small-group workshops (**February 17 and March 3**). Final documents are due to the Committee co-chairs (Paula Ferri-Milligan at pferri@sbccd.cc.ca.us and Kay Weiss at kweiss@valleycollege.edu) by **NOON on Tuesday, March 21, 2017**.

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

The efficacy process incorporates the EMP sheet and SLO/SAO documentation, which you will need to insert. We have inserted the dialogue from the committee where your last efficacy document did not meet the rubric, the curriculum report (if applicable), and the SBVC demographic data. Below are additional links to data that may assist you in completing your document:

SBVC Strategic Initiatives: <https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/documents/17-efficacy/strategic-initiatives.pdf>

California Community College Chancellor's Office Datamart: <http://datamart.cccco.edu/>

SBVC Research, Planning & Institutional Effectiveness:
<http://www.valleycollege.edu/about-sbvc/offices/office-research-planning>

California Community Colleges Student Success Scorecard:
<http://scorecard.cccco.edu/scorecard.aspx>

CTE Two-Year Mini Reviews: The Program Review Committee distributed forms, data, and procedures to department chairs and managers with the following instructions for **CTE Two-Year Mini Reviews:**

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

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

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

Draft forms should be written early so that your review team can work with you at the small-group workshops (February 17 and March 3).

Instructions:

For each of the seven sections:

- Mark the checkbox that best identifies where the program stands.
- Provide a brief supporting narrative. Within each section there are examples related to that particular area, which could serve to help describe your program status. It is not necessary to address every item listed; these are included as possible examples. If you have other relevant information pertaining to a given area, then you are encouraged to include that as well.
- Scan the documents—with signatures.
- Final documents are due to the Committee co-chairs (Paula Ferri-Milligan at pferri@sbccd.cc.ca.us and Kay Weiss at kweiss@valleycollege.edu) by **NOON on Tuesday, March 21, 2017**.

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

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

Phase II: Analysis, Interpretation, Ratings, and Recommendations

The co-chairs assigned each member of the Program Review Committee to a three-person team in order to review full and mini reports. Members were not assigned to their own divisions. Each team worked together to provide ratings and narrative comments on each of the areas, both the full and the mini reports, and submitted a team report to the full Program Review Committee for input. The narratives and the “meets” and “does not meet” ratings closely referenced the rubrics.

In addition to a “meets” or “does not meet” rating in each category, the team provided an overall rating for the program using the following definitions. Note: Definitions were revised by the 2010-2011 Program Review Committee with subsequent changes identified in red below).

| Committee Recommendations | Consequences | Next Report |
|--|--|---|
| Probation: Program submitted a document that did not withstand the minimum rigor of self-study required for accreditation scrutiny, or for programs that require the attention of appropriate Vice President to meet the needs of the institution. | Programs will be required to submit a Remediation Report. The Committee will evaluate the Remediation Report to determine if the program can participate in the next Needs Assessment cycle. | Full report in next Efficacy cycle. Once off probation, full efficacy report in three <u>four</u> years. |
| Probation: No Documents Submitted | Programs will be required to submit a Show Cause Report explaining why Program Efficacy was not completed. The Committee will evaluate the Show Cause Report to determine if the program can participate in the next Needs Assessment cycle. Programs on probation for two consecutive years are at risk for Program Discontinuance. | Full report in next Efficacy cycle. Once off probation, full efficacy report in three <u>four</u> years. |
| Conditional: Program is currently meeting the needs of the institution as demonstrated by the responses to the questions and the document’s evidence of critical self-study in most areas. Information in one or two areas is insufficient an/or significantly out-of-date and program is given a year to address them. | Program which does not satisfy deficiencies with one year or does not submit the update will be placed on Probation. | Update report in one year. Next Efficacy in three <u>four</u> years. |
| Continuation: Program is currently meeting the needs of the institution as demonstrated by the responses to the questions and the | None. | Next Efficacy in three <u>four</u> years. |

| | | |
|---|--|--|
| document's evidence of critical self-study. | | |
|---|--|--|

Review teams presented their oral and written responses to the full Program Review Committee. The full committee made recommendations, reached consensus, and voted on the overall rating. Team leaders made any necessary changes to the team report based on the committee's recommendations and resubmitted the revised report to the committee co-chairs for inclusion in this document.

Phase III: Distribution

Before the end of the spring 2017 semester the Efficacy Team Reports were distributed first to the individual departments/programs. The Efficacy results were then presented to the Academic Senate and then campus-wide through this report.

Efficacy Rotations

As the college continues to grow, the efficacy rotation document continues to be revised to reflect the needs of the campus. The following chart was revised on 5/12/16 to accommodate those needs.

Program Review
4-Year Program Efficacy Rotation
(Revised: 5/12/16)

| 2016 – 2017 | 2017 – 2018 | 2018-2019 | 2019-2020 |
|------------------------------------|---|-------------------------------------|--|
| SPRING 2017 | SPRING 2018 | SPRING 2019 | SPRING 2020 |
| Accounting | Academic Advancement | Administration of Justice | Aeronautics |
| Automotive Mechanical | Admission/Records | Architecture | Athletics |
| Biology | Cal Works | Art | Campus Technology Services |
| Bookstore | Campus Business Office/ Mailroom/Switchboard | Automotive Collision | Chemistry |
| Computer Information Technology | Child Development Center | Business Administration | Counseling |
| Corrections | Criminal Justice/Police/Sheriff | Child Development/Education | Culinary Arts |
| Custodial | EOPS/Care | Communication Studies (Speech) | Dance |
| Economics | First Year Experience | Computer Science | Development and Community Relations |
| Electricity/Electronics | Food Services | Diesel | DSPS |
| English/ESL | Machine Trades | Geography/GIS | Financial Aid |
| Human Services | Maintenance/Grounds | Grants Development & Management* | Foods and Nutrition |
| Inspection Technology | Outreach | Math | Geology/Oceanography/Env. Sci. |
| Library Technology Program | Professional Development* | Pharmacy Technology | History |

| | | | |
|------------------------------|---------------------------------|---------------------------------|--------------------------------|
| Psych Tech | Research & Planning | Physical Education/Health | Library & Library Computer Lab |
| Psychology | Student Health Services | Refrigeration | Marketing/PR* |
| Puente | Student Life | Anthropology | Matriculation |
| Real Estate | Student Success Center/Tutoring | Sociology | Modern Languages |
| RTVF | | Transfer Center | Music |
| STAR | CTE 2-yr Review | Veterans | Nursing |
| Tumaini | Aeronautics | Welding | Philosophy/Religious Studies |
| | Culinary Arts | CTE 2-yr Review | Physics/Astronomy/Observatory |
| CTE 2-yr Review | Nursing | Accounting | Political Science |
| Administration of Justice | Water Supply Technology | Automotive Mechanical | Reading |
| Architecture | | Computer Information Technology | Theatre Arts |
| Automotive Collision | | Corrections | Water Supply Technology |
| Business Administration | | Electricity/Electronics | |
| Child Development/ Education | | Human Services | CTE 2-yr Review |
| Computer Science | | Inspection Technology | Machine Trades |
| Diesel | | Library Technology Program | |
| Geography/GIS | | Psych Tech | |
| Graphic Design | | Real Estate | |
| Pharmacy Technician | | RTVF | |
| Refrigeration | | | |
| Welding | | | |

Efficacy 2017 Results

Nineteen full and twelve mini reviews were scheduled in spring 2017. The programs that were reviewed and their ratings are listed below.

The subcommittee reports and the full efficacy documents that were submitted by the departments are included and the page number where they can be found in this report is referenced.

Full Reviews:

| Department | Rating |
|---------------------------------|---|
| Accounting | Conditional |
| Automotive Technology | Continuation |
| Biology | Continuation |
| Bookstore | Due to the outsourcing of the Bookstore, the Committee will evaluate this area one year after the outsourcing begins. |
| Computer Information Technology | Continuation |
| Corrections | Continuation |

| | |
|---------------------------|--------------|
| Custodial | Continuation |
| Economics | Continuation |
| Electricity/Electronics | Continuation |
| English/ESL | Continuation |
| Human Services | Continuation |
| Inspection Technology | Conditional |
| Library Technical Program | Continuation |
| Psychiatric Technology | Continuation |
| Psychology | Continuation |
| Puente | Conditional |
| Real Estate | Conditional |
| RTVF | Continuation |
| STAR | Conditional |
| Tumaini | Conditional |

CTE Two-Year Mini Reviews:

| Department | Rating |
|-----------------------------|---------------|
| Administration of Justice | Continuation |
| Architecture | Conditional |
| Automotive Collision | Continuation |
| Business Administration | Probation |
| Child Development/Education | Continuation |
| Computer Science | Conditional |
| Geography/GIS | Continuation |
| Graphic Design | Continuation |
| Diesel | Continuation |
| Pharmacy Technology | Conditional |
| Refrigeration | Continuation |
| Welding | Continuation |

**Conditional & Probationary Reports
Spring 2016**

During the spring 2016 Efficacy phase, ten programs received a rating of either conditional or probation. The Program Review Committee required those programs to resubmit a revised report in October 2016, addressing areas where they received a “does not meet.” The committee provided feedback via email to those programs in order to assist in those revisions. For Program Review Committee discussion and voting on these departments/programs, see the October 21, 2016 and November 4, 2016 meeting minutes that can be found on the SBVC Program Review webpage. Following are the programs, their initial ratings, and their revised ratings where applicable:

| Department | Spring 2016 Rating | Fall 2016 Rating |
|-------------------|---------------------------|-------------------------|
| Aeronautics | Conditional | Continuation |
| Culinary Arts | Conditional | Continuation |

| | | |
|-----------------------------------|-------------|---|
| Financial Aid | Conditional | Probation (Program requested that it be re-evaluated in fall 2017 due to current lack of Financial Aid Director— Committee approved request.) |
| Food & Nutrition | Probation | Continuation |
| Library & Library Computer Lab | Conditional | Continuation |
| Marketing/PR | Probation | Probation (no report submitted) |
| Matriculation | Conditional | Continuation |
| Music | Conditional | Continuation |
| Nursing | Conditional | Continuation |
| Physics/Astronomy/ Observatory | Conditional | Continuation |
| Water Supply Technology | Probation | Continuation |

Moving Forward

As the campus changes, Program Review continues to review its purpose and refine its focus based on the campus needs and climate. This year’s Program Review Committee has identified the following considerations as it moves into the 2017-2018 cycle:

The Academic Senate voted to align SLO/PLO/SAO reporting processes with Program Efficacy in order to eliminate duplication of reporting. Currently, departments have to report on their SLO/PLO/SAO progress, assessments, and findings on a three-year cycle. Beginning in fall 2017, this cycle will align with the four-year Program Review cycle, and departments will submit evidence to the Program Review Committee, via the Efficacy process, that each course and program has completed a summary evaluation at least once during the four-year review cycle.

A Program Review Sub-Committee has been formed which will:

- Revise the existing forms in order to align them with revised Strategic Initiatives developed for the 2014-2019 Strategic Plan.
- Revise the existing forms in order to accommodate new types of requests, i.e. manager request form, etc.
- Explore strategies to review needs requests associated with grant applications that do not fit existing timelines.
- Explore expanding overall efficacy ratings back to previous designations: expansion, continuation, conditional, contraction, caution, probation.

Four-Year Efficacy Reviews

**Program Efficacy Team Report
Spring 2017**

Name of Department: **ACCOUNTING**

Efficacy Team: N. Sogomonian, K. Melancon, T. Hosford

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation: While the increase in student success and retention are notable and indicate the program is meeting its goals, the committee would like to see more detailed analysis and updated information in the following areas: Student Learning Outcomes (SLOs), Productivity and Curriculum currency. It is not clear whether established Student Learning Outcomes were reviewed, assessed and analyzed. The discussion provided on SLOs addresses a list of standardized course objectives rather than course outcomes. A SLO 3-year report and a SLO course map would have been beneficial as evidence of SLO assessment. Under Institutional Effectiveness, student success and retention are notably highlighted, however, productivity data are not addressed. Also, out-of-date course outlines need to be addressed. Last, the committee recommends indicating plans or strategies to address low enrollment of underrepresented populations (male, disability and Hispanic).

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

Efficacy Team Analysis and Feedback: Meets Does Not Meet

It is noted that there are more females in the field. There is no mention or concern for increasing the number of males enrolled. The committee would like to see some strategies in the department planning to address ways of improving enrollment of male students. Furthermore, a concern was expressed about the low representation in the Disability category. While differences were noted, no plans were offered to address outreach to underrepresented populations (Hispanic, disability, male). Steps to address the issue were not indicated.

Course scheduling is varied and attempts are made to improve times to meet student needs. Discussion of monitoring the trend was made, but no plans to address the discrepancy were offered.

Pattern of Service needs are met.

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program does not provide an adequate analysis of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes (SLOs) | Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete . | Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete . |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

An analysis of the data is provided and focuses on Student Success and Retention, both of which have experienced an increase (3% and 2% respectively). Data reflect department goals. Mention was made of an increase by 30% of awards and 53% of certificates, however the explanation of the increase was lacking. The increase was attributed to changes made in the education requirements for the profession which includes additional units. However, the question remains how would an increase in units increase the number of certificates awarded? More analysis would be helpful for better understanding of the phenomenon.

It is stated that Course Level SLO's are assessed annually and then there is a long discussion throughout the analysis of Standardized Student Learning Objectives which for one reader caused some confusion since the two (Outcomes and Objectives) are not the same. It appears a textbook Index was provided outlining the contents of chapters 1- 21. Description of on-line and hybrid courses is provided; however, it is left for the reader to infer whether SLOs are continually assessed and whether data collection,

reflection/feedback and connection to area services is complete. Author describes under “miscellaneous” what is included in a course syllabus and again mention is made to student learning objectives, but not to outcomes. Mention is made of SLO and PLO revisions but no examples are provided. Examples could clear up any misunderstanding between Student Learning Outcomes and course objectives. The committee recommends inclusion of a SLO 3-year report and SLO mapping for clarity.

Last, committee requests more analysis and detail in the area of Program Level Outcomes noting the report lacks mapping of and evidence that (PLOs) have been assessed.

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness – Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The initial discussion of the Accounting Mission Statement a description rather than a mission. Nonetheless, there is direct link to the Mission of the college: to serve a diverse community of learners and to prepare them to transfer to universities and provide students with skills and knowledge to succeed in the accounting. An SBVC (specific) Accounting Mission Statement would enhance the linkage.

Productivity analysis is lacking and in one instance misinterpreted: success rates had a 3% increase rather than a 5% increase per the data chart provided. The committee would like to see discussion as to what is the 3% decrease attributed. It would also be helpful to provide a discussion regarding how the changes in education requirements (increased units) explain an increase in degrees and certificates. A slight drop in enrollment is mentioned but the productivity data per the EMP show a larger drop which is not addressed in the report. The committee questioned what may have caused the drop and would like further explanation.

The information provided on Relevance, Currency, Articulation is misleading. It is stated the department was not aware of any courses due for content review yet they will work on the review for the out of date courses. Of seven courses, 5 are out of date and in need of content review. The committee strongly urges the department to address the out-of-date courses and to provide plans for any necessary updates and revisions to ensure we are in compliance with our courses.

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|--|--|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program <u>does not identify</u> major trends, or the plans are not supported by the data and information provided. | The program <u>identifies and describes</u> major trends in the field. <u>Program addresses how trends will affect enrollment and planning.</u> Provide data or research from the field for support. |
| Accomplishments | The program <u>does not incorporate</u> accomplishments and strengths into planning. | The program <u>incorporates</u> substantial accomplishments and strengths into planning. |
| Challenges | The program <u>does not incorporate</u> weaknesses and challenges into planning. | The program <u>incorporates</u> weaknesses and challenges into planning. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Requirements for CPA Licensure are addressed and the department intends to adjust scheduling as needed to meet student course demands.

Accomplishments in success and retention are provided however the success increase is a 3% rather than a 5% increase per the EMP data. It is indicated curriculum has been reviewed and updated on an annual basis while the Curricunet attachment shows some courses need updating.

Limited discussion of how the program incorporates weaknesses and challenges into planning is provided. Reference is made to the improved economy making it difficult to attract qualified adjunct instructors while in the EMP reference is made to the budget crisis in California which creates a disconnect in interpretation.

| Strategic Initiative | Institutional Expectations | |
|--|--|--|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> | <p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

All courses incorporate a technology component. Strong partnerships exist with CSUSB and UCR as well as California Society of CPA's (Cal CPAs). Efforts are made to be an inclusive, caring program.

| Part VI: Previous Does Not Meets Categories |
|---|
| Program addressed each area, by either describing how the program has remedied deficiencies, or if these areas have been discussed elsewhere in this current document, provided the section where these discussions can be located. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The report indicates all categories were rated "meets" in the 2012-2013 efficacy review.

Program Efficacy--ACCOUNTING 2016 – 2017

Complete this cover sheet as the first page of your report.

Program Being Evaluated

| |
|------------|
| Accounting |
|------------|

Name of Division

| |
|---|
| Mathematics, Business & Computer Technology |
|---|

Name of Person Preparing this Report

Extension

| |
|-----------------------|
| Janet Courts x8905 |
|-----------------------|

Names of Department Members Consulted

| |
|------------|
| Steven Lee |
|------------|

Names of Reviewers

| |
|--|
| N. Sogomonian, K. Melancon, T. Hosford |
|--|

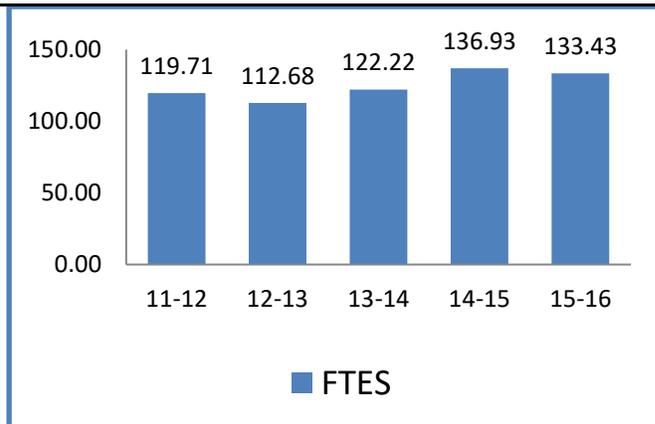
| Work Flow | Date Submitted |
|---|----------------------------|
| Initial meeting with department | 03/2017 |
| Meeting with Program Review Team | |
| Report submitted to Program Review co-chair(s) & Dean | by NOON on March 21 |

Staffing

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

| Classification | Number Full-Time | Number Part-time, Contract | Number adjunct, short- term, hourly |
|------------------|------------------|-------------------------------|--|
| Managers | 0 | | 0 |
| Faculty | 2 | | 5 |
| Classified Staff | 0 | | 0 |
| Total | 2 | | 5 |

ACCOUNTING — 2015-2016



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

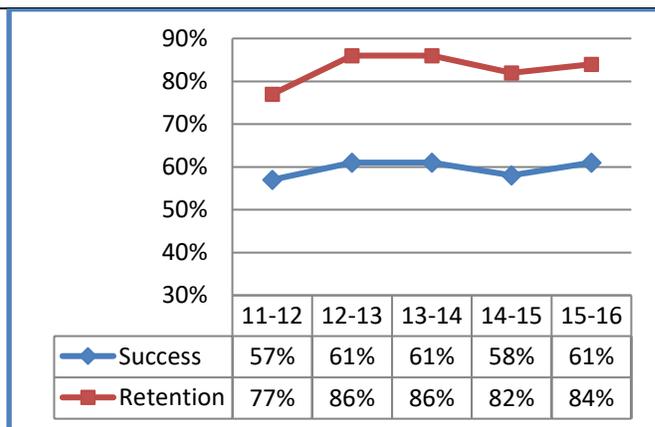
Assessment: Assessment: We experienced a slight (3%) decrease in FTES. We were able to add 5 additional courses this year (total 39 sections). Our online enrollment increased by 16%. Our success and retention rates remain strong at 61% (5% increase) and 84% (2% increase) respectively. In addition we awarded 30% more degrees Certificates awarded increased by 53% most likely due to the changes in education requirements for the profession, which include required additional units to become a licensed CPA.

| | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|-----------------------|-------|-------|-------|-------|-------|-------|
| Duplicated enrollment | 1,166 | 1,008 | 935 | 1,025 | 1,142 | 1115 |
| FTEF | 7.52 | 6.45 | 6.52 | 7.14 | 8.01 | 9.21 |
| WSCH per FTEF | 548 | 557 | 519 | 514 | 513 | 435 |

Department Goals:

- Increase the Accounting offerings to meet community needs.
- Continue to evaluate the Accounting programs for possible re-configuration to meet the needs of students
- Continue to increase the use of technology to improve learning skills.
- Continue to standardize the online content of all courses.

Strengthen the accounting program through strategic allocation of funds, development of community connections, and recruitment in the local communities



- **Challenges & Opportunities:** The budget crisis here in California has caused the District to be more frugal with funds. We will continue to reevaluating our course offerings to increase efficiency and effectiveness in all accounting courses.

Our biggest challenge is staffing classes. We have one full-time tenured faculty member nearing retirement, and a new full time faculty, both are CPA's. We have continued to search for qualified adjunct instructors who can teach during the day and evening. All faculty are teaching at close to maximum load in order to staff the classes. We hope to find additional qualified adjunct faculty to lighten the load on the full time faculty.

| | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|------------------------|-------|-------|-------|-------|-------|-------|
| Sections | 32 | 28 | 28 | 30 | 34 | 39 |
| % of online enrollment | 31% | 43% | 38% | 50% | 62% | 72% |
| Degrees awarded* | 6 | 12 | 23 | 29 | 30 | 39 |
| Certificates awarded* | 7 | 8 | 11 | 28 | 15 | 23 |

TOP Code: 050200
Award Source:
https://informer.sbccd.cc.ca.us:1443/DashboardViewer.html?locale=en_US&emb08a-a99a-4da2-8c50-3dcb64fbf48e

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

Part I: Questions Related to Strategic Initiative: Access

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

SBVC Strategic Initiatives:

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

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

| Demographics - Academic Years - 2014-15 to 2015-16 | | |
|--|------------------------|-----------------|
| Demographic Measure | Program: Accounting | Campus- wide |
| Asian | 4.8% | 4.8% |
| African-American | 15.7% | 12.8% |
| Hispanic | 59.7% | 64.2% |
| Native American | 0.5% | 0.2% |
| Pacific Islander | 0.7% | 0.3% |
| White | 17.4% | 14.0% |
| Unknown | 1.3% | 0.4% |
| Female | 63.9% | 56.9% |
| Male | 34.8% | 42.9% |
| Disability | 0.2% | 6.3% |
| Age Min: | 14 | 14 |
| Age Max: | 68 | 78 |
| Age Mean: | 27 | 24 |

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

The Accounting Program basically reflects the College's student population in the area of ethnicity. The data is very comparable with the biggest difference being 4.5 percent (Hispanic, White) and the smallest at .03 percent (Native American). In the area of gender between the Program and the College, the difference is larger, 7 percent more females and 8 percent less males in the accounting program when compared to the campus population. This difference is expected, Females make up 63.9 percent of the enrollment in the accounting program which is slightly more than the 61.3 % of accountants nationwide. (<http://www.bls.gov/cps/cpsaat11.pdf>)

While the Program's and the College's gender demographics are close, a difference of no more than 8 percent, there is a significance difference between males and females in the program. There are only 34.8% males compared to 63.9% females. The question is why? We do know that the number of women attending college is higher than men; and that even though the number of women entering the accounting field has been high, the number continues to increase. Discussions with colleagues from other area schools indicate that this is a common trend. Women outnumber men in the accounting major 54.5/45.5 percent. <https://datausa.io/profile/cip/520301/>. Discussions with colleagues will continue to monitor this trend and address material changes should they arise.

Pattern of Service

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

Classes are offered on campus in the morning and the evenings, Monday thru Thursday, and online. The Department has scheduled afternoon classes beginning at 12 noon or 1 p.m., but were cancelled due to low enrollment. Friday only sections have been offered but suffer from low enrollment also.

The Department schedules classes to meet the needs of our day students and working adults. Short-term classes have proved to be popular; therefore, the Department is offering eleven short term accounting classes, Bookkeeping, Payroll Accounting, Computerized Accounting, Financial Accounting, and Managerial Accounting in both online and hybrid versions. We are currently offering 'stacked' classes every semester. Hybrid versions of Financial and Managerial accounting (transfer classes) are offered first eight weeks, then last eight weeks in the same time slot and classroom. This combination allows students to complete both transfer classes in one semester. The Department offers all courses in both on campus and online formats. We will continue to evaluate the needs of the community and adjust our course offerings accordingly.

Part II: Questions Related to Strategic Initiative: Student Success

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program does not provide an adequate analysis of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes (SLOs) | Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete . | Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete . |

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded")

Our retention (~84%) is up 2% and success rates (~ 61%) are up 3 % over 2014-2015. We are very pleased, both retention and success are continuing at the high levels. In line with our 2012 program goals we have increased the course offerings in Computerized, Financial, and Managerial accounting courses and offering 2-3 additional sections a semester, expanded the use of technology, all courses have a strong online component offering additional interactive study materials. In addition, ethics and forensic discussions have been integrated into most courses. International Accounting Standards are introduced in the 200 level courses. Since we have an open-door policy, many students experiencing accounting are academically under equipped to properly succeed with the program. Therefore, we have been encouraging students to first enroll in Accounting 010 (Bookkeeping) before attempting the transfer level accounting courses. Students are informally surveyed in class to determine what they 'like' and don't like about accounting classes. The 'likes', interactive online resources, analytical problem solving as part of group in the classroom or online in a discussion forum, interactive lectures, are expanded, the 'don't likes', boring lectures, excessively repetitive problem solving, very long exams, are reworked to become 'likes'. Lectures are reworked to include activities, new problems are developed, exams are more frequent but shorter. We hope to continue this trend.

In addition to increasing the sections offered, we are proud to note that the number of accounting degrees awarded have increased by 30% over 2014/15. Certificates have increased by an impressive 53%. We will continue to listen to students and professionals in order to make the program better and continue to increase student success and retention.

Supplemental Data

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

The terminal certification for accounting students is the CPA designation which currently requires 150 semester units including a 4-year degree. We prepare our students for transfer to a university or work with them as they develop the skills needed to pursue careers in bookkeeping, data entry, payroll specialists, jobs that do not require a university education. Computerized Accounting, Bookkeeping, and Payroll courses help students develop the skills to gain employment without a degree.

During the year, full time faculty and students attend the California Society of CPAs, Inland Empire Chapter Young and Emerging Professionals events. Accounting students and faculty were recognized at the California Society of CPAs annual Student/Faculty Reception. The Society presented scholarships to students from each of the area schools. Faculty members accepted invitations to join and continue to serve on the: CSUSB Community College Advisory Board, CSUSB Accounting Advisory Board, CSUSB Accounting Association Advisory Board, Beta Alpha PSI, a National Accounting Honor Society, CalCPA board of directors, and IRS Volunteer Income Tax Assistance Coalition board. In addition, faculty are members of CalCPA, American Institute of Public Accountants, and the Institute of Management Accountants.

The job outlook for Accounting majors is positive with 11% growth expected through 2024. <https://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm>.

Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. This section is required for all programs.

Course level SLO's are reassessed annually to identify needed changes to reflect the current trends in the profession.

The assessment tool for each course is a quiz/midterm that tests the skills addressed in the course Student Learning Objectives. The department is using the results to increase the efficiency of the courses and the assessment process. Areas of strength and weakness are identified and appropriate action taken. Instructors are provided with the results and activities are developed addressing the weak areas. Instructors of each course work together to develop the activities. Courses will be assessed on an annual basis. Prior to Fall semester, the senior full time faculty member updates and distributes teaching guidelines for the transfer courses (ACCT 200 and 201). Feedback is requested from all accounting instructors. This document is updated to reflect changes resulting from the SLO analysis and feedback. The latest version:

ACCT 200 & 201 Standardized Course Coverage and Assessment Guidelines:

With the purpose of better quality control and to facilitate the assessment reporting process, we will incorporate the following into our courses.

1. **Standardized course coverage.** A common set of learning objectives for each chapter of the course has been identified. All the section instructors are required to cover these learning objectives. Additional learning objectives can be delivered at the discretion of the instructor. Appendix 1 & 2 shows detailed learning objectives by chapter. The level of requirement varies as to know, identify, describe, calculate, and work etc. The learning objectives designated with a \$\$ sign require the application of quantitative calculation by students.

2. **Guided and monitored tests.** In alignment with the standard learning objectives covered, instructors are required to assess students' learning of these objectives in exams. In each test, test questions should be designed to cover and assess most of these learning objectives (>80%). Each instructor makes their individual tests according to the standardized learning objectives. Instructors are also required to send the tests to course coordinator for review upon request. The course coordinator will then give feedback on if the coverage of the test is appropriate and if any changes are deemed necessary. Learning objectives marked with \$\$ involve assessment requiring numeric calculation.

3. **Instructors should not give more than 3 whole-class exams per quarter.** Exams should be completed by individual students not groups. Appropriate preventative measures should be implemented to discourage cheating. Examples: in class exams, multiple versions, password or log in required for online exams, required calculations to be shown, etc

4. **Examples of required textbook exercises and problems.** These problems are relevant to the standardized learning objectives to be covered. There are many other questions in textbook also aiming at a particular learning objective. Instructors are recommended to use

these questions in class discussion or as practice assignments. However they need to use different or modified questions for in-class discussion and homework to reinforce student learning. In other words, the homework should not be a time for students to copy their class notes. Moreover, the department recommends instructors to set up multiple questions for each learning objective on Wileyplus to provide students with ample practice opportunity.

Appendix 1. ACCT 200 Learning Objectives

Chapter 1. Introduction to Financial Statements

1. Identify different forms of business organization and describe the major difference among them
2. Identify different users of financial information and how they can use the information
3. Describe three types of business activities and some account names associated with each type of activity
4. Know the components of an annual report

Chapter 2. A Further Look at Financial Statement

1. Explain different parts of the classified balance sheet. Know the account names and classification time threshold
2. Explain the three types of performance measures- profitability, liquidity and solvency. Identify some sample measures and how to compute them \$\$
3. Explain the principals, assumptions and constraints; Characteristics of quality accounting information

Chapter 3. The accounting information system

1. Make transaction analysis
2. Explain the T account, the effect of debit and credit to each account, and double entry accounting rules; Know the normal balance of different accounts
3. Explain the accounting equation and provide students with a chart of accounts
4. Go through the steps in recording process that involve all recording process: journal entry, ledger and trial balance, using examples \$\$
5. Classify cash activities as operating, investing or financing

Chapter 4. Accrual accounting concepts

1. Apply the Revenue recognition principle and the expense recognition principle to specific examples and determine the period in which revenue and expense should be recognized.
2. Differentiate between cash basis and accrual basis of accounting
3. Explain why adjusting entries are needed (the effect of not taking adjusting entry)
4. Prepare adjusting entries for prepaid expenses, unearned revenues, deferred revenues and deferred expenses. \$\$
5. Explain the closing steps
6. Distinguish the causes of differences between net income and cash provided by operating activities.

Chapter 5. Merchandising operation and the multiple-step income statement

1. Difference between merchandising company and other companies
2. Make journal entries of purchases under perpetual inventory system
3. Make journal entries of sales revenue under perpetual inventory system
4. Work examples of multiple-step income statement \$\$
5. Compute cost of goods sold under periodic system \$\$

Chapter 6. Reporting and analyzing inventory

1. Determine physical inventory quantities: goods in transit and consigned goods
2. Compute inventory value using specific identification, LIFO, FIFO and average cost methods **\$\$**
3. Explain the impact of each method on income statement, balance sheet and taxes
4. Compute the lower of cost or market inventory value **\$\$**
5. Explain LIFO reserve

Chapter 7. Fraud, internal control and cash

1. Define fraud and internal control
2. Explain the principles of control activities and apply the principles to business examples and diagnose internal control deficiencies
3. Apply the internal control procedures to cash
4. Prepare a bank reconciliation using examples **\$\$**
5. Introduce basic principles of cash management

Chapter 8. Reporting and analyzing receivables

1. Identify different types of receivables
2. Journal entries on recording accounts receivables, valuing accounts receivable using the allowance method and write off of accounts receivables **\$\$**
3. Compute interest on a note **\$\$**
4. Journal entries recording notes receivables and disposition of notes receivables
5. Introduce principles of sound accounts receivable management
6. Introduce methods to accelerate cash collections
7. Know balance sheet presentation of receivables **\$\$**

Chapter 9. Reporting and analyzing long-lived assets

1. Determine what costs should be capitalized to plant assets accounts **\$\$**
2. Explain the concept of depreciation
3. Compute periodic depreciation using 3 methods: straight-line, double declining balance and units of activity, and contrast the expense patterns **\$\$**
4. Journal entries for disposing plant assets and compute gain/loss on disposal **\$\$**
5. Know the balance sheet presentation of long-lived assets
6. Know different types of intangible assets

Appendix 2. ACCT 201 Learning Objectives (In the managerial accounting part, journal entries are not the key focus.)

Chapter 10. Reporting and analyzing liabilities

1. Define current liabilities and examples of them
2. Make journal entries related to notes payable and unearned revenues **\$\$**
3. Basic concepts of bonds, market rate, premium and discount
4. Journalize the bond issuance transaction (at par, premium and discount) and the bond redemption transaction **\$\$**
5. Describe the bond amortization process. **\$\$.**
6. Know balance sheet presentation of bonds **\$\$**

Chapter 11. Reporting and analyzing stockholders' equity

1. Discuss the characteristics of a corporation and the difference between liability and equity
2. Journalize the issuance of common stock **\$\$**
3. Journalize the purchase of treasury stock **\$\$**

4. Differentiate between preferred stock from common stock. Describe dividend in arrears
\$\$
5. Journalize the issuance of preferred stock \$\$
6. Journalize cash dividends and understand the effect of stock dividends and stock splits
\$\$
7. Identify the items that affect retained earnings
8. Know balance sheet presentation of stockholder's equity \$\$

Chapter 12. Statement of cash flows

1. Indicate the usefulness of cashflows
2. Distinguish among operating, investing and financing activities
3. Prepare a statement of cashflows using the indirect method. The direct method is optional.
\$\$
4. Using statement of cashflows to evaluate a company

Chapter 13. Financial analysis: the big picture

1. Introduce sustainable income concept and its implications
2. Explain irregular items and comprehensive income
3. Describe horizontal and vertical analysis format and the uses of them \$\$
4. Summarize ratios evaluating liquidity, solvency and profitability \$\$
5. Introduce the concept of "quality of earnings" and the measures

Chapter 14. Managerial accounting

1. Difference between financial and managerial accounting
2. Cost classification: direct materials, direct labor and Manufacturing overhead, product costs and period costs
3. Compute cost of goods manufactured \$\$
4. Identify difference between a merchandizing company and a manufacturing company
5. Identify trends in managerial accounting

Chapter 15. Job order costing

1. Differentiate the purpose of doing job order costing from process costing
2. Describe how costs flow
3. Explain the nature and importance of a job cost sheet and the relationship between job cost sheet and WIP general ledger
4. Describe the process of allocating overhead cost to jobs
5. Compute predetermined overhead rate, applying overhead costs to jobs and reconciling the under or over –applied overhead costs to COGS (Journal entry for adjusting over- or under- applied overhead costs is required.) \$\$

Chapter 17. Activity-based costing

1. Describe the difference between traditional costing and activity-based costing. Identify the problems with traditional costing system
2. Identify the steps of ABC
3. Determine the cost hierarchy and identify appropriate cost drivers using specific examples; Explain how costs are pooled together
4. Benefits and limitations of ABC
5. Compute product cost using activity-based costing \$\$
6. Introduce activity-based management

Chapter 18. CVP

forums, additional practice problems, interactive activities, online scheduled discussions via chat rooms, virtual office hours, brainstorming activities (this works quite well when covering accounting ethics and accounting careers), mind maps, etc. Another idea is to explore the many changes in the profession, such as the new CPA exam formats that start second quarter 2017. (The exam will be adding testing of evaluation and analysis skills, exam will be longer, more simulations, etc.)

Note that Wileyplus has many activities available. Blackboard has many useful features including discussion forums, collaboration, blogs, etc.

Miscellaneous:

1. All courses are automatically available in Blackboard, students expect to see content in blackboard. Content includes, detailed syllabus, instructor contact info and office hours, Wileyplus access instructions, course announcements, PowerPoint slides, etc. If you are using PPT make sure you use either your original presentation or the publisher provided slides for the text used in class. Feel free to combine your slides with that of the publisher. Due to the changing nature of the discipline it is necessary to use the current material.
2. Syllabus must contain: instructor's Valley college email address, Valley college office location, office hours, and phone number, Division office location and phone number, Course name, description, format, location, content objectives, student learning objectives, required and recommended materials, grading, course requirements, schedule of class activities including content and due dates, class policies, cheating policy, statement for special needs, and any other information that may benefit students. NOTE that instructors must provide students with their Valley college email address and office number. In addition, they may provide a personal email address such as a gmail or yahoo address.
3. Office hours are required by contract. Be sure to leave the office door open at least part way so students know you are available. Also, post your office hours and contact information on your office door. If you step away from your office during your scheduled office hours, put a note on your door indicating when you will return.
4. Check email and phone messages frequently M-F, weekends are optional.

Always remember, the Accounting department's goal is to facilitate student success!!!

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

The Accounting Department offers both a degree and certificates. Program level SLO's are being reassessed annually to identify needed changes to reflect the current trends in the profession. Annual faculty discussions lead to updates to SLO's and assessment tools. Courses are then updated to reflect changes in SLO's as necessary. The SLO assessment outcome data is analyzed annually to verify SLO progress in meeting targeted outcomes.

(INSERT COURSE MAP IF AVAILABLE)—Contact Dr. Celia Huston if you need assistance.

N/A

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|--|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness - Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2016 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Mission and Purpose:

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

What is the mission statement or purpose of the program?

Accounting is the information system that measures business activity, processes the data into reports, and communicates the results to decision makers. Accounting is “the language of business.” The better you understand the language, the better you can manage the business. Today’s world is one of information—its preparation, communication, analysis, and use. Accounting is at the heart of this information age. Knowledge of accounting gives a student career opportunities and the insight to take advantage of them

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

The mission of San Bernardino Valley College and the purpose of the Accounting Program are very similar. To serve a diverse community of learners and to prepare them to transfer to four-year colleges and universities; to provide student with the knowledge and skills needed to succeed in business, industry and the professions; to prepare students who do not transfer to a four-year institution with the basic skills to enter the accounting/business job market.

Productivity

Provide additional **analysis and explanation** of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

We experienced a slight (3%) decrease in FTES. We were able to add 5 additional courses this year (total 39 sections). Our online enrollment increased by 16%. Our success and retention rates remain strong at 61% (5% increase) and 84% (2% increase) respectively. In addition we awarded 30% more degrees Certificates awarded increased by 53% most likely due to the changes in education requirements for the profession, which include required additional units to become a licensed CPA.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

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

The Accounting Department was not aware that any courses were due for Content review. We will work on the review for the out of date courses.

| Mathematics, Business & Computer Technology | | | | |
|--|-------------------------------------|---------------|----------------------------|-------------------------|
| Accounting | | | | |
| | Course | Status | Last Content Review | Next Review Date |
| | ACCT 010 Bookkeeping | Active | 04/26/2010 | 04/26/2016 |
| | ACCT 030 Federal and State Taxation | Active | 12/07/2009 | 12/07/2015 |
| | ACCT 047 Computerized Accounting | Active | 04/26/2010 | 04/26/2016 |

| | | | |
|---|------------|------------|------------|
| ACCT 090 Payroll Accounting | Active | 04/26/2010 | 04/26/2016 |
| ACCT 200 Financial Accounting | Active | 05/13/2013 | 05/13/2019 |
| ACCT 201 Managerial Accounting | Active | 05/13/2013 | 05/13/2019 |
| ACCT 222 Independent Study in Accounting | Active | 12/06/2010 | 12/06/2016 |
| ACCT 010 Bookkeeping | Historical | | |
| ACCT 047 Computerized Accounting | Historical | | |
| ACCT 047 Computerized Accounting | Historical | | |
| ACCT 090 Payroll Accounting | Historical | | |
| ACCT 100 Introduction to Accounting I | Historical | | |
| ACCT 100 Introduction to Financial Accounting I | Historical | | |
| ACCT 101 Introduction to Accounting II | Historical | | |
| ACCT 101 Introduction to Financial Accounting II | Historical | | |
| ACCT 132X4 Volunteer Income Tax Assistance I (VITA I) | Historical | | |
| ACCT 132X4 Volunteer Income Tax Assistance I (VITA I) | Historical | | |
| ACCT 133X4 Volunteer Income Tax Assistance II (VITA II) | Historical | | |
| ACCT 133X4 Volunteer Income Tax Assistance II (VITA II) | Historical | | |
| ACCT 200 Financial Accounting | Historical | | |
| ACCT 200 Principles of Accounting I | Historical | | |
| ACCT 201 Principles of Accounting II | Historical | | |
| ACCT 201 Managerial Accounting | Historical | | |
| ACCT 202 Intermediate Accounting | Historical | | |
| ACCT 202 Intermediate Accounting | Historical | | |
| ACCT 206 Cost Accounting | Historical | | |
| ACCT 206 Cost Accounting | Historical | | |
| ACCT 222 Special Problems in Acct I | Historical | | |
| ACCT 235 Acct Fr Gov&nt-For-Proft Org I | Historical | | |
| ACCT 235 Acct Fr Gov&nt-For-Proft Org I | Historical | | |
| ACCT 236 Acct Gov & Not-For-Proft Org II | Historical | | |
| ACCT 236 Acct Gov & Not-For-Proft Org II | Historical | | |
| ACCT 237 Budgeting for Governments | Historical | | |
| ACCT 237 Budgeting for Governments | Historical | | |
| ACCT 285 Honors in Accounting | Historical | | |
| ACCT 285 Honors in Accounting | Historical | | |

Articulation and Transfer

| List Courses above 100 where articulation or transfer is not occurring | With CSU | With UC |
|---|----------|---------|
| None, all articulate and transfer | | |
| | | |
| | | |
| | | |

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

N/A

Currency

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

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

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

Yes, the information is accurate and current.

Part IV: Planning

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|---|--|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

Due to the increased requirements for CPA licensure, the strong job market, and the recession proof nature of accounting, student demand for accounting courses is expected to continue to increase. Due to student demand we are maximizing the enrollment in each course, and offering additional sections of courses with the most demand and cutting classes with less demand. Transfer and online courses filled to capacity with a wait list in a very short time. We will continue to maximize enrollment to the extent possible, adding high demand courses when the budget allows, and cutting or changing the time or delivery method of low enrolled classes.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

The accounting program has done well. Retention is up by 2 percent, student success has increased by 5 percent. Curriculum has been reviewed and updated on an annual basis. Discussions with advisory board members, colleagues at other schools, and practitioners will continue to ensure currency in the curriculum. Courses are added to meet student demand, historically low enrolled sections are cut, delivery method changed, or meeting time changed. Discussions with practitioners and faculty from other colleges have resulted in new ideas for presenting the course content. Our transfer

level course work has been aligned with the local CSU and UC campuses to better prepare our students for transfer and strengthen the program.

Challenges

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

We will continue to reevaluating our course offerings to increase efficiency and effectiveness in all accounting courses. Our biggest challenge is staffing classes. We have one full-time tenured faculty member nearing retirement, and a new full time faculty, both are CPA's. We have continued to search for qualified adjunct instructors who can teach during the day and evening. The improved economy has made it very difficulty to attract qualified adjunct instructors. All faculty are teaching at close to maximum load in order to staff the classes. As often as possible we enroll a few students over capacity to deal with the high demand. We hope to find additional qualified adjunct faculty to lighten the load on the full time faculty.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|--|--|---|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate. Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate | Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate. Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate. |

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

All of our courses include a technology component. All courses require Blackboard and either Wileyplus or CengageNOW. Discussion forums in Blackboard for each course allow students and instructors to discuss content between class meetings. Wileyplus and Cengage now offer students a wide variety of interactive activities both graded and non-graded. Students are encouraged to use Excel, Word, and Powerpoint throughout the course. Our transfer level courses incorporate the same homework management and study materials system (wileyplus is used by CSUSB and UCR) used by the local universities. Our non-transferable courses use a variety of publisher supported programs (Wileyplus and CengageNOW) to enhance the student learning process. We will continue to evaluate alternatives to offer our students. Most classes require some internet research with subsequent written analysis.

A healthy campus climate is critical to the success of the college. The accounting department works to enhance the campus climate by:

Inclusion of students, faculty from diverse ethnicities, genders, and background.

Offering a curriculum that reflects the historical and contemporary experiences of all people including under-represented groups.

Encouraging faculty to be open and responsive to concerns of all.

Offering programs that support the recruitment, recognition, retention and success of students

Providing Career advice and opportunities to all students.

The department has partnered with CSUSB and UCR, the local universities to facilitate discussion of curriculum issues, ensuring that our students are just as prepared for upper division accounting courses as the CSUSB and UCR lower division students. The department has developed a relationship with California Society of CPA's (CalCPA's). Our students are offered free student membership and are invited to a number of events where they can interact with accounting professionals. The senior accounting faculty member sits on the Board of Directors for the Inland Empire Chapter of CPAs as education chair.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

All categories were rated "meets" in the 2012-13 efficacy review.

**Program Efficacy Team Report
Spring 2017**

Name of Department: AUTOMOTIVE TECHNOLOGY--MECHANICAL

Efficacy Team: Shalita Tillman, Aaron Beavor, Joel Lamore

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation: The Automotive Technology program demonstrates it is operating well, with good retention and success rates and maintains a program that serves its students to prepare them for employment through courses, certificates and degrees. They understand the trends and challenges impacting their program and clearly integrate technology and strategic partnerships.

In future, the program needs to be more specific and concrete about planning for accomplishments and challenges. In addition, though the program has and evaluates SLOs, there is only vague evidence of their use to revise curriculum or teaching strategies. Additionally, there is no evidence that PLOs have been evaluated, by semester or in the 3-year cycle.

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

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Department is aware of demographic issues. The program’s explanation for low percentage of female students compared to college average is logical and supported, and its outreach for female students seems clear. However, while the program gives some explanation why they are 20% lower in Hispanic students than the college (feeder schools with high Hispanic populations have dropped auto program), the program’s outreach for Hispanic students or their plans to address the issue are not clear.

The program adequately explains relevant areas of pattern of service; courses are offered on days/times that work for their population of students. They explain why Saturday courses were unworkable as well as problems that explain why online or hybrid courses are not currently offered, though the team felt that the explanation better explained lack of online courses than lack of hybrid offerings. Fill rate data, though, isn’t given, which would have been most concrete way to give evidence that current pattern of course offerings is working.

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program does not provide an adequate analysis of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes (SLOs) | Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete . | Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete . |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Instructional success is clearly analyzed and demonstrated. Retention rates are high and success rates adequate. They note that despite the fact that students take courses for skills they need for work and leave without finishing certificates or degrees, the program is generally showing growth in awarding both. Some supplemental data on job growth and income are usefully included. There is an error in this section having to do with FTEF: they note that the department “maintains FTEF load of 8.3, but operates with 3 Full Time Faculty and 2 Adjunct Faculty” – since FTEF load is for year (two semesters), their current faculty complement is at near parity with load instead of being well under, as the statement seems to suggest.

However, though program includes SLO Cloud evidence of regular SLO evaluation and department and advisory committee discussions on SLOs, the notations in the meeting minutes are vague. Demonstration of active use of SLOs is missing (revision of SLOs, changes to curriculum or teaching due to SLO data, etc.) In addition, part of SLO discussion is in PLO area. While PLO maps are included, there is no evidence of evaluation of the PLOs (either by semester or 3-year).

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness – Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that are not launched into CurricuNet by Oct. 1 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The department mission seems to align with relevant elements of new mission statement.

Productivity is lower than the college goal, but the department explains that well (the economy as well as the program courses having low caps).

Some of the curriculum is late for content review – they note that those courses are in content review this semester – specifically stating which ones would have made it clear that that is really the case. In addition, given tardiness of content review, the program might have suggested a plan to insure curriculum does not go out of date in future.

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|---|---|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The program references a number of important trends, including technological change, the increasing importance for their students to have strong basic skills, and initiatives like Strong Work Force that will impact the program. The team wondered if some of these suggest need for new faculty, but there is no discussion of that.

Accomplishments are discussed, though there is no development of specifics. For instance, details about some of the new tools and their impact on student success would have been useful.

The department provides a good and varied list of challenges, foremost of which is the need for a new building; however, planning for some of those challenges is weak (i.e. they state they will continue to upgrade tools and equipment, but no clear plan on how they will do that, or what plans they have to help the students who have low basic skills).

| Strategic Initiative | Institutional Expectations | |
|--|---|--|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The program incorporates all three areas, demonstrating integration of technology, the maintenance and acquisition of partnerships, and an awareness of their role in campus climate.

| Part VI: Previous Does Not Meets Categories |
|---|
| Program addressed each area, by either describing how the program has remedied deficiencies, or if these areas have been discussed elsewhere in this current document, provided the section where these discussions can be located. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Though the accomplishments area is improved, it is still far from ideal, lacking specific examples to both clarify their accomplishments and to show planning.

**Program Efficacy—AUTOMOTIVE TECHNOLOGY--MECHANICAL
2016 – 2017**

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Automotive Technology Mechanical – TOP Code 0948.0

Name of Division

Applied Technology, Transportation & Culinary Arts

Name of Person Preparing this Report

| | |
|-------------------|------|
| Richard Jaramillo | 8505 |
| | |

Extension

Names of Department Members Consulted

Guy Hinrichs, Don Wilson

Names of Reviewers

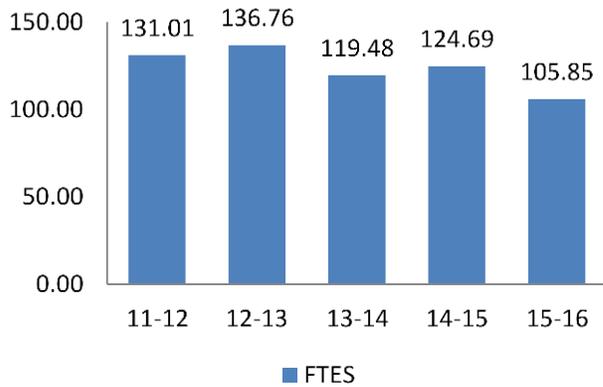
S. Tillman, A. Beavor, J. Lamore

| Work Flow | Date Submitted |
|---|----------------------------|
| Initial meeting with department | 3-1-17 |
| Meeting with Program Review Team | 3-8-17 With Joel |
| Report submitted to Program Review co-chair(s) & Dean | by NOON on March 21 |

Staffing

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

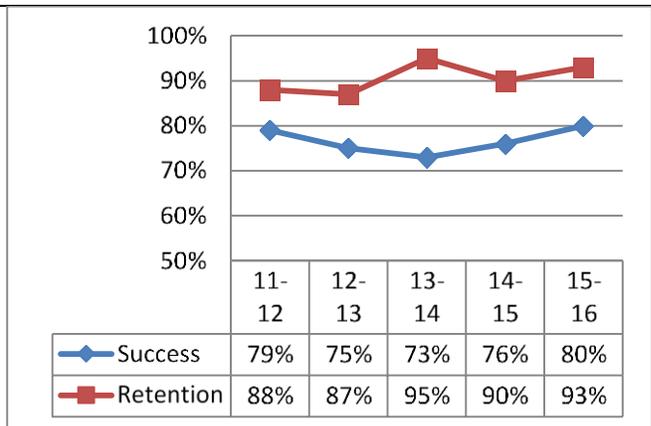
| Classification | Number Full-Time | Number Part-time, Contract | Number adjunct, short-term, hourly |
|-----------------------|-------------------------|-----------------------------------|---|
| Managers | 1 Dean | | |
| Faculty | 3 Full Time Faculty | | 2 Adjunct Faculty |
| Classified Staff | | | |
| Total | | | |



Description:
 The Automotive program provides high quality instruction and services to a diverse community of learners. We provide our students with the needed skills in order to be successful in today's industry and to transfer to 4 year college. All courses offered apply towards a certificate or degree and allow our students to work day or evening in order to complete the required courses and complete their Certificate or Degree and enter into industry or transfer.
 The FTES in 15-16 dropped a few points due to the state of the economy. As local economy provides the jobs for the community we will see slight drops in enrollment due to the need of the community to go to work.

| | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|-----------------------|-------|-------|-------|-------|-------|-------|
| Duplicated Enrollment | 618 | 567 | 599 | 531 | 558 | 479 |
| FTEF | 9.16 | 8.41 | 9.16 | 8.45 | 8.39 | 8.32 |
| WSCH per FTEF | 456 | 467 | 448 | 424 | 446 | 382 |

Assessment:
 The Automotive Mechanical Department is continuing to upgrade tools and equipment and providing the students with the latest diagnostic tools and equipment that mirrors today's industry. The success and retention rate both continue to rise due to the department's improvements in area of live modules. The live modules provide the students with learning stations which allow them to work at their own pace and complete the task in the lab. The students can also revisit problems with the instructor and the modules are used to demonstrate the systems.



Department Goals:
 The department goal is to assist the students in all aspects of their education plan and provide support whenever needed. The department continues to service all diverse groups and recruits underserved populations in the community and local feeder High Schools. The department continues to upgrade tools, equipment, and learning modules and provide the students with the best opportunity to succeed.

| | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|------------------------|-------|-------|-------|-------|-------|-------|
| Sections | 31* | 28* | 30* | 22* | 28* | 28* |
| % of online enrollment | 0% | 0% | 0% | 0% | 0% | 0% |
| Degrees awarded | 0 | 0 | 0 | 3 | 1 | 3 |
| Certificates awarded | 6 | 5 | 20 | 16 | 12 | 26 |

Challenges & Opportunities:
 The challenge is the age of the building and the limitations that come with it. A new building is desperately needed so the students can have and experience what all other students on campus experience and show the community that SBVC knows what is needed in our local community to foster student and community success.

*Four of these courses overlap with Auto Collision (Auto 50, 52, 84, 56)
 Source: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
 Code: 0948

Action Plan:
 The department plans to continue to recruit and promote our programs to all diverse groups in community and continue to provide the resources needed for students to be successful. The department will continue to upgrade tools, equipment and training modules and provide the students with the best possible resources to complete their educational goals. The data does not show the number of certificates the department issued but I believe it to be higher than last year.

Part I: Questions Related to Strategic Initiative: Access

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

SBVC Strategic Initiatives:

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

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

| Demographics - Academic Years - 2014-15 to 2015-16 | | |
|--|--------------------------------------|-----------------|
| Demographic Measure | Program: Automotive Technology | Campus- wide |
| Asian | 7.0% | 4.8% |
| African-American | 14.9% | 12.8% |
| Hispanic | 44.7% | 64.2% |
| Native American | 2.6% | 0.2% |
| Pacific Islander | 0.9% | 0.3% |
| White | 21.9% | 14.0% |
| Unknown | 0.0% | 0.4% |
| Female | 13.2% | 56.9% |
| Male | 85.1% | 42.9% |
| Disability | 13.2% | 6.3% |
| Age Min: | 15 | 14 |
| Age Max: | 60 | 78 |
| Age Mean: | 26 | 24 |

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, <http://www.clrsearch.com/Redlands-Demographics/CA/Population-by-Race-and-Ethnicity> what steps are you taking to address the issue?

The Automotive Mechanical Department does not reflect the College population. There are 56% more white students, 110% more disabled student and more African American, Native American, Asian and pacific Islanders in the program compared to campus as a whole. Number of Hispanic students in the program are 30% fewer than on the campus as a whole. One of the reasons for this difference is that Redlands Unified School District offers Auto Repair courses. City of Redlands has twice as many white residents as Hispanic (<http://www.clrsearch.com/Redlands-Demographics/CA/Population-by-Race-and-Ethnicity>) Many of the students from the Redlands High School come to Valley College to get their degrees and certificates. Most other feeder schools with Hispanic majority have discontinued their Auto Program to cut costs and to concentrate more on courses needed to pass the high school exit exams. The number of women enrolled in the program is low compared to the number of women in the college population as a whole. Auto repair is still a male majority field and many women do not consider it a career option. It is very encouraging that there was an almost 20% increase in female enrollment in the program in the last four years. The women who enter this field they are usually very successful. We continue to encourage and welcome all students into our program. Faculty continue to attend high school events and offer on campus open houses so potential students can meet current women students. The number of women in the program is 13.2% of total enrollment which is almost twice as much as the percentage of women employed nationwide. Per the Bureau of Labor Statistics, "[Table 18: Employed Persons by Detailed Industry, Sex, Race, and Hispanic or Latino Ethnicity, 2015](#) ," *Labor Force Statistics from the Current Population Survey* (2016), women employed in automotive repair and maintenance is 7.3% of the total employment. (<http://www.catalyst.org/knowledge/women-automotive-industry>).

Pattern of Service

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

The Automotive Mechanical Department currently offer four certificates and a fifth certificate has been submitted for approval at the state level. The department offers day and evening classes while rotating the schedules, this allows all students the opportunity to complete the certificates in two years or less. The classes are scheduled in standard time blocks which start at 8 a.m., 1 p.m., and 6 p.m. This type of scheduling works well with employers because it allows their employees to take a morning or afternoon class and still work part of the standard workday. The department has looked

in to online and hybrid type of courses but found the lab component difficult without face to face contact before lab session, this is still under consideration. The department has offered Saturday classes in the past, however enrollment and retention was not very good. The success in the program is ensured by having 3-hour lecture combined with 3 hours, hands on lab classes. This makes for a very long in-class time when the classes are held on Saturdays. There is no Toolroom support on Saturday for hands on lab. With our current rotating schedule, automotive mechanical classes generally fill before the first day of school. It is our intention to serve the community and not turn away students, at times some of our classes are running “over cap”.

Part II: Questions Related to Strategic Initiative: Student Success

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program does not provide an adequate analysis of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes (SLOs) | Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete . | Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete . |

Provide an analysis of the data and narrative from the program’s EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded”)

The provided E.M.P. data for the Automotive Mechanical Program shows positive information pertaining to Success, Retention and Certificate/Degrees awarded. The data has a consistent average retention of 77% for years 2011 to 2016, with last year data showing a retention of 80%, a slight uptick of 4% from the previous year The retention rate is higher with an average rate of 91% for years 2011 to 2016, last year showed an increase of 3% from the prior year to 93%. The Program offers both

degrees and certificates. All students are encouraged to complete a degree while they are attending San Bernardino Valley College, but only a small percentage do. Most students obtain entry level jobs in the industry to work in tire shops or oil change service. Then some students try to move up to work as mechanics at dealerships. These jobs require specialized certificates offered by auto companies such as Toyota Master Mechanic or Ford Master Technician. Students can take a few automotive classes and gain employment before receiving a certificate which is a success for the student. The success for the student is a conundrum for the Automotive Department because students leaving before receiving a Certificate causes our success rate to look lower than it really is. We are considering offering a few certificates with lower units so we can reflect that students leave early and go to work. The E.M.P. data is respectable considering the Automotive Mechanical Program maintains FTEF load of 8.3, but operates with 3 Full Time Faculty and 2 Adjunct Faculty.

Supplemental Data

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

According to US Dept. of Labor, Automotive Mechanics have a mean annual salary of \$37,850.00 with 739,000 working in the industry nationwide. Prospect for future employment is good with a growth rate of 5% expected through 2024. Most employers expect new hires to be experienced or have completed a training program which makes the community college an idea place to learn.

The Strong Work Force grant will provide the program with additional funds to be used to continue to upgrade tools and equipment and purchase alternative fuel vehicles as we continue to upgrade program to improve student success.

Below are two tables showing the wages and employment statics within California.

| Occupation (SOC code) | Hourly mean wage |
|--|------------------|
| First-Line Supervisors of Mechanics, Installers, and Repairers(491011) | 35.73 |
| Automotive Service Technicians and Mechanics(493023) | 21.61 |
| Recreational Vehicle Service Technicians(493092) | 19.89 |
| Footnotes: | |
| SOC code: Standard Occupational Classification code -- see http://www.bls.gov/soc/home.htm | |
| Data extracted on March 06, 2017 | |

| Occupation (SOC code) | Employment ⁽¹⁾ |
|--|---------------------------|
| First-Line Supervisors of Mechanics, Installers, and Repairers(491011) | 38240 |
| Automotive Service Technicians and Mechanics(493023) | 61140 |
| Recreational Vehicle Service Technicians(493092) | 980 |

Footnotes:
⁽¹⁾ Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.

SOC code: Standard Occupational Classification code -- see <http://www.bls.gov/soc/home.htm>

Data extracted on March 06, 2017

Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. This section is required for all programs.

SLO's have been revised with assistance from the SLO Director
 Course SLO's have been linked to Program SLO's
 SLO's discussed in Advisory meetings
 Full time and Adjunct Instructors share evaluation tools
 See attached for proof of discussion of SLO's in Advisory Meeting
 See attached for an instructor's reflections and changes made to delivery.

AUTOMOTIVE TECHNOLOGY ADVISORY COMMITTEE MEETING MINUTES

JUNE 30, 2016

12:00 P.M.

T-101

| | |
|-----------------|---|
| TYPE OF MEETING | Advisory Committee Meeting |
| FACILITATOR | Richard Jaramillo |
| NOTE TAKER | Sharen Chavira |
| ATTENDEES | Saul Aguilar; Mike Bongho; Achala Chatterjee; Guy Hinrichs; Albert Maniaol; Myron Moreno; Thomas Torres; Don Wilson |

| | |
|-------|---|
| TOPIC | 2016 PURCHASES |
| - | During the Spring 2016 semester, automotive was able to upgrade their equipment with the help of external funding. Purchasing alignment hoist and three drive-on hoists with jacks. |
| - | The goal is to revamp the Tool Room used by all automotive lab classes by purchasing small equipment. |
| - | A new Matco Scan tool for the automotive classes was also purchased. |

| | |
|-------|---|
| TOPIC | CURRICULUM |
| - | Currently the automotive curriculum is all updated. The cycle for updating curriculum four-years. |

| | |
|-------|--|
| TOPIC | SLO'S |
| - | Student Learning Outcomes (SLO's), had changes that were done early. |

| | |
|-------|---|
| TOPIC | CERTIFICATES |
| - | The Preventive Maintenance Certificate was designed for high school students coming out of the auto classes. The process for this certificate needs to be done again as it did not end up getting submitted to the state. The certificate needs to go through our regular consortium and the college curriculum process. Since it is being submitted again, this could take close to a year. The committee members agreed to move forward with all the processes required for the certificate to be approved. |

| | |
|-------|--|
| TOPIC | WORK EXPERIENCE |
| - | Discussion from Goodyear and Firestone is in the works to have automotive students work at their sites for work experience. Performing general services as part of their work experience such as oil changes, basic alignment, learning to identify the correct part names and features for different vehicle operations. As students become accomplished in basic skills they take on more complex tasks. |
| - | The automotive program is driven by our community needs, should there be specific tasks required for the students, the committee was encouraged to let the faculty know what they might be. |

NEXT MEETING: Spring 2017 Semester

**MEETING ADJOURNED:
01:00PM**

Course Summary Report

Year 2014-2015
Period last 3 years
Division Applied Technology
Dept Auto Mechanical
Course Auto 050

Course SLOs

Note: [Course SLO Summary Evaluation Form is available.](#)

| # | SLO Statement | # of Students Assessed | # of Students who Met SLO | % of Students who Met SLO |
|---|---|------------------------|---------------------------|---------------------------|
| 1 | Upon completion of this course, students will be able to recognize and demonstrate safe work practices. | 116 | 113 | 97.41% |
| 2 | Upon completion of this course, students will be able to correctly identify and utilize automotive brake tools. | 94 | 73 | 77.66% |
| 3 | Upon completion of this course, students will be able to distinguish serviceable parts from non-serviceable automotive brake system components. | 94 | 70 | 74.47% |
| 4 | Upon completion of this course, students will have the ability to make minor repairs to the hydraulic brake system. | 97 | 85 | 87.63% |

4 Assessment Methods & Criteria

5 Reflection(s)

- Monitoring data to restructure class material if needed (AUTO-050-01 for 2014SP)
- Additional assesment is necessary to draw conclusions (AUTO-050-01 for 2013FA)
- Use of new lab assignment, went well still looking for better lab sheets with more guided practice. • First time using this final. • First time having students perform a lab practical, went very well will be doing it in every class. • Use a lot of power point presentations, actual parts for demonstrations, and handouts. Not tied down to a text book and (AUTO-050-02 for 2013FA)
- Data reviewed, no changes at this time. (AUTO-050-01 for 2014FA)
- Need to supply more handouts of the various designs for student reference. More visual PowerPoint's and add the use of more in depth and up to date videos. Be stricter with attendance and late work acceptance. (AUTO-050-02

Course Summary Report

| | |
|----------|--------------------|
| Year | 2016 |
| Period | spring |
| Division | Applied Technology |
| Dept | Auto |
| Course | 052 |

Course SLOs

| SLO Statement | # of Students Assessed | # of Students who Met SLO | % of Students who Met SLO |
|---|------------------------|---------------------------|---------------------------|
| 1 Upon completion of this course, students will be able to recognize and demonstrate safe work practices. | 42 | 39 | 92.86% |
| 2 Upon completion of this course, students will be able to correctly identify and utilize automotive steering and suspension tools. | 36 | 26 | 72.22% |
| 3 Upon completion of this course, students will be able to identify and distinguish serviceable parts from non-serviceable parts. | 36 | 25 | 69.44% |
| 4 Upon completion of this course, students will have the ability to perform a thrust angle wheel alignment (2 wheel). | 35 | 32 | 91.43% |
| 5 Upon completion of this course, students should be able to recognize and demonstrate safe work practices. | 76 | 76 | 100.00% |
| 6 Upon completion of this course, students should be able to correctly identify and utilize automotive brake tools. | 67 | 56 | 83.58% |
| 7 Upon completion of this course, the student should be able to perform minor suspension repair. | 68 | 61 | 89.71% |

Students did better on the hands on portion. Might need to change my assessment method for next semester. More review after I cover a subject, and new methods of delivery of new topics rather than just power point and lecture.
(AUTO-052-02 for 2015SP)

The higher the reading comprehension of the student the better a student performs on a written exam, however, the reading comprehension does not always determine the results of a practical

exam.

(AUTO-052-01 for 2015FA)

I would like to gain more feedback from my students on what assignments worked well and which did not.

(AUTO-052-02 for 2016SP)

Considering changing SLO-2 from a written test to a hands on performance test.

(AUTO-052-01 for 2016SP)

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

The program SLOs are discussed in the department and advisory to determine if they still meet the needs of industry and if they provide the students with the skills needed in order to be successful. The program SLO's are used to provide the students with task that involve each SLO and each course the students complete these task containing their current course content. By the time the student completes the certificate or degree they are well versed in the program SLOs. Each instructor evaluates the SLOs for the courses they teach and look at the data to see were the students are low and we come together to share best practices and share new content delivery ideas. The SLO process is great to give feedback on what the students actually learn compared to what we think they learned.

(INSERT COURSE MAP IF AVAILABLE)—Contact Dr. Celia Huston if you need assistance.

| | Automatic Transmission Certificate | Read and interpret automotive service manuals. | Write accurate repair orders, requests, reports and estimates. | Perform repairs to automatic transmissions, | Perform repairs to automatic transaxles | Perform repairs to manual transmissions and drive train. |
|------------|---|--|--|---|---|--|
| AUTO 064 | X | X | | | | |
| DIESEL 064 | X | X | | | | |
| AUTO 065 | X | X | | | | |
| AUTO 075 | X | X | X | | | |
| AUTO 076 | X | X | | X | | |
| AUTO 077 | X | X | | | X | |
| AUTO 084 | X | X | | | | |
| AUTO 090 | X | X | | | | |
| TECALC 087 | X | X | | | | |
| MATH 942 | | | | | | |

| | Wheel Alignment and Brakes Certificate | Read and interpret automotive service manuals. | Write accurate repair orders, requests, reports and estimates. | Perform repairs to automotive brake | Perform repairs to automotive suspension systems. | Students will demonstrate their ability to manipulate and solve a variety of applied technical problems using |
|------------------------|---|--|--|-------------------------------------|---|---|
| CLASSES | | | | | | |
| AUTO 050 | X | X | X | X | | |
| AUTO 064 or DIESEL 064 | X | X | X | X | | |
| AUTO 051 | X | X | X | | X | |
| AUTO 052 | X | X | X | | X | |
| AUTO 053 | X | X | X | | | |
| AUTO 084 | X | X | X | | | |
| TECALC 078 or MATH 942 | | | | | | X |

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|--|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness - Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2016 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Mission and Purpose:

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

What is the mission statement or purpose of the program?

The San Bernardino Valley College Automotive Department provides technical training and education to a diverse community of learners and provides the workforce for local industry.

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

The San Bernardino Valley College Automotive Department mission statement is similar in nature to the College Mission; we provide workforce development to the community via way of technical training leading to certificates and degree to our diverse

community. Increased skills and prepared workers build a strong and competitive economic community.

Productivity

Provide additional **analysis and explanation** of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

The Automotive Mechanical data shows a drop in FTEF of .7 and a WSCH per FTEF by 64. This is due to a slight decline in enrollment. This is a normal trend in San Bernardino area as the economy improves students find work and postpone going to college. The program continues to offer multiple sections day and evening to ensure all students have the opportunity to complete certificates and degrees. The program also has a cap on all courses of 25 because of the Lab element and this makes it nearly impossible to achieve very high WSCH /FTEF goal.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

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

All Automotive Mechanical courses are up to date or have been input into curricunet for content review.

| Applied Technology, Transportation & Culinary Arts | | | | |
|---|--|---------------|----------------------------|-------------------------|
| Automotive | | | | |
| | Course | Status | Last Content Review | Next Review Date |
| | AUTORS 010 Basic Vehicle Restoration | Active | 03/07/2016 | 03/07/2022 |
| | AUTOST 010 Beginning Street Rod Construction | Active | 03/07/2016 | 03/07/2022 |
| | AUTOIN 010 Basic Auto Upholstery | Active | 11/21/2016 | 11/21/2022 |
| | AUTOIN 012 Advanced Custom Auto Upholstery | Active | 11/21/2016 | 11/21/2022 |
| | AUTO 020 Non-Structural Body Repair | Active | 04/20/2010 | 04/20/2016 |
| | AUTO 022 Non-Structural Collision Repair | Active | 03/07/2016 | 03/07/2022 |
| | AUTO 024 Structural Analysis and Damage Repair | Active | 03/07/2016 | 03/07/2022 |

| | | | | |
|--|--|------------|------------|------------|
| | AUTO 026 Auto Collision Refinishing | Active | 03/07/2016 | 03/07/2022 |
| | AUTO 028 Damage Analysis and Estimating | Active | 12/03/2012 | 12/03/2018 |
| | AUTO 029 Estimating | Active | 12/03/2012 | 12/03/2018 |
| | AUTO 050 Automotive Brakes | Active | 05/12/2008 | 05/12/2014 |
| | AUTO 051 Advanced Automotive Brakes | Active | 05/12/2008 | 05/12/2014 |
| | AUTO 052 Automotive Suspension and Steering | Active | 05/12/2008 | 05/12/2014 |
| | AUTO 053 Advanced Automotive Suspension and Steering | Active | 05/12/2008 | 05/12/2014 |
| | AUTO 056 Automotive Heating and Air Conditioning | Active | 04/26/2010 | 04/26/2016 |
| | AUTO 064 Auto/Truck Electrical Systems | Active | 10/15/2013 | 10/15/2019 |
| | AUTO 065 Electrical Systems Diagnosis and Repair | Active | 04/26/2010 | 04/26/2016 |
| | AUTO 066 ASE Alternative A-6, A-8, L-1 Prep or Certificate | Active | 11/09/2009 | 11/09/2015 |
| | AUTO 067 Emission/Smog Check Technician Training | Active | 04/02/2012 | 04/02/2018 |
| | AUTO 068 Engine Performance - Ignition Systems | Active | 04/26/2010 | 04/26/2016 |
| | AUTO 069 Engine Performance - Fuel and Exhaust Systems | Active | 04/26/2010 | 04/26/2016 |
| | AUTO 075 Automatic Transmissions Rear Wheel Drive | Active | 04/29/2013 | 04/29/2019 |
| | AUTO 076 Automatic Transaxles Front Wheel Drive | Active | 04/29/2013 | 04/29/2019 |
| | AUTO 077 Manual Transmissions and Transaxles | Active | 11/24/2008 | 11/24/2014 |
| | AUTO 084 General Automotive Technology | Active | 10/28/2008 | 10/28/2014 |
| | AUTO 090 Engine Repair | Active | 11/25/2013 | 11/25/2019 |
| | AUTO 090 Engine Repair | Active | 04/15/2002 | 04/15/2008 |
| | AUTO 098 Automotive-Diesel Technology Work Experience | Active | 12/07/2009 | 12/07/2015 |
| | AUTO 020 Non-Structural Body Repair | Historical | | |
| | AUTO 022 Non-Structural Collision Repair | Historical | | |
| | AUTO 022 Non-Structural Collision Repair | Historical | | |
| | AUTO 024 Structural Analysis and Damage Repair | Historical | | |
| | AUTO 024 Structural Analysis and Damage Repair | Historical | | |
| | AUTO 026 Auto Collision Refinishing | Historical | | |
| | AUTO 026 Auto Collision Refinishing | Historical | | |

| | | | | |
|--|--|------------|--|--|
| | AUTO 038 Non-structural Analysis and Damage Repair | Historical | | |
| | AUTO 038x3 Non-structural Analysis and Damage Repair | Historical | | |
| | AUTO 039x3 Structural Analysis and Damage Repair | Historical | | |
| | AUTO 048x3 Auto Collision Refinishing | Historical | | |
| | AUTO 049 Damage Analysis and Estimating | Historical | | |
| | AUTO 050 Automotive Brakes | Historical | | |
| | AUTO 051 Advanced Automotive Brakes | Historical | | |
| | AUTO 052 Automotive Suspension and Steering | Historical | | |
| | AUTO 053 Advanced Automotive Suspension and Steering | Historical | | |
| | AUTO 056 Automotive Heating and Air Conditioning | Historical | | |
| | AUTO 056 Automotive Heating and Air Conditioning | Historical | | |
| | AUTO 063 Emission Systems | Historical | | |
| | AUTO 063 Emission Systems | Historical | | |
| | AUTO 063 Emission Systems | Historical | | |
| | AUTO 064 Automotive Electrical: Battery, Starting & Charging Systems | Historical | | |
| | AUTO 064 Automotive Electrical: Battery, Starting & Charging Systems | Historical | | |
| | AUTO 064 Automotive Electrical: Battery, Starting and Charging Systems | Historical | | |
| | AUTO 065 Electrical Accessory Diagnostic | Historical | | |
| | AUTO 065 Electrical Accessory Diagnostic | Historical | | |
| | AUTO 066 ASE Alternative A-6, A-8, L-1 Prep or Certificate | Historical | | |
| | AUTO 066 ASE Alternative A-6, A-8, L-1 Prep or Certificate | Historical | | |
| | AUTO 067 Basic and Advanced Clean Air Car Course | Historical | | |
| | AUTO 067 Automotive Emissions | Historical | | |
| | AUTO 067 Basic and Advanced Clean Air Car Course | Historical | | |
| | AUTO 067 Basic and Advanced Clean Air Car Course | Historical | | |
| | AUTO 068 Engine Performance - Ignition Systems | Historical | | |

| | | | | |
|--|--|------------|--|--|
| | AUTO 068 Engine Performance - Ignition Systems | Historical | | |
| | AUTO 069 Engine Performance - Fuel and Exhaust Systems | Historical | | |
| | AUTO 069 Engine Performance - Fuel and Exhaust Systems | Historical | | |
| | AUTO 075X3 Automatic Transmissions Rear Wheel Drive | Historical | | |
| | AUTO 075X3 Automatic Transmissions Rear Wheel Drive | Historical | | |
| | AUTO 076X3 Automatic Transaxles Front Wheel Drive | Historical | | |
| | AUTO 076X3 Automatic Transaxles Front Wheel Drive | Historical | | |
| | AUTO 077 Manual Transmissions and Transaxles | Historical | | |
| | AUTO 084 General Automotive Technology | Historical | | |
| | AUTO 088X3 Air-Cooled & Small Engines | Historical | | |
| | AUTO 089X3 Air-Cooled & Small Engines | Historical | | |
| | AUTO 090X3 Engine Repair | Historical | | |
| | AUTO 090X3 Engine Repair | Historical | | |

Articulation and Transfer

| List Courses above 100 where articulation or transfer is not occurring | With CSU | With UC |
|---|----------|---------|
| NA | | |
| | | |
| | | |
| | | |

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

NA

Currency

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

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

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

All Automotive Mechanical courses apply towards a certificate and all are either current or in the process of content review. The department continues to keep articulation agreements current with local feeder high schools and is in progress of aligning course curriculum with the regional consortium.

Part IV: Planning

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|---|--|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

The trend in industry is still the high tech electronic systems and alternative fuel platforms that is constantly changing and advancing to make the vehicles safer and achieve better fuel economy along with exploring new technologies that provide the driver with many different options at their fingertips. Systems like self-parking, computer aided steering, and computer aided drivers. The impact to the students when they enter industry is they must have the ability to read and comprehend information at a high level in order to use resources needed to diagnose and repair today's vehicles. The department stresses to the students the need to gain a high level of Math, Reading, Science and English skills in order to better prepare them for industry. The program also provides the students the opportunity to work on those skill sets by completing the lab task which require the students to read and follow direction to complete task and to

give them examples of what will be expected of them in the field. With the Strong Work Force Grant the department continues to work towards providing assistance to the students by using computer based training, training stations and with the use of modules and different modes of content delivery. This year with the strong work Force local grant the program will purchase an alternative fuel vehicle and tools and equipment to perform task on the vehicle. With the regional consortium, the program is aligning courses and Marketing the Automotive Careers to community high school students and their parents.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

The program continues to work on alternative fuel course and have submitted the course to curricunet and currently is in the process of purchasing hybrid and electrical vehicles along with the tools and equipment to complete lab task. Our instructors continue to complete training on both platforms and introduce some course content in our existing courses with the hope to soon be able to show the students on live vehicles in the near future. The program success rate for 2015-16 was 80% up 4 points from 2014-15. The program is always looking for ways to provide the students with as much subject matter content in order for them to be successful in today's industry. The retention rate for 2015-16 was 93 % and that was up 3 points from 2014-15. The program is providing the students with the confidence and the ability to succeed in the program which encourages them to complete their certificate and degrees. Providing the students with training modules and new work stations allows the students to work at their own pace to complete each task. The use of new tools and equipment allows the student to work and complete all lab tasks because of the resources we provide. With the additional financial support we have received has been put to use by improving tools and equipment which shows the students the colleges supports the program and the students who are enrolled in it. This shows the community and students that SBVC cares about their success and helping them begin their Automotive career. The program hopes that the college and the district will provide the Automotive students with a new building so the program can continue to grow and provide the training and education that the community deserves.

Challenges

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

There are several challenges, one being the age of the building and the appearance from the outside is not very helpful when we try to recruit students and have their parents see what building they are learning in and ask if we are part of the campus. Because of the age of the building we are limited to the things that we can expose students to because of the configuration. A new building is desperately needed so the CTE students can experience what all other students across campus experience. A new building will also show that SBVC knows what is needed in our local community to foster student and community success.

The program is always working to increase FTES by participating in local recruiting functions and providing local feeder schools with enrollment, financial aid and program information to help prepare new students and make their registration process easier for all diverse populations. The program is working with regional consortium to provide our community with the accurate information about careers in Automotive Technology and the need in our community for entry level Technicians. The program and consortium will provide information to students and parents about the all the opportunities in the Automotive industry. The program is still in need of upgrades to tools and equipment to stay current with industry and to provide more training stations for the students to work. The local and regional work force grant is a good start but there is still much more that needs to be done. With the high-tech changes in industry the need for students with college level basic skills and the ability to read, comprehend and follow directions is most important for students wanting to enter industry. The program for years has attracted students who struggle with Reading, Math, English, and Science but have spatial or mechanical aptitude. Many students have self-reported that they are dyslexic. Today's students not only have to have the ability to work with their hands but they need to read and understand shop manuals that are written at a 12th grade level. Basic skill preparation greatly determines the if a student can complete a certificate or a degree in under six years. The program continues to push students to complete the degree in order to better prepare them for industry. Our EMP for 15-16 shows 3 Degrees awarded and that puts us up by 2 degrees from 14-15. The program will continue to upgrade tools and equipment that meets the needs of local industry and allows the student to become proficient in the use of them.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|--|---|--|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

| | |
|---|---|
| <p>Goal 3.2 Improve the support systems, Academic programs, Facilities, Technology and Staff to enable the optimal learning environment for our students.</p> | <p>The program provides the student with the ability to use WIFI to access automotive reference and provide the students with the same type of reference as they will have access to when working in industry. Students use computers to complete lab task and look up repair reference in order to complete task. The students use the internet to complete projects which involve research of automotive components.</p> <p>The program has partnerships with Goodyear, Firestone and Omnitrans to provide entry level work experience for students who have completed their certificates. Costco has also showed interest in participating in the work experience as well as developing a leadership academy for training managers.</p> <p>The program also has articulation agreements with local feeder schools which provide new incoming students with the completion of 1 course that is part of their certificate. The program communicates with local industry and regional consortium to align courses and make it easier for students to complete certificates no matter what local college they attend. We also work towards meeting the needs of local industry by providing training that meets the needs for entry level Technicians. The program is always looking</p> |
|---|---|

to add new companies to our advisory and to give feedback to the program in order to make improvements. The program is also aware of campus climate change that creates an environment in labs and classrooms that must be addressed in order to provide additional assistance to students with special needs. The department is looking for support to help all students succeed and get as much out of program as possible.

The program participates in Stemapoluza and all other functions on campus to give the existing students as well as high school students what the automotive industry is all about. The program also participates in career days at local feeder high schools and promotes the whole college not just our program. The program participates in open house and tours that come through and visit labs.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

A number of strengths are mentioned; however, how the program plans to capitalize on those strengths is unclear. This seems to be a weak point in a number of reports, so the committee suggests that the directions be revised.

Address, in detail and with specific examples, how this deficiency was resolved.

This efficacy under accomplishments shows how the financial support from the college is reflected by the rise in success and retentions rates. The program gives examples of how purchasing additional training modules and adding more workstations allowed the students to work in smaller groups and at their own pace to complete the lab task which increased student success. We will continue to upgrade tools and equipment which support student success and provide resources to help the students with course content and come up with ways to help all students achieve to the best of their ability with more support from DSPS and other departments which foster student success.

**Program Team Efficacy Report
Spring 2017**

Name of Department: **BIOLOGY**

Efficacy Team: **Weiss, Sogomonian, Gabriel**

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

The program is operating at acceptable productivity and success levels. There are areas that **MUST** be addressed immediately. Improved planning would help to alleviate issues of out-of-date curriculum. The department must identify strategies to ensure that curriculum remains current. Additionally, evaluation of program level outcomes needs to be completed. The program should identify plans to improve in areas of weakness beyond advocating for additional resources.

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

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The program notes differences from general population in both gender and ethnicity and indicates a need for further evaluation. The department has identified strategies to "stimulate and sustain the interest and growth of minorities in science" but actual planning for these activities is unclear.

The pattern of service offered by the department spans all time blocks (morning/afternoon/evening/weekday/weekend and a variety of methodologies including face-to-face and online/hybrid. Additionally, the department has sought to serve the Big Bear/mountain communities by offering ITV courses to that location.

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program does not provide an adequate analysis of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes (SLOs) | Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete . | Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete . |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The program provides an analysis of its success and retention data, attributing increases to increased tutoring, supplemental instruction and availability of STEM based counselors. No supplemental data supporting this attribution is provided. Strategies should be implemented to collect appropriate data to support the assertion.

The program has a regular pattern of SLO data collection and a process for assessment evaluation for all courses on a regular cycle. It has implemented changes in methodology based on results of this evaluation within its laboratory classroom components. Program level SLOs (PLOs) have been recently revised and the department indicates that it will continue to review and revise PLOs. However, there is no analysis of PLOs presented and no evidence that they are being used to improve instruction. There appears to be a very low achievement rate of PLOs, which is not discussed in the document and merits evaluation and planning for improvement.

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness – Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The program has a stated purpose which supports the college mission.

Productivity has steadily declined over the 5 years reported in the EMP. This decline is explained, by the department, as a result of decreased caps due to changes in fire code. This would have impacted in a single semester, though, not steadily over a five year period. The department indicates that they improve productivity by offering “double-sections” It is unclear whether that information is reflected in the data. The EMP notes a dramatic drop of 1200 students (duplicated headcount) over the 5-year period. While the largest drop is in the 11-12 year (1000 students) there is no discussion about the continued decline.

Several courses are out of date in curriculum. The department notes that two of these courses are not currently offered and that the other two will be updated when TMCs are completed. Plans to update out of date curriculum (some up to 4 years behind) need to be implemented. The AS degree in Biotech, which accounts for some of the course curriculum delays is not fully discussed.

All courses transfer to either CSU or UC or both, though some have limited transfer and two transfer only as elective to CSU.

The department notes that many classes no longer offered still appear in the catalog. This is a correction that must be made immediately.

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|---|--|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The department has identified trends at the local, regional, state and national levels that may have an impact on enrollment. It is recommended that they incorporate these trends into their planning more thoroughly. The department has many strengths which are utilized to support the goals and objectives of the department. These strengths also support the greater college community through the development of the planting initiatives started by the program. The department identifies weaknesses, but does not incorporate them into planning other than to “advocate” for more resources

| Strategic Initiative | Institutional Expectations | |
|--|---|--|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The department incorporates the use of state-of-the-art technology where fiscally appropriate to do so, balanced with the needs to improve student success. It has contributed to campus climate through the planting of drought tolerant vegetation creating a “marriage of course learning outcomes in association with a carefully planned educational landscape.”

| Part VI: Previous Does Not Meets Categories |
|---|
| Program addressed each area, by either describing how the program has remedied deficiencies, or if these areas have been discussed elsewhere in this current document, provided the section where these discussions can be located. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

No prior “does not meet” categories.

**Program Efficacy
2016 – 2017**

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Biology

Name of Division

Science

Name of Person Preparing this Report

Lorrie Burnham

Extension

8561

Names of Department Members Consulted

| | |
|---|--|
| Full Time Faculty JOAN MURILLO DAVID BASTEDO GLENN DREWES ROGER SADLER TATIANA VASQUEZ SOHA SOBHANIAN | Classified Professionals Sarah Yearyearn Sarah Miller Marlena Vallejo Part Time Faculty – REBECCA Ramos DEBRA DUTTON DARLENE GAMBOA MITHRA GHAFARI MELISSA IYENGAR SCOTT MONDRALA PRITI MULCHANDANI REBECCA RAMOS Carol Cook Christopher Kehrier Arya Parsa Julia Smith Mona Jazayeri Laura Schoepf Kelly Felton Greg Toumayan David Gayle Rick Allen Bridget Seanez Matthew Harter Sean McNamara Nancy Saad |
|---|--|

Names of Reviewers

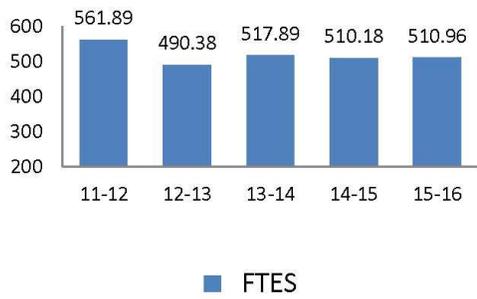
K. Weiss, N. Sogomonian, C. Gabriel

| Work Flow | Date Submitted |
|---|----------------------------|
| Initial meeting with department | |
| Meeting with Program Review Team | |
| Report submitted to Program Review co-chair(s) & Dean | by NOON on March 21 |

Staffing

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

| Classification | Number Full-Time | Number Part-time, Contract | Number adjunct, short-term, hourly |
|-----------------------|-------------------------|-----------------------------------|---|
| Managers | 1 | | |
| Faculty | 7 | | 22 |
| Classified Staff | 3 | | |
| Total | | | |



Description:

The Biology Department offers courses to prepare students for opportunities towards four major areas; 1) General Education science requirements, 2) Allied Health careers, 3) Biology Major transfer students, 4) Biotechnology related careers.

The development of student skills as they relate to creative critical thinking, assessment of quantitative information, deductive/ inductive reasoning, and written communication are stressed.

Assessment:

- Success and retention are increasing.
- The learning support via Student Success Center is essential
- Student success and retention rising.
- FTEF has increased from the past academic year.
- Room size has effected efficiency.
- We have many biology majors that transfer without receiving a degree.

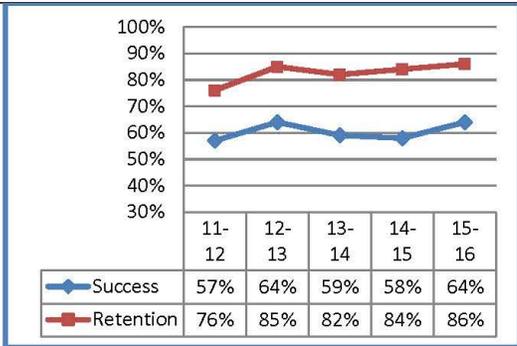
Department Goals:

- Hire replacement faculty.
- Increase the number of degrees awarded under the new AA-T degree and revised AS degree.
- Increase the number of students transferring to 4 year colleges.
- Implement the new department philosophy plan.
- Continue to support SBVC's transformation to a drought tolerant landscape.
- Acquire state of the art equipment to help prepare students for use when transferring.
- Develop strategies for adjunct mentoring.
- Hired a general technician for nights and weekends.
- Continue to support SBVC's transformation to a drought tolerant environment conducive for teaching. Support maintenance of new Biology pond at the Gym.
- Expand department's botanical and zoological collections.

Challenges & Opportunities:

- Low percentage of classes taught by full time faculty.
- Poor lighting and sound issues in lecture rooms makes teaching difficult.
- Train new faculty on the use of the new snorkel system.
- Lack of funds for supplies & field experiences.
- Lack of consistent and adequate funding for maintenance of equipment.
- Plan for 3 semester majors program.
- Work with SI's to ensure we're meeting student needs.
- Night and weekend courses without tech support.

| | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|-----------------------|-------|-------|-------|-------|-------|-------|
| Duplicated Enrollment | 3,752 | 2,744 | 2,406 | 2,659 | 2,587 | 2,561 |
| FTEF | 34.46 | 29.94 | 29.58 | 31.41 | 30.73 | 32.32 |
| WSCH per FTEF | 654 | 563 | 497 | 495 | 498 | 474 |



| | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|--|-------|-------|-------|-------|-------|-------|
| Sections | 135 | 105 | 100 | 107 | 108 | 109 |
| % of online enrollment | 2% | 3% | 4% | 6% | 9% | 6% |
| A.S. Biology Degrees Awarded* | 4 | 4 | 6 | 6 | 8 | |
| A.A. Lib Arts: Bio&PhySci Degrees Awarded* | 54 | 92 | 129 | 151 | 148 | |

TOP Code: 040100
Award Source: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
*Data will be available in October 2016

Action Plan:

- Advocate for faculty, staff, increased budget, and maintenance funds.
- Discuss a strategic plan for growth in the Dept. consistent with departmental philosophy.
- Advocate for new opportunities in the Success Center.
- Initiate a process of systematic data gathering of student entrance and exit skills from each biology course in a sequence.
- Review and refine SLO course level assessments.
- Advocate for development of landscape committee.

Part I: Questions Related to Strategic Initiative: Access

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

SBVC Strategic Initiatives:

[https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/documents/17-
efficacy/strategic-initiatives.pdf](https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/documents/17-efficacy/strategic-initiatives.pdf)

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

| Demographics - Academic Years - 2014-15 to 2015-16 | | |
|--|------------------|-------------|
| Demographic Measure | Program: Biology | Campus-wide |
| Asian | 7.4% | 4.8% |
| African-American | 14.60% | 12.8% |
| Hispanic | 61.1% | 64.2% |
| Native American | 0.6% | 0.2% |
| Pacific Islander | 0.3% | 0.3% |
| White | 15.2% | 14.0% |
| Unknown | 0.9% | 0.4% |
| Female | 67.7% | 56.9% |
| Male | 30.3% | 42.9% |
| Disability | 2.4% | 6.3% |
| Age Min: | 15 | 14 |
| Age Max: | 64 | 78 |
| Age Mean: | 25 | 24 |

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

The recent 2014 to 2016 ethnicity demographic data efficacy report shows that in ethnicity, **relative to the College**, there are a greater number of Asian (7.4% vs. 4.8%) and a greater number of Native American (0.6% vs. 0.2%) ethnic group representation within the Biology program and a decrease in the representation of Hispanic (61.1% vs. 64.2%) ethnic groups.

These data seem to suggest a trend we may want to investigate further with more fine-grained data collected within the Biology Program. Some questions from this data are; 1) What is the ethnic distribution of students that are taking biology for GE, as Biology Majors, and Pre-Allied Health? 2) Is there an equal contribution to the change in ethnic populations observed in the Biology Program as a whole? 3) Do these demographic differences represent a change in the ethnic distribution among students entering a course, or among students who have successfully completed a course? Can these additional data help formulate targeted strategies in increasing access or success rates in different ethnic populations.

Some targeted strategies that could be implemented in the Biology Program are; a) offerings of "Biology Study Skills Workshops, b) increase in biology class tutoring for all courses, c) increase Supplemental Instruction sessions for all courses, d) offering, in coordination with other divisions more learning communities, e) increased outreach to campus clubs that may provide opportunities to contact various ethnic populations on campus. These activities aim to stimulate and sustain the interest and growth of minorities in science.

In gender representation compared to the previous efficacy report, the Biology Program has seen a decline in male representation and an increase in female representation. These trends seem to be mirroring college wide trends but may mirror an increase in gender equitability among those students entering the Pre-Allied Health component of the Biology Program. We can test this hypothesis by examining more fine-grained data collected within the Biology Program.

Pattern of Service

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

The Biology Department supports instruction to the college's mission;
Transfer (Gen Ed, and Biology Majors) and **Pre-Allied Health Program** (Human Anatomy and Physiology, Microbiology)
 The Biology program offers morning, afternoon, weekend, online, and evening classes that are required for graduation with a degree and transfer. The program offers Saturday introductory classes that fulfill a general education requirement for transfer as well as prerequisites for allied health programs. The program currently offers online-hybrid sections of Human Anatomy, Anatomy and Physiology, and Microbiology that are required for pre-Allied Health students. The Biology Program has also offered General Biology (Bio 100) courses in the city of Big Bear through an interactive video presentation of the lecture combined with an on-site offering of labs at the local high school

Part II: Questions Related to Strategic Initiative: Student Success

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program does not provide an adequate analysis of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes (SLOs) | Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete . | Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete . |

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded")

The EMP data in terms of measures of FTES, Enrollment, FTEF, and section counts seem to illustrate a slight increase in the program offerings. The decline in WSCH/FTEF is attributable to an effort by the Biology Department to maintain a diversity of course offerings at times of the day, and days of the week, while only slightly increasing the number of course sections being offered. The WSCH/FTEF ratio in lab courses (which constitute a significant proportion of biology courses) are constrained due to a decrease in the cap to 25 students per lab section due to the changes in fire code regulation that limits the number of students in our 2 large lecture rooms.

The success and retention data have, in the final year of the data, shown an increase in both success (7%) and retention (10%). This increase might be attributable in part to the efforts in Supplemental Instruction and tutoring for biology courses as a result of two STEM related grants on campus at this time. There has been some past evidence for the positive influence of these opportunities in success and retention mentioned in previous Efficacy Reports (see Chemistry, 2011 Efficacy report). Some additional variables that might be contributing to increases in success and retention could also include increases in STEM-related counseling availability and outreach to current students and the requirement of students to up-date or acquire an Ed Plan.

The degrees and certificates awarded by the Biology Program have doubled over the reporting years. These award rates seem to be representative of a growing program but where the majority of the student population is not seeking a terminal Biology AS degree, but rather enrolling in courses that will contribute to their GE or Biology majors transferability or to satisfy pre-requisite courses for the Allied Health programs. Looking forward it could be predicted that the degrees awarded should see a modest increase based upon the contribution of a Biology Transfer Associates Degree.

- In comparing the Biology Department's goals, established in the 20114 Educational Master Plan Report, to its achievements to date there have been accomplishments on several identified initiatives; 1) continue to support SBVC's transformation to a drought tolerant landscape. , 2) completed development of a 3 semester biology majors (TMC equivalent) 3) we have to some degree been able to maintain lab equipment and increase supplies for quality education, 4) student success and retention has increased.

A sampling of outreach activities (directed at students or faculty) that involved Biology faculty have included the following; iPads in the classroom (faculty), STEM outreach (students), Science and Math Day presentations (visiting students).

Supplemental Data

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

Data concerning relevant employment outlooks are found in Part IV : Planning

Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. This section is required for all programs.

We continue to have Department as well as Division wide conversation concerning aspects of course level, and program level SLO assessment and functionality. The department has an SLO assessment process for all of its courses in which all courses are evaluated every semester. This increase in SLO assessment frequency will provide a tighter feedback loop between assessment results and changes in teaching, and possible SLO revision.

Lead faculty are assigned to each course in the department. The lead faculty are full-time faculty that coordinate the formulation, assessment, revision, and dialog process linked with course level SLOs. The lead full-time faculty associated with each course are the faculty that are the most frequent instructors of these respective courses and therefore are most knowledgeable in current aspects of student populations, course content, course rigor, and in programs (or courses) that will be populated by the students completing the course.

Some examples of SLO assessment integration into course content has been derived from lab assessment results (through lab reports) that have illuminated an especially challenging lab concept and has resulted in the modifying the pacing of the conceptual presentation, and/or altered the experiment that is used to demonstrate the concept to students (ex in Bio 201, 261, and others). In other courses, the addition of outside, reflective writing assignments in lecture have been used as a didactic tool to reinforce the skill of scientific writing in lab (ex Bio 100, and others).

Department conversations concerning course level SLOs and their assessments has become a regular part of meetings with both full and part time faculty. In some areas of the Biology Program course level SLO dialog is a regular activity of the respective faculty due to the number of part time faculty in the course and the high turnover rate of part time faculty in the course. In other areas, the dialog is informal due to lower turnover rate of part time faculty and a lower number of part time faculty in the course.

Dialog between the department and the adjunct faculty occurs regularly in the introduction of new faculty to the course content of the courses over which they will have responsibility. After these initial meetings, a regular, coherent process of dialog with adjunct faculty continues throughout the semester.

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

The Biology program level outcomes were revised during this period due to the changing nature of the transfer requirements of Biology majors students. The TMC for Biology transfer students has been revised and we began offering the new TMC in the 2016-2017 academic year. With the adoption of the final TMC for Biology, the Biology Department will continue to review and revise the Program level SLOs.

See report below.

Program Summary Report

Year

Period

Program

Program SLOs

Note: These contain duplicated head count. A student can be counted once for each statement in a SLO, and for each class they took.

| # | SLO Statement | # of Students Assessed | # of Students who Met SLO | % of Students who Met SLO |
|---|---|------------------------|---------------------------|---------------------------|
| 1 | Master basic cellular, organismal, and environmental concepts and apply them to other scientific studies, voting decisions, personal habits, and lifestyle choices. | 803 | 379 | 47.20% |
| 2 | Transfer to an accredited university as a junior with a major in Biology or a related subject. | 2319 | 1218 | 52.52% |
| 3 | Use the principles and concepts of Biology to make a positive impact on your life, your career, and your world. | 803 | 379 | 47.20% |
| 4 | Communicate your knowledge of biological concepts to enhance the understanding of others. | 803 | 379 | 47.20% |
| 5 | Demonstrate a proficiency in standard biological laboratory techniques commonly acquired in lower-division coursework. | 803 | 379 | 47.20% |
| 6 | N/A | | | |

(INSERT COURSE MAP IF AVAILABLE)—Contact Dr. Celia Huston if you need assistance.

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|--|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness - Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/JC, if appropriate. <u>Out of date course(s) that were not launched into CurricUNET by Oct. 1, 2016 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Mission and Purpose:

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

What is the mission statement or purpose of the program?

The courses offered by the Biology Department are designed to meet the demands of science majors, non-science majors, and those wanting to enter an allied health career. The Biology department offers all the courses necessary to transfer to a university as a biology major. The department works cooperatively with math, physics, and chemistry departments to schedule courses so that students will be able to take all their biology major requirements in two years at Valley College. The department also prepares students not majoring in science to understand the methods and basic facts of biological science. The public good is served by citizens who understand the biological realities of our current world. Students are educated to understand the facts and concepts related to biotechnology, genetics, reproductive science, ecology and other relevant biological topics.

A third major focus of the department is to prepare students to enter an allied health program like the Nursing program at Valley College. The Anatomy and Physiology program and the Microbiology Program are dedicated to producing students capable of high academic achievement, independent thought, and critical thinking. The three-

courses consisting of Anatomy, Physiology, and Microbiology is required for entry to all allied health programs. The department makes every effort to produce students who achieve the knowledge base that will make them successful in their future allied health programs.

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

The diversity of academic and career goals that are associated with the Biology Program's ethnically diverse student population exemplify "... a diverse community of learners." Additionally, the identification within all the Biology Program's courses of teaching and assessment characteristics that aspire to sound academic and intellectual preparation underscores SBVC's mission of a "... quality education..." Finally the Biology Program, through its involvement with Science Learning Center-related activities and others echo the admonition of "... services that support..." our students.

Productivity

Provide additional **analysis and explanation** of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

Note that the biology courses at SBVC are typically taught as double sections and include a laboratory component. There were new fire code regulations in 2012 that reduced the number of students in our lectures rooms. This has had a slightly negative impact on our overall productivity.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

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

There are currently 4 courses out of date within the biology department. The biology 090 and 291 are not currently offered. The department is currently in discussion about what to do with the bio 090. Bio 291 is part of a biotech certificate which is not currently being offered. The department is waiting on TMC's to be completed before moving forward with these courses and certificates. Faculty are in the process of updating the curriculum for bio 104 and 222.

| Science | | | | |
|---------|--------|--------|---------------------|------------------|
| Biology | | | | |
| | Course | Status | Last Content Review | Next Review Date |
| | | | | |

| | | | | |
|--|---|------------|------------|------------|
| | BIOL 012 Introduction to Biotechnology Techniques | Active | 11/28/2011 | 11/28/2017 |
| | BIOL 090 Preparation for Anatomy and Physiology | Active | 03/08/2010 | 03/08/2016 |
| | BIOL 100 General Biology | Active | 03/09/2015 | 03/09/2021 |
| | BIOL 104 Human Ecology | Active | 09/14/2009 | 09/14/2015 |
| | BIOL 109 History of Life | Active | 05/16/2011 | 05/16/2017 |
| | BIOL 109H History of Life - Honors | Active | 05/16/2011 | 05/16/2017 |
| | BIOL 140 Biology of Sexually Transmitted Diseases | Active | 04/18/2011 | 04/18/2017 |
| | BIOL 141 Genetics | Active | 03/09/2015 | 03/09/2021 |
| | BIOL 155 Introductory Anatomy and Physiology | Active | 11/08/2016 | 11/08/2022 |
| | BIOL 201 Cell and Molecular Biology | Active | 03/09/2015 | 03/09/2021 |
| | BIOL 205 Cell and Molecular Biology | Active | 05/11/2015 | 05/11/2021 |
| | BIOL 206 Organismal Biology | Active | 05/11/2015 | 05/11/2021 |
| | BIOL 207 Evolutionary Ecology | Active | 05/11/2015 | 05/11/2021 |
| | BIOL 222 Independent Study in Biology | Active | 05/14/2007 | 05/14/2013 |
| | BIOL 250 Human Anatomy and Physiology I | Active | 11/28/2011 | 11/28/2017 |
| | BIOL 251 Human Anatomy and Physiology II | Active | 12/05/2011 | 12/05/2017 |
| | BIOL 260 Human Anatomy | Active | 10/12/2015 | 10/12/2021 |
| | BIOL 261 Human Physiology | Active | 10/12/2015 | 10/12/2021 |
| | BIOL 270 Microbiology | Active | 03/09/2015 | 03/09/2021 |
| | BIOL 290 Biotechnology I | Active | 10/17/2011 | 10/17/2017 |
| | BIOL 291 Biotechnology II | Active | 11/10/2008 | 11/10/2014 |
| | BIOL 292 Cell Culture Techniques | Active | 12/05/2011 | 12/05/2017 |
| | BIOL 050 Introductory Anatomy and Physiology | Historical | | |
| | BIOL 050 Introductory Anatomy and Physiology | Historical | | |
| | BIOL 100 General Biology | Historical | | |
| | BIOL 100 General Biology | Historical | | |
| | BIOL 100 General Biology | Historical | | |
| | BIOL 102 Human Biology | Historical | | |
| | BIOL 102 Human Biology | Historical | | |
| | BIOL 104 Human Ecology | Historical | | |
| | BIOL 108 Evolution: Molecules to Mammals | Historical | | |
| | BIOL 108 Evolution: Molecules to Mammals | Historical | | |
| | BIOL 109 History of Life | Historical | | |
| | BIOL 109 History of Life | Historical | | |
| | BIOL 109 History of Life | Historical | | |

| | | | | |
|--|--|------------|--|--|
| | BIOL 109H History of Life - Honors | Historical | | |
| | BIOL 109H History of Life - Honors | Historical | | |
| | BIOL 123 Ecology and Environment | Historical | | |
| | BIOL 123 Ecology and Environment | Historical | | |
| | BIOL 140 Biology of Sexually Transmitted Diseases | Historical | | |
| | BIOL 155 Introductory Anatomy and Physiology | Historical | | |
| | BIOL 201 Cell and Molecular Biology | Historical | | |
| | BIOL 201 Cell and Molecular Biology | Historical | | |
| | BIOL 201 Cell and Molecular Biology | Historical | | |
| | BIOL 202 Organisml Biol & Ecology | Historical | | |
| | BIOL 202 Organismal Biology and Ecology | Historical | | |
| | BIOL 202 Organismal Biology and Ecology | Historical | | |
| | BIOL 202 Organismal Biology and Ecology | Historical | | |
| | BIOL 203 Biology of Animals: Invertebrate Biology | Historical | | |
| | BIOL 203 Biology of Animals: Invertebrate Biology | Historical | | |
| | BIOL 204 General Botany | Historical | | |
| | BIOL 204 General Botany | Historical | | |
| | BIOL 205 Cell and Molecular Biology | Historical | | |
| | BIOL 205 Cell and Molecular Biology | Historical | | |
| | BIOL 206 Organismal Biology | Historical | | |
| | BIOL 207 Evolutionary Ecology | Historical | | |
| | BIOL 220 Lab Prep in Biol | Historical | | |
| | BIOL 221 Lab Prep in Biol | Historical | | |
| | BIOL 222 Independent Study in Biology | Historical | | |
| | BIOL 250 Human Anatomy and Physiology I | Historical | | |
| | BIOL 250 Human Anat Physio I | Historical | | |
| | BIOL 251 Human Anatomy and Physiology II | Historical | | |
| | BIOL 251 Human Anatomy and Physiology II | Historical | | |
| | BIOL 252 Independent Study in Anatomy and Physiology | Historical | | |
| | BIOL 252 Independent Study in Anatomy and Physiology | Historical | | |
| | BIOL 255 Independent Study in Anatomy and Physiology | Historical | | |
| | BIOL 256 Lab Prep Anat & Physio | Historical | | |
| | BIOL 260 Human Anatomy | Historical | | |
| | BIOL 260 Human Anatomy | Historical | | |

| | | | | |
|--|--|------------|--|--|
| | BIOL 260 Human Anatomy | Historical | | |
| | BIOL 261 Human Physiology | Historical | | |
| | BIOL 261 Human Physiology | Historical | | |
| | BIOL 270 Microbiology | Historical | | |
| | BIOL 270 Microbiology | Historical | | |
| | BIOL 270 Microbiology | Historical | | |
| | BIOL 270 Microbiology | Historical | | |
| | BIOL 272 Independent Study in Microbiology | Historical | | |
| | BIOL 272 Independent Study in Microbiology | Historical | | |
| | BIOL 276 Lab Prep Micro | Historical | | |
| | BIOL 290 Biotechnology I | Historical | | |
| | BIOL 290 Biotechnology I | Historical | | |
| | BIOL 290 Biotechnology I | Historical | | |
| | BIOL 291 Biotechnology II | Historical | | |

Articulation and Transfer

| List Courses above 100 where articulation or transfer is not occurring | With CSU | With UC |
|---|----------|---------|
| | | |
| | | |
| | | |
| | | |

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

| See below | | |
|-----------|----------|--------------------|
| Course | CSU | UC |
| BIOL 100 | Transfer | Transfer (limited) |
| BIOL 104 | Transfer | Transfer |
| BIOL 109 | Transfer | Transfer |
| BIOL 109H | Transfer | Transfer |

| | | |
|----------|---------------------|--------------------|
| BIOL 140 | Transfer | Transfer |
| BIOL 141 | Transfer | |
| BIOL 155 | Transfer | |
| BIOL 205 | Transfer | Transfer |
| BIOL 206 | Transfer | Transfer |
| BIOL 207 | Transfer | Transfer |
| BIOL 222 | Transfer | Transfer (limited) |
| BIOL 250 | Transfer | Transfer (limited) |
| BIOL 251 | Transfer | Transfer (limited) |
| BIOL 260 | Transfer | Transfer (limited) |
| BIOL 261 | Transfer | Transfer (limited) |
| BIOL 270 | Transfer | Transfer |
| BIOL 290 | Transfer | Transfer |
| BIOL 291 | Transfer (elective) | |
| BIOL 292 | Transfer (elective) | |

Currency

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

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

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

The aforementioned information is accurate, with the exception of the Biol 012, 090, 201, 290, 291, and 292 courses that are no longer. These may be deleted in subsequent catalogs.

Part IV: Planning

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|--|--|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program <u>does not identify</u> major trends, or the plans are not supported by the data and information provided. | The program <u>identifies and describes</u> major trends in the field. <u>Program addresses how trends will affect enrollment and planning.</u> Provide data or research from the field for support. |
| Accomplishments | The program <u>does not incorporate</u> accomplishments and strengths into planning. | The program <u>incorporates</u> substantial accomplishments and strengths into planning. |
| Challenges | The program <u>does not incorporate</u> weaknesses and challenges into planning. | The program <u>incorporates</u> weaknesses and challenges into planning. |

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

There are several trends at the national, state, regional, and local level that will impact the Biology Program planning in the near future.

At the national level within the Biological Sciences field the acceleration of the use of genomic information continues to find new applications in all areas of biology from cellular processes to ecological studies. The logical programmatic reactions should encompass incorporation of introductory concepts of genomics into all biology courses at the level appropriate to the course. Finally, the educational reforms advanced by the national accrediting bodies on matters related to SLOs have had an effect upon the Biology Program's processes related to SLO documentation and dialoguing.

At the State level, several economic and educational changes will impact the offerings of the Biology Program. The economic up-turn seems to be changing from weak to moderate growth, and the concomitant leveling off and increases in budget allocations should be anticipated. The State educational initiatives, particularly results from the Student Success Task Force and TMC, have already provoked Biology Program reactions. For example, responses to SSTF include the application of appropriate course pre-requisites and the dramatic increase in student support services involvement (e.g. Biology Study Skills Workshops, Supplemental Instruction, Success Center tutorial offerings). The development of a new three-semester

biology majors course sequence has occurred in step with the development of the Biology TMC (as mentioned previously).

At the regional level the recent establishment of the UCR School of Medicine and the new California University of Science and Medicine's School of Medicine will have particular long-term consequences to the Biology Program. These new colleges may potentially increase the number of biology major's students and opening academic relationships and opportunities between the Biology Program and the two medical schools

Data from the State Employment Development Department suggests the following outlook (2010 to 2020) in some selected biology related careers (see table below).

| Key Occupation | Annual Average Employment | | Employment Change | | Average Annual Job Openings | | Percent of Occupation in designated Biotech Industry [5] | |
|--|---------------------------|---------|-------------------|---------|-----------------------------|------------------------|--|------|
| | 2010 | 2020 | Numerical [1] | Percent | New Jobs [2] | Replace-ment Needs [3] | Total Jobs [4] | |
| Biochemical Engineers [6] | -- | -- | -- | -- | -- | -- | -- | -- |
| Biochemists and Biophysicists | 6,400 | 8,800 | 2,400 | 37.5 | 250 | 140 | 390 | 87.5 |
| Biological Technicians | 11,400 | 13,300 | 1,900 | 16.7 | 180 | 390 | 570 | 84.2 |
| Biologists [7] | -- | -- | -- | -- | -- | -- | -- | -- |
| Biomedical Engineers | 4,000 | 6,700 | 2,700 | 67.5 | 270 | 90 | 360 | 96.3 |
| Chemical Engineers | 1,900 | 2,200 | 300 | 15.8 | 30 | 60 | 90 | 66.7 |
| Chemical Technicians | 6,200 | 7,100 | 900 | 14.5 | 90 | 90 | 180 | 22.2 |
| Chemists | 10,900 | 12,100 | 1,200 | 11.0 | 120 | 360 | 480 | 41.7 |
| Compliance Officers | 25,900 | 30,000 | 4,100 | 15.8 | 410 | 310 | 720 | 36.6 |
| Electrical Engineers | 21,000 | 23,200 | 2,200 | 10.5 | 230 | 510 | 740 | 13.5 |
| Environmental Scientists and Specialists, Including Health | 13,000 | 16,000 | 3,000 | 23.1 | 290 | 390 | 680 | 80 |
| Epidemiologists [8] | -- | -- | -- | -- | -- | -- | -- | -- |
| Management Analysts | 82,800 | 101,400 | 18,600 | 22.5 | 1,870 | 1,350 | 3,220 | 60.2 |
| Market Research Analysts and Marketing Specialists | 53,700 | 78,300 | 24,600 | 45.8 | 2,450 | 1,430 | 3,880 | 30.9 |
| Medical and Clinical Laboratory Technicians | 16,900 | 19,400 | 2,500 | 14.8 | 250 | 330 | 580 | 72 |
| Medical and Clinical Laboratory Technologists | 11,800 | 13,200 | 1,400 | 11.9 | 140 | 230 | 370 | 71.4 |
| Medical Scientists, Except Epidemiologists | 27,800 | 39,300 | 11,500 | 41.4 | 1,150 | 170 | 1,320 | 76.5 |
| Microbiologists | 3,600 | 4,400 | 800 | 22.2 | 80 | 80 | 160 | 75 |
| Natural Sciences Managers | 8,800 | 10,300 | 1,500 | 17.0 | 150 | 530 | 680 | 93.3 |
| Statisticians | 3,000 | 3,600 | 600 | 20.0 | 50 | 180 | 230 | 50 |
| Technical Writers | 6,400 | 7,700 | 1,300 | 20.3 | 120 | 130 | 250 | 38.5 |

Finally, at the local level the maturation and institutionalization of the tutorial and Supplemental Instruction components of the Success Center will foster an increasing number of opportunities for students of the Biology Program, but will also require increasing levels of involvement in mentoring these students by Biology Program faculty.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

The strengths of the Biology Program observable from the EMP report are the; a) increases in student retention, b) increasing interactions with Success Center activities, c) development of the new biology major's course sequence, c), and biology planters initiatives (see also Part V Campus Climate).

In terms of increases in retention, it is hypothesized that these increases are likely due to the interactions with the Success Center (in the form of tutoring and Supplemental Instruction (SI) sessions) and would be predicted to also affect student success.

The new biology major's course sequence has been designed to retain key pedagogical and conceptual elements that have been the foundation of the biology major's program since 1991. The new biology major's course sequence has been designed to fuse together these two elements while also satisfying the TMC requirements. The three-semester sequence began in Fall 2016 so its impact on student success has yet to be evaluated.

The matured plants in the Biology gardens will be of use to expand into the Nursing areas. Currently, planning and design of these garden areas is taking place in order to meet course-related goals and community-awareness.

Challenges

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

The weakness highlighted by the EMP document and in other parts of this report fall into three categories; 1) number of full time faculty, 2) lack of sufficient funds and 3) transition to three-semester program.

The courses offered by the Biology Department are designed to meet the demands of science majors, non-science majors, and those wanting to enter an allied health career. With the ever increasing technology it is difficult to teach current topics when the funds are lacking for sufficient supplies. It is also difficult to offer the number of courses needed for students to enter allied health careers when we don't have the faculty to teach them.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

SBVC Strategic Initiatives:

[https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/documents/17-
efficacy/strategic-initiatives.pdf](https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/documents/17-efficacy/strategic-initiatives.pdf)

| Strategic Initiative | Institutional Expectations | |
|--|---|--|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

The Biology Program has continued to maintain and develop initiatives related to technology through the careful incorporation of pedagogically relevant equipment and techniques associated with contemporary Biological Sciences. Some examples are illustrated by the following;

- New microscopes for 2 of our 7 labs.
- iPad Human Anatomical apps used in the Human Anatomy (Bio 260) course.
- New micropipettors for our microbiology program.
- Digital Microscopy in Anatomy and Physiology laboratories (Bio 261, [Bio 250](#), [Bio 155](#))

The high cost of the initial acquisition, on-going maintenance, and supplies of such technology must always be weighed against the technology's pedagogical value in order to ensure prudent expenditure of our Program's very limited funding.

The Biology Program's most visible contribution to Campus Climate has been through the continued growth and maintainance of our landscape planter initiative. This initiative is currently in its fourth year,

and involves the use of drought tolerant vegetation in the courtyard planters associated with the HLS Building. Beyond its esthetic appeal, the selected plantings have included specimens that illustrate different botanical and ecological principles for use in a variety of biology courses. *This marriage of course learning outcomes in association with a carefully planned "educational landscape" is an idea that has been largely ignored by the College, and one that could be adopted by other programs.* The Biology Program has recently received permission to expand planting to other HLS courtyard planters.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

All categories received "meets" in the 2012-13 efficacy review.

**Program Efficacy Team Report
Spring 2017**

Name of Department: **COMPUTER INFORMATION TECHNOLOGY**

Efficacy Team: D. Dusick, S. Tillman, C. Gabriel

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

Overall, the department does an excellent job serving students. The faculty/department chair should focus on how to improve student success rates in classes.

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

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Dept. offers full-semester, late-start, and short-term and Big Bear courses. They develop pattern of offering "through careful monitoring of enrollments and informal communications with students and community members."

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program does not provide an adequate analysis of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes (SLOs) | Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete . | Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete . |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Does not address the low success rate under 70%. Does not explain how they can work to improve success. Simply stating “There is no data to explain this discrepancy” is not sufficient.

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness – Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|---|--|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Discusses industry trends and recommends curriculum changes.

| Strategic Initiative | Institutional Expectations | |
|--|---|--|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program <u>does not demonstrate</u> that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program <u>does not have plans</u> to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program <u>demonstrates</u> that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program <u>has plans</u> to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Failed to mention important CSUSB GRANT!

| Part VI: Previous Does Not Meets Categories |
|--|
| <p>Program addressed each area, by either describing how the program has remedied deficiencies, or if these areas have been discussed elsewhere in this current document, provided the section where these discussions can be located.</p> |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

**Program Efficacy—COMPUTER INFORMATION TECHNOLOGY
2016 – 2017**

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Computer Information Technology

Name of Division

Mathematics, Business & Computer Technology

Name of Person Preparing this Report

Extension

Roger Powell

Names of Department Members Consulted

Maha Al-Husseini, Reginald Metu, Malik Stalbert

Names of Reviewers

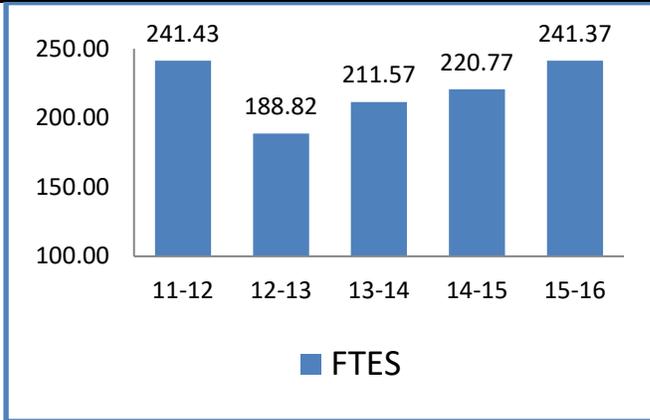
D. Dusick, S. Tillman, C. Gabriel

| Work Flow | Date Submitted |
|---|----------------------------|
| Initial meeting with department | |
| Meeting with Program Review Team | |
| Report submitted to Program Review co-chair(s) & Dean | by NOON on March 21 |

Staffing

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

| Classification | Number Full-Time | Number Part-time, Contract | Number adjunct, short-term, hourly |
|-----------------------|-------------------------|-----------------------------------|---|
| Managers | 0 | 0.25 | 0 |
| Faculty | 4.5 | 0 | 8 |
| Classified Staff | .5 | 0 | 0 |
| Total | 5 | 0.25 | 8 |



Description:

The CIT Program serves students needs in three ways:

- Acquisition of basic through advanced computer technology skills
- Acquisition of computer skills applicable to current work requirements
- Preparation for pursuing education in computer technology at a four-year institution

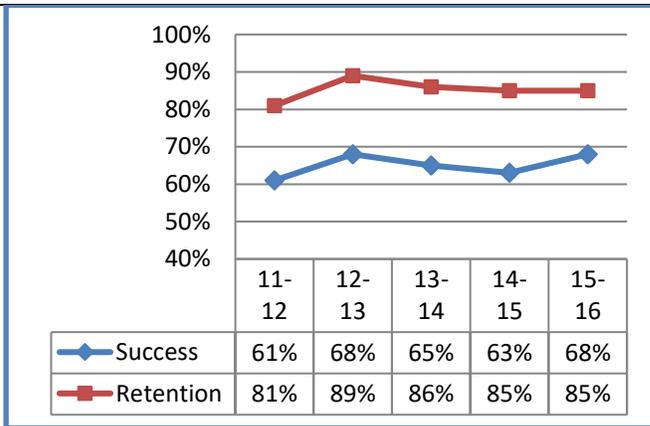
Assessment:

The data is consistent with recovery from the California State Budget crisis. Since the FTES low in 12/13 there has been a 3-year 28% climb. The 15/16 FTES has recovered to the 11/12 levels. Growth should slow or stop. The rest of the data is generally consistent with the exception of efficiency. While WSCH/FTEF remains below the 11/12 level, it continues to improve. Student success and retention is stable but degree and certificate awards are down. After years of growth the drop off can be attributed to many degrees and certificates being withdrawn from the catalog due to State approval concerns.

| | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|-----------------------|-------|-------|-------|-------|-------|-------|
| Duplicated Enrollment | 2,564 | 2,089 | 1,924 | 2,159 | 1,945 | 1,753 |
| FTEF | 17.31 | 14.48 | 14.75 | 16.59 | 16.78 | 17.81 |
| WSCH per FTEF | 502 | 500 | 384 | 383 | 395 | 407 |

Department Goals:

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



Challenges & Opportunities:

Challenges

1. State & ACCJC approval of degrees and certificates
2. Streamlining student completion process
3. Book cost and availability at SBVC bookstore

Opportunities

1. Career opportunities created by emerging technologies
2. Grant funding
3. CSUSB new Information Systems & Technology BS degree
4. Active student club
5. Medical Coding and Billing Certificate

Action Plan:

1. Monitor progress of certificate and degree approvals
2. Create an AS degree aligned with new CSUSB IS&T BS degree
3. Expand use of Academy models
4. Develop outreach and articulation for HS programs
5. Develop non-credit CIT program(s)
6. Develop non-credit computer lab course

| | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|------------------------|-------|-------|-------|-------|-------|-------|
| Sections | 90 | 71 | 72 | 77 | 79 | 74 |
| % of online enrollment | 67% | 72% | 75% | 77% | 85% | 92% |
| Degrees awarded* | 5 | 9 | 10 | 13 | 2 | |
| Certificates awarded* | 13 | 7 | 15 | 13 | 8 | |

TOP Code: 051400/070200
Award Source: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
*Data will be available in October 2016

Part I: Questions Related to Strategic Initiative: Access

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

SBVC Strategic Initiatives:

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

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

Demographics - Academic Years - 2014-15 to 2015-16

| Demographic Measure | Program: Computer Informatio n Technolog y | Campus -wide |
|----------------------------|---|-------------------------|
| Asian | 5.7% | 4.8% |
| African-American | 16.0% | 12.8% |
| Hispanic | 61.0% | 64.2% |
| Native American | 0.6% | 0.2% |
| Pacific Islander | 1.7% | 0.3% |
| White | 15.2% | 14.0% |
| Unknown | 0.9% | 0.4% |
| Female | 60.5% | 56.9% |
| Male | 37.9% | 42.9% |
| Disability | 6.3% | 6.3% |
| Age Min: | 15 | 14 |
| Age Max: | 73 | 78 |
| Age Mean: | 30 | 24 |

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

The demographics generally reflect the campus-wide demographics. An interesting, but largely irrelevant observation regarding this data is that while the 3.2% more African-American students enroll in CIT than exist in the campus-wide population, 3.2% fewer Hispanic students enroll in CIT than are represented in the campus-wide population. The ratio of females to males is within 1% of the campus-wide population and number of students with disabilities is exactly the same. The age span is about the same with the average age of CIT students being 6 years higher than the campus-wide average.

While the demographics do show that CIT students generally represent the overall SBVC student body this is an important issue and the CIT Department does not ignore it. We have outreach activities, such as the ongoing partnership with the Girl Scouts that helps direct women and underrepresent groups to Information Technology.

Another factor that works well for the CIT Department is that the faculty model diversity. The full-time faculty has two African-Americans and two women. One full-time faculty member is Hispanic. 60% of the full-time faculty is immigrants. Likewise the adjunct faculty is diverse with women, Hispanic, and immigrants. This diversity amongst the faculty helps supports diversity amongst the students.

Pattern of Service

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

The CIT program has averaged 79.4% of the courses offered including at least some level of distributed education. Hybrid format (part online + part on campus) makes up two-thirds of the CIT DE Offerings.

The CIT faculty collaborate to identify which courses are not appropriate for online delivery and those courses are never delivered in an online format. In addition to faculty experience, past performance of students in online courses is considered as part of the decision making process. Online courses are extremely popular and when we offer multiple sections of the same course with varied delivery models (online, hybrid, and traditional) the online sections always fill first. This notwithstanding, online is not best for every student or every course. In addition to online, courses are offered in the morning, afternoon, and evening. Courses are offered in full-semester, late-start (14-week) and short-term (8-week) formats. Courses are offered to support the Big Bear program. Where a course has multiple sections, care is taken to offer day, evening, hybrid, and online options for students. We have some courses that are only offered every other semester. For these we take care to offer the course either online or if Hybrid or on Campus we alternate between a daytime and an evening section.

These patterns were not developed by accident but through careful monitoring of enrollments and informal communications with students and community members. The Department has decreased the number of morning courses and increased the number of afternoon courses because those are the most popular time for CIT students. An example of how this took place is the Faculty Chair meeting with students at the Middle-College High School. During the conversation, it was noted that a course that MCHS students would like to take was generally offered in the Mornings when they were required to take High School courses. As a result of this conversation, this course was rescheduled for the afternoon and it routinely has 2 or 3 MCHS students each semester. There has been no noted decrease in enrollment for this course.

Part II: Questions Related to Strategic Initiative: Student Success

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data. | Program <u>provides an analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes (SLOs) | Program <u>has not demonstrated</u> that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is <u>missing or incomplete</u> . | Program <u>has demonstrated</u> that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is <u>complete</u> . |

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded")

The student retention for CIT courses is a very consistent 85.2% on average for the past five years. This has varied very little of the entire 5-year period with the last 3 years in particular being very steady at 86%, 85%, and 85%. This represents a consistent program over a sustained period of time with the added benefit that it represents a sustained 7% increase from the last Program Review value of 78.1%. While there is slightly more variability in year-to-year student success rate, the average is a respectable 65% with the lowest being 61% and the highest being 68%. While there is no discernable trend in the success rate data with small ups and downs noted across the 5-year period, comparison with the prior Program review shows that the average has increased by more than 5%. This is consistent with the retention results of the prior program review and is a result that the CIT faculty can be justifiably proud. On average, nineteen degrees and certificates were awarded per year for the past 5 years. This is once again a small but consistent increase over the 14.5 Degrees Certificates average of the prior Program Review. Unfortunately, the current data shows pronounced drop in 14-15 to about half of the average and only 40% of the yearly high achieved in 12-13. It is clear that this sudden drop is due to an administrative mix-up, which resulted in many of the CIT Degrees and Certificates being pulled from the SBVC Catalog and in some cases old outdated programs were reinserted. This has been a significant impact to CIT students and is addressed at some length under "Challenges" in Section IV of this document.

Overall the student achievement results of this Program Review compare favorably with the prior Program Review results. While this is indicative a program continuing to improve the CIT faculty are

determined to do better. Specific plans to further improve student success are discussed in “Challenges” area of Section IV – Planning (below).

Supplemental Data

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

The Centers of Excellence (<http://www.coecc.net/>) completed an assessment of the Inland Empire ICT and Digital Media labor market in September 2016. This report indicates that there are 525 computer systems design and related services businesses with 6,480 Inland Empire employees. This is the largest industry in the ICT and Digital Media sector with a projected 8% growth over the next five years. Office administrative services is the second largest industry within the ICT & Digital Media sector. The office administrative services industry has 5,576 Inland Empire employees and a 5-year projected growth rate of 15%. The CIT program prepares students for two of the top ten Inland Empire occupations within the ICT and Digital Media sector. These are Computer User Support Specialist (SOC 15-1151, growth rate 9.7%), Secretaries and Administrative Assistants (SOC 43-6014, growth rate 7.5%). The plan to add a third occupation from within ICT and Digital Media (Web Developers - SOC 15-1134 growth rate 15%) in collaboration with other Departments at SBVC is planned and funded by the Strong Workforce Initiative. These plans are discussed in further details in the Planning Section (Part IV) below.

Not every student completes a degree or certificate and it is not unusual in CIT to have students enroll just because they want to learn a specific skill (Microsoft Excel for example). The CIT program contributes to the earning power of those students and the economic vitality of the community. According to the California Community College Chancellors Office, SBVC CIT students who do not earn a degree or certificate increase their earnings by almost 10% (<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=982#home>)

Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. This section is required for all programs.

The following analysis is based on data downloaded from SLO Cloud using the “export” function into an Excel spreadsheet of all CIT course level evaluations for a 3-year period ending with the 2015/2016 school year (copy of download is attached) and data from the 2015/2016 EMP (on pages 3 & 4 of this document).

Over the past 3-years 8,024 students have participated in SLO evaluations in 419 unique sections this is an average of 19.2 students per section. This demonstrates that the CIT Department has a robust Course Evaluation process. Evaluations were reported by 13 unique faculty. As there are 12.5 faculty in the “Staffing Table” (page 2 above), this indicates that all CIT faculty (adjunct and full-time) are performing evaluations. The 0.5 full-time faculty number is because the Department Chair is shared between the CIT and CS programs. Overall 86% of the students who participated in the SLO evaluation

process met the SLO “Good enough” criteria. The SLO “good enough” percentage of 86% is very close to the 85% CIT retention rate. This makes sense as many SLOs are evaluated towards the end of courses and one would expect students who do not persist in a course would not be present for the SLO evaluation. During this 3-year period (based on the 2015/2016 EMP data) the CIT duplicated enrollment was 5,857 that mean that on average each student was evaluated on 1.4 SLOs. This once again is consistent with students who drop before assessment being exclude form the SLO evaluation process. There is a clear discrepancy between the 86% of students who assess “good enough” on SLOs while only 65% of students are successful in a course. This means that 25% of students who assess as performing to the “good enough” standard on SLOs are not successful in the course. There is no data to explain this discrepancy. One could speculate that SLOs are a one-time event or activity while a course grade is based on sustained performance across a period of many weeks. This is something that the CIT Department will discuss and see if there is a way to gather data to understand this discrepancy. Regardless of the conclusion reached it is obvious that the current SLOs do not accurately predict student success.

The CIT department had several starts and stops in the course-level summary process. The current process was developed in consultation with the SBVC Research and Evaluation Department (copy of the Google Form is attached). Key pieces of data from a 3-year SLO cloud course report are placed into the Form. The form is then sent to all faculty members (adjunct and full-time) who enter their evaluations. The results are collected and analyzed by the Faculty Chair.

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

The CIT Department has had great difficulty in evaluating program level outcomes due to problems with getting State approval of Degrees and Certificates. This is discussed in detail in the planning section (below) and discussion in this area will be limited to just the impact on Program analysis.

Four Certificates and Degrees are listed in the 2016/2017 Catalog. These are MIS AA Degree, Cisco Certificate, CIT Office Technology AA Degree, and Administrative Assistant Certificate. By comparison there are five Certificates and Degrees in the 2014/2015 Catalog. These are CIT AA Degree, Cisco Certificate, CIT Office Technology AA Degree, Office Clerical Certificate, and Administrative Assistant Certificate. The MIS AA Degree is not in the Current Catalog and, therefore, cannot be evaluated. The MIS AA Degree has not been evaluated because it has not been in the Catalog for 3-years. The Cisco Certificate has been evaluated and the results of that analysis are discussed below. The CIT Office Technology Degree has not been evaluated because only two of the courses required in 2016/2017 were required in 2015/2015. The Office/Clerical Certificate is not in the 2016/2017 Catalog and, therefore cannot be evaluated. The 2016/2017 Administrative Assistant Certificate has only one course in common with the 2014/2015 Catalog and is not evaluated as consistent 3-year data is not available.

The two faculty members who teach courses in the Cisco Academy Program evaluated the Cisco Certificate in 2015. As a result of this evaluation the Department requested a NetLab appliance was ordered and installed for use with the Cisco Courses.

| | Management Information Systems Certificate | Use the Internet to find business and information technology (IT) information necessary to solve a business need, discerning authoritative from non-authoritative information sources and the bias of the information source | Have a basic understanding of Personal Computer (PC) system hardware and software architecture | Operate the PC operating system and common office applications such as a spreadsheet and database management system | Analyze a business IT need, identify different components required to solve the problem, and create a solution that uses an appropriate combination of commercial software applications. | Recognize computer and network security threats and common approaches to preventing security compromises | Given the structure of a relational database and a business report needed based on the database us structured query language (SQL) to retrieve the records required by the report. | Recommend computer network solutions to a business problem | |
|----------------|---|--|--|---|--|--|--|--|---|
| CLASSES | | | | | | | | | |
| CIT 020 | | | | X | | | | | X |
| CIT 031 | | | | | | | | | X |
| CIT 101 | X | X | X | X | X | X | | | X |
| CIT 102 | X | | | X | | | | X | |
| CIT 105 | | | X | | | | | | |
| CIT 114 | | | | X | X | | | | |
| CIT 116 | | | | X | X | | X | | |
| CIT 120 | X | | | | | | | | |
| CIT 126 | | | | | X | | | | |
| CIT 150 | | | | X | X | | | | |
| CIT 215 | | | | | X | | X | | |
| CIT 232 | X | | | | X | X | | X | |
| English | | | | | | | | | X |

| | | Office Technology AA Degree | | | | | | |
|----------------|--|--|---|------------------------------|--|---|---|-----------------------------------|
| | | Operate the PC operating system and commn office applications such as a spreadsheet and database management system | Understand the hardware ad software architecture of a contemporary Personal Computer system | Type at 60 words per minutes | Recognize computer and network security threats and common approaches to preventing security compromises | Follow procedures and guidelines for efficient and effective business office operations | Create a resume and employment application letter | Prepare written reports and memos |
| CLASSES | | | | | | | | |
| CIT 013 | | | | X | | | X | |
| CIT 021 | | X | | | | | | X |
| CIT 100 | | X | | | X | X | | X |
| CIT 101 | | X | X | | X | X | | X |
| CIT 102 | | X | X | | X | | | |
| CIT 114 | | X | | | | | | |
| CIT 116 | | X | | | | | X | |
| CIT 118 | | X | | | | | X | |

| | Administrative Assistant Certificate | | | |
|----------------|---|---|---|---|
| CLASSES | | | | |
| CIT 013 | | x | X | |
| CIT 021 | | x | x | |
| CIT 031 | | | | |
| CIT 100 | | | | |
| CIT 101 | | | | |
| CIT 114 | | | | |
| CIT 116 | | | | x |
| CIT 118 | | | | |

Administrative Assistant Certificate

Use advanced Word Processing features for business applications

Type 60 words per minute

Use PC-based database management system

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|--|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness - Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2016 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Mission and Purpose:

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

What is the mission statement or purpose of the program?

The San Bernardino Valley College Computer Information Technology Department serves the broad needs of our students by offering courses that are useful to students with all levels of technological sophistication and degrees and certificates that prepare students for employment or transfer to a baccalaureate program at accredited institutions.

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

The CIT mission describes high-quality education from a CIT perspective and is therefore, completely aligned with the SBVC mission. CIT Department courses and programs prepare students both for work and transfer to other institutions.

Productivity

Provide additional **analysis and explanation** of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTES; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

The EMP data provided is difficult to interpret because there is an apparent disconnect between Table 1 (FTES) and Table 2 (Duplicated Enrollment, FTEF, and WSCH per FTEF). Understanding this requires faith in my explanation or a spreadsheet. It all makes sense so I'll do my best explain. First the disconnect:

Comparing "Duplicated Enrollment" in Table 2 with FTES in Table 1 and focusing on years 13-14, 14-15, and 15-16 the trends in each table go in opposite directions. That is Duplicated Enrollment goes down (From 2,159 to 1,753) and yet FTES goes up (from 211.57 to 241.37). Logically one would expect more students (Duplicated Enrollment) to mean more FTES.

So now the explanation:

We know that FTES is calculated based on the number of hours all students are in class each week multiplied by the number of weeks divided by 525*. So the only way it makes sense for the FTES to increase while the Duplicated Enrollment goes down is for the students to spend more hours per week in class. Well, this is exactly what happened for CIT. The reason it happened was based on input from advisory committee members, professional organizations like the Association for Computing Machinery (ACM), Industry Organizations like the Computer Technology Information Association (CompTIA), and large IT companies like Google and Microsoft CIT made changes to courses to add more hands-on lab time. Well because each lab unit is 3 student weekly contact hours and each lecture unit is one student contact hour changing a 3-unit lecture class to a 2-unit lecture + 1-unit lab class increases the weekly student contact hours from 3 per week to 5. The result is more FTES per Duplicated enrollment and so the apparent contradiction makes sense.

So how do we determine if productivity is going up or down? A generally accepted measure is found in Table 2 in the WSCH per FTEF row. This is interpreted as how many student contact hours do I get out of one faculty member? More contact hours is better. The results show that following a drastic drop between 11-12 and 12-13, there has been a steady increase through 15-16. I have tried to find a rational reason for the big drop but I am frankly baffled. I did notice an identical drop for Computer Science during the same period and I am convinced that this was related to SBVC deciding that each lab hour was 3 student contact hours instead of 2.

I appreciate you tolerating my rambling and I promise no more math in this document.

*(http://extranet.cccco.edu/Portals/1/CFFP/Fiscal_Services/Attndc_Acctg/General/PRIMER_ON_COMPUTING_FTES_3.pdf)

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

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

Before dealing with the discrepancies below one general comment is on order. The CIT Department was in the midst of a major update to courses certificates and degrees when it was discovered that many of the existing Certificates and Degrees were not State Approved. This orphaned courses that were due for deletion that suddenly had to be revived because old Certificates were returned to the College Catalog. This is discussed in detail in Part IV Planning. At this point it remains unclear if these course should or should not be removed. During the process of updating the Degrees and Certificates to remedy the "unapproved Degrees and Certificates in the Catalog" problem," a new requirement for ACCJC approval for substantive change was added to the end of this process. To the author's best knowledge, SBVC has not had any new Degrees or Certificates cleared through the ACCJC substantive change requirements and there is no timeline available as to when this process will be completed.

According to the Document below CIT 045 & 048 , CIT 120, CIT 150, CIT 126, CIT 198, and CIT 222 are overdue for Next Review. I will explain each of these in order:

CIT 045 & 048 are part of a Certificate that was never State approved (longer explanation about this in Part IV Planning, below). The former Dean hired a consultant (William Page) to redo this into a Medical Coding and Billing Certificate. William left and Mary Lou Vasquez who was working with him is out on leave. The current Dean contacted William but he wants to be paid to answer emails. This is completely confusing:

The Certificate is Board approved:

San Bernardino Valley College
Curriculum Approved: 11/08/2016
Board Approval: 12/08/2016
Unique Program Identification Number:



San Bernardino
Valley College

PROGRAM OF STUDY

Medical Coding and Billing Certificate

CIT 045 is part of this certificate but it is "pending"

| Course Search Results | |
|---|---|
| Actions | Discipline Course Number Title |
| WR RA  | CIT 045 Medical Insurance Billing and Coding *Pending* **Content Review: Type B** William Page |
| WR RA  | CIT 045 Medical Insurance Billing and Coding *Active* **Modification: Type A** Linda Bray |

CIT 048 is also part of this Certificate but it is also “pending”

| Course Search Results | |
|---|---|
| Actions | Discipline Course Number Title |
| WR RA  | CIT 048 Medical Office Procedures *Pending* **Content Review: Type B With Distance Education** Mary Lou C. Vasquez |
| WR RA  | CIT 048 Medical Office Procedures *Active* **Modification: Type A** Linda Bray |

CIT 120 should be deleted:

| Course Search Results | |
|---|---|
| Actions | Discipline Course Number Title |
| WR RA  | CIT 120 Internet *Pending* **Course Deletion** Leticia Hector |
| WR RA  | CIT 120 Internet *Active* **Modification: Type A** Mona M. Jackson |

CIT 126 was deleted and replaced by CIT 026 but was returned to CurricuNet because it was part of a resurrected Degree/Certificate.

| Course Search Results | |
|---|---|
| Actions | Discipline Course Number Title |
| WR RA  | CIT 126 Computer Graphics *Active* **New Course** SBVC SBVC |

CIT 150 should be deleted:

| Course Search Results | |
|---|---|
| Actions | Discipline Course Number Title |
| WR RA  | CIT 150 Office Applications Development *Pending* **Course Deletion** Leticia Hector |
| WR RA  | CIT 150 Office Applications Development *Active* **Modification: Type A** Maha Al-Husseini |

CIT 198 is an old Work Experience course. All work experience course were renumbered to 098.

CIT 222 This course should be updated. Process initiated in Curricunet

Mathematics, Business & Computer Technology

| Computer Information Technology | | | | |
|--|--|---------------|----------------------------|-------------------------|
| | Course | Status | Last Content Review | Next Review Date |
| | CIT 010 Beginning Keyboarding | Active | 12/01/2014 | 12/01/2020 |
| | CIT 013 Intermediate Keyboarding | Active | 11/08/2016 | 11/08/2022 |
| | CIT 020 Word Processing: Microsoft Word | Active | 10/06/2014 | 10/06/2020 |
| | CIT 021 Word Processing: Comprehensive Microsoft Word | Active | 12/01/2014 | 12/01/2020 |
| | CIT 026 Computer Graphics | Active | 09/08/2014 | 09/08/2020 |
| | CIT 031 Business English | Active | 11/08/2016 | 11/08/2022 |
| | CIT 045 Medical Insurance Billing and Coding | Active | 02/08/2010 | 02/08/2016 |
| | CIT 048 Medical Office Procedures | Active | 03/08/2010 | 03/08/2016 |
| | CIT 050 Medical Records and Health Information | Active | 11/08/2010 | 11/08/2016 |
| | CIT 051 Introduction to Electronic Health Records | Active | 11/08/2016 | 11/08/2022 |
| | CIT 091 Computer Network Fundamentals (Cisco Networking Academy) | Active | 12/01/2014 | 12/01/2020 |
| | CIT 092 Basic Switching and Routing (Cisco Networking Academy) | Active | 12/01/2014 | 12/01/2020 |
| | CIT 093 Advanced Routing and Switching Cisco (Cisco Networking Academy) | Active | 12/01/2014 | 12/01/2020 |
| | CIT 094 Wide Area Network Technologies and Network Services (Cisco Networking Academy) | Active | 12/01/2014 | 12/01/2020 |
| | CIT 099 Cisco Certified Network Associate Security | Active | 12/08/2015 | 12/08/2021 |
| | CIT 100 Introduction to Personal Computers | Active | 02/24/2016 | 02/24/2022 |
| | CIT 101 Introduction to Computer Literacy | Active | 12/01/2014 | 12/01/2020 |
| | CIT 102 Advanced Computer Literacy | Active | 12/08/2015 | 12/08/2021 |
| | CIT 110 Information and Communications Technology Essentials | Active | 12/08/2014 | 12/08/2020 |
| | CIT 114 Spreadsheets: Excel | Active | 12/10/2014 | 12/10/2020 |
| | CIT 116 Database Management: Access | Active | 09/08/2014 | 09/08/2020 |
| | CIT 118 Microsoft PowerPoint | Active | 09/08/2014 | 09/08/2020 |
| | CIT 120 Internet | Active | 09/22/2008 | 09/22/2014 |
| | CIT 126 Computer Graphics | Active | 04/15/2004 | 04/15/2010 |
| | CIT 128 Introduction to Linux OS | Active | 12/08/2014 | 12/08/2020 |
| | CIT 140 Introduction to Systems Analysis and Design | Active | 11/08/2016 | 11/08/2022 |
| | CIT 144 Medical Terminology | Active | 02/07/2011 | 02/07/2017 |
| | CIT 150 Office Applications Development | Active | 12/10/2007 | 12/10/2013 |

| | | | | |
|--|--|------------|------------|------------|
| | CIT 155 Systems and Network Administration | Active | 12/08/2014 | 12/08/2020 |
| | CIT 160 Introduction to Information Systems Security | Active | 12/08/2014 | 12/08/2020 |
| | CIT 198 Computer Information Technology Work Experience | Active | 11/15/2003 | 11/15/2009 |
| | CIT 215 Database Management Systems | Active | 12/10/2013 | 12/10/2019 |
| | CIT 222 Independent Study in Computer Information Technology | Active | 04/15/2004 | 04/15/2010 |
| | CIT 232 Computer Network Fundamentals | Active | 12/08/2015 | 12/08/2021 |
| | CIT 601 Introduction to Basic Computer Skills | Active | 12/08/2015 | 12/08/2021 |
| | CIT 602 Microsoft Word Fundamentals | Active | 12/08/2015 | 12/08/2021 |
| | CIT 603 Microsoft Excel Fundamentals | Active | 12/08/2015 | 12/08/2021 |
| | CIT 604 Microsoft PowerPoint Fundamentals | Active | 12/08/2015 | 12/08/2021 |
| | CIT 605 Microsoft Outlook Fundamentals | Active | 12/08/2015 | 12/08/2021 |
| | CIT 606 Computer Proficiency Lab | Active | 12/08/2015 | 12/08/2021 |
| | CIT 008 Beginning Keyboarding Part I | Historical | | |
| | CIT 008 Beginning Keyboarding, Part I | Historical | | |
| | CIT 008 Beginning Keyboarding, Part I | Historical | | |
| | CIT 009 Beginning Keyboarding, Part II | Historical | | |
| | CIT 009 Beginning Keyboarding, Part II | Historical | | |
| | CIT 009 Beginning Keyboarding, Part II | Historical | | |
| | CIT 010 Beginning Keyboarding | Historical | | |
| | CIT 010 Beginning Keyboarding | Historical | | |
| | CIT 013 Intermediate Keyboarding | Historical | | |
| | CIT 013 Intermediate Keyboarding | Historical | | |
| | CIT 016 Advanced Keyboarding | Historical | | |
| | CIT 016 Advanced Keyboarding | Historical | | |
| | CIT 016 Advanced Keyboarding | Historical | | |
| | CIT 020 Word Processing: Microsoft Word | Historical | | |
| | CIT 020 Word Processing: Microsoft Word | Historical | | |
| | CIT 021 Word Processing: Advanced Microsoft Word | Historical | | |
| | CIT 021 Word Processing: Advanced Microsoft Word | Historical | | |
| | CIT 025 Microsoft Office Outlook | Historical | | |
| | CIT 025 Microsoft Office Outlook | Historical | | |
| | CIT 025 Microsoft Office Outlook | Historical | | |
| | CIT 030 Records and Database Management | Historical | | |
| | CIT 030 Records and Database Management | Historical | | |

| | | | | |
|--|--|------------|--|--|
| | CIT 031 Business English | Historical | | |
| | CIT 031 Business English | Historical | | |
| | CIT 032 Machine Transcription | Historical | | |
| | CIT 032 Machine Transcription | Historical | | |
| | CIT 033 Machine Calculations | Historical | | |
| | CIT 033 Machine Calculations | Historical | | |
| | CIT 043 Legal Office Procedures | Historical | | |
| | CIT 043 Legal Office Procedures | Historical | | |
| | CIT 044 Medical Office Terminology | Historical | | |
| | CIT 045 Medical Insurance Forms | Historical | | |
| | CIT 048 Medical Office Procedures | Historical | | |
| | CIT 060 General Office Procedures | Historical | | |
| | CIT 080 Inside the Personal Computer | Historical | | |
| | CIT 080 Inside the Personal Computer | Historical | | |
| | CIT 081 Introduction to Operating Systems - A+ | Historical | | |
| | CIT 081 Introduction to Operating Systems - A+ | Historical | | |
| | CIT 091 Networking Fundamentals Semester I (Cisco Networking Academy) | Historical | | |
| | CIT 091 Networking Fundamentals Semester One (Cisco Networking Academy) | Historical | | |
| | CIT 092 Basic Routing Semester Two (Cisco Networking Academy) | Historical | | |
| | CIT 092 Basic Routing Semester Two (Cisco Networking Academy) | Historical | | |
| | CIT 093 Fundamentals of LANs, Local Area Networks, Semester Three (Cisco Networking Academy) | Historical | | |
| | CIT 093 Fundamentals of LANs, Local Area Networks, Semester Three (Cisco Networking Academy) | Historical | | |
| | CIT 094 Fundamentals of WANs, Wide Area Networks , Semester Four (Cisco Networking Academy) | Historical | | |
| | CIT 094 Fundamentals of WANs, Wide Area Networks , Semester Four (Cisco Networking Academy) | Historical | | |
| | CIT 095 Advanced Routing, Semester Five | Historical | | |
| | CIT 095 Advanced Routing, Semester Five | Historical | | |
| | CIT 096 Remote Access, Semester Six (Cisco Networking Academy) | Historical | | |

| | | | | |
|--|--|------------|--|--|
| | CIT 096 Remote Access, Semester Six (Cisco Networking Academy) | Historical | | |
| | CIT 097 LAN Switching, Semester Seven (Cisco Networking Academy) | Historical | | |
| | CIT 097 LAN Switching, Semester Seven (Cisco Networking Academy) | Historical | | |
| | CIT 098 Network Troubleshooting, Semester Eight (Cisco Networking Academy) | Historical | | |
| | CIT 098 Network Troubleshooting, Semester Eight (Cisco Networking Academy) | Historical | | |
| | CIT 099 Cisco Certified Network Associate Security | Historical | | |
| | CIT 100 Introduction to Personal Computers | Historical | | |
| | CIT 100 Introduction to Personal Computers | Historical | | |
| | CIT 101 Introduction to Computer Literacy | Historical | | |
| | CIT 101 Introduction to Computer Literacy | Historical | | |
| | CIT 102 Advanced Computer Literacy | Historical | | |
| | CIT 102 Advanced Computer Literacy | Historical | | |
| | CIT 102 Advanced Computer Literacy | Historical | | |
| | CIT 105 Introduction to Windows | Historical | | |
| | CIT 105 Introduction to Windows | Historical | | |
| | CIT 105 Introduction to Windows | Historical | | |
| | CIT 114 Spreadsheets: Excel | Historical | | |
| | CIT 114 Spreadsheets: Excel | Historical | | |
| | CIT 116 Database Management: Access | Historical | | |
| | CIT 116 Database Management: Access | Historical | | |
| | CIT 118 Microsoft Powerpoint | Historical | | |
| | CIT 118 Microsoft PowerPoint | Historical | | |
| | CIT 120 Internet | Historical | | |
| | CIT 122 Web Publishing | Historical | | |
| | CIT 122 Web Publishing | Historical | | |
| | CIT 122 Web Publishing | Historical | | |
| | CIT 144 Medical Terminology | Historical | | |
| | CIT 150 Office Applications Development | Historical | | |
| | CIT 210 Systems Analysis and Design | Historical | | |
| | CIT 210 Systems Analysis and Design | Historical | | |
| | CIT 215 Database Management Systems | Historical | | |
| | CIT 232 Data Communications and Networks | Historical | | |
| | CIT 232 Data Communications and Networks | Historical | | |

Articulation and Transfer

| List Courses above 100 where articulation or transfer is <u>not</u> occurring | With CSU | With UC |
|--|----------|---------|
| NONE | | |
| | | |
| | | |
| | | |

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

| |
|-----|
| N/A |
|-----|

Currency

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

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

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

| |
|--------------------|
| Accurate (I think) |
|--------------------|

Part IV: Planning

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|---|--|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

| |
|---|
| <p>The five most valuable companies in the world are all tech companies (https://www.comptia.org/resources/it-industry-trends-analysis-2017). Information Technology is the number 6 on the list of top paying college majors (https://www.glassdoor.com/blog/50-highest-paying-college-majors/). ICT Digital Media is one of the fastest growing sectors in the Inland Empire (http://www.coecc.net/). These trends are evident and the CIT program needs to retool in specific ways:</p> <ol style="list-style-type: none"> 1) Add a noncredit office clerk certificate to quickly move students into entry level office jobs 2) Add a more technical component to the CIT Program that will prepare students for employment in the most in demand IT Support jobs in the Inland Empire (a) Computer Support Specialist, (b) Computer Network Support Specialist, (c) Information Security Specialist. In addition to Community College degrees and Certificates these employers in these fields look for Industry Certifications from Cisco, CompTIA, Google, and Microsoft. 3) Create a new Web Developer certificate in collaboration with other Departments on Campus to prepare students for one of the few programming jobs where a bachelor's degree is not expected. |
|---|

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

The CIT program already has many of the new Degrees and Certificates ready to go – we are just on hold for ACCJC substantive change requirements.

The CIT program has funds available to grow the program through the Title V “Here to Career” grant in collaboration with Norco College and CSUSB

The CIT Program has Strong Workforce funding approval that will support the creation of noncredit preparation for Industry Certification preparation courses and assistance in creating student internship opportunities.

The CIT program as an active student club that involves students in many computer-related activities

The CIT program has outreach activities for local underrepresented groups.

The CIT program has outreach activities for local high schools and ROP programs

The CIT Program has dedicated, enthusiastic, and highly qualified faculty

Challenges

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

The lack of sustained, consistent and effective Administrative support is the overwhelming challenge faced by CIT. Since the last program Review cycle CIT has been supervised by 6 different Deans. This type of administrative churn is detrimental to any program and is especially challenging for a program in a rapidly changing field like Information Technology. The complete failure of SBVC Management to properly oversee the Curriculum Approval Process with the State of California has been and continues to be the most serious obstacle to the CIT program. Two years ago it was suddenly “discovered” that SBCCD Governing Board Approved CIT programs that were in the Official SBVC Catalog were never submitted to the State Chancellors Office for approval and, in fact, could not be awarded at SBVC. Some of these Degrees and Certificates were in the Catalog for years. Sadly, in the intervening time, despite consistent efforts by the CIT faculty, not a single new or resurrected program has been returned to the SBVC Catalog. An example of the incredible lack of support is that when the Faculty Chair asked the VPI office about progress on State Approval of a noncredit Certificate he was told that it couldn't be submitted because the ONLY person in the VPI Office that did this didn't know how to submit noncredit courses for approval. Not only is this astonishing incompetence but the then acting VPI was unaware that the course had not been submitted. In February 2014, the SBCCD Governing Board approved the Computer Support Specialist Certificate. It is not in the SBVC Catalog!

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|--|---|--|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

Technology is not an initiative for the CIT program it is our mission. The CIT program is active within the local community collaborating with other educational agencies. CIT faculty creat Curriculum for the University Of California Curriculum Institute. CIT faculty sponsor and participate in activities for groups like the Girl Scouts. We are active supporters of student clubs, sponsor student activities, and work with local Veterans Groups. The CIT faculty conduct workshops such as the CyberPatriot Summer Camp for Inland Empire Middle and High School students. CIT faculty are mentors to and collaborate with K-12 faculty.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received “Does Not Meet.” Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

All categories received a “meets” rating in 2012-2013 efficacy phase.

**Program Efficacy Team Report
Spring 2017**

Name of Department: **CORRECTIONS**

Efficacy Team: **Todd Heibel, David Smith, and Robert Jenkins**

Overall Recommendation: **Continuation**

Continuation Conditional Probation

Rationale for Overall Recommendation:

The Corrections Department plays an important role within the campus and community. It boasts a diverse student body, and its diverse faculty are drawn from the larger corrections field. Student graduates are well equipped to enter or advance within a robust job market and/or transfer to a similar program at a four-year university. Enrollment has recently declined (from 2014-15 to 2015-16), and the department has taken steps to ameliorate the situation, including flexible scheduling that adapts to student needs and demands. However, the department may wish to take more proactive means to market and recruit. Program Review and grant funding may assist with these efforts.

The department provides a thorough discussion of course-level SLOs and linkage to planning. Future documents should also include a discussion of program-level SLOs. The data to assess program-level SLOs exists, and the department can include data analysis within future efficacy documents.

The aforementioned diverse faculty can serve as a recruiting tool for a diverse student population. Combined with enhanced marketing funding, this could increase enrollment within the department. A dearth of full-time faculty is duly noted at several points throughout the efficacy document. However, there is no explicit call to hire additional full-time faculty (although the need for online content experts and faculty is explicitly noted). As a friendly suggestion, the Program Review evaluation team urges the faculty chair (the only full-time faculty member) to utilize the Needs Assessment process to request additional full-time faculty for the Corrections Department.

The Corrections Department is to be commended for proactively and consistently communicating with its assigned Program Review team. Throughout the document drafting stage, it is evident that the author took all team recommendations seriously and thoughtfully incorporated them when and where feasible. It is a solid efficacy document that reflects dedication, devotion, and input from all faculty.

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

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The Corrections Department broadly mirrors the SBVC Campus demographics. In doing so, the department serves and successfully matriculates populations that are typically underrepresented nationally. Although the department states that demographics are not an area of concern, it nonetheless endeavors to redouble its association with the Counseling Department and area career events.

The department accommodates student schedules by offering face-to-face and online courses throughout the day and week. This pattern of service appears to meet the needs of most students, although there has been a recent decline in enrollment (from 14-15 to 15-16). The EMP document and efficacy narrative state that new strategies are being deployed to attract and recruit additional students, including longitudinal planning and course sequencing, more accommodative course scheduling, and a survey instrument where students can provide input into course scheduling and semester sequencing.

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data. | Program <u>provides an analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes (SLOs) | Program <u>has not demonstrated</u> that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is <u>missing or incomplete</u> . | Program <u>has demonstrated</u> that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is <u>complete</u> . |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The primary reason that this section warrants a “does not meet” rating is that the department should include the program-level SLO Summary Evaluation Form document and summary discussion. While there is a rather robust discussion of course-level SLOs, program-level SLOs are not presented or analyzed. Future efficacy documents should incorporate both course- and program-level SLOs.

At the course level, the department provides ample analysis of enrollment trends, student retention, and student success. As with many programs, the continued economic growth at the state and federal level has compelled potential and erstwhile students to forgo or delay their education and directly enter or remain within the workforce. As a means to address recent enrollment declines, the department has modified course schedules and enhanced the diversity of its faculty. It anticipates increased enrollment, as for-profit colleges have been on the wane. Supplemental data are utilized in a most effective manner to justify and forecast current and future enrollment, completion, and employment trends.

The department makes a concerted effort to assess SLOs for each course every semester and these data are discussed at annual industry advisory group meetings. Course SLOs have been consistently reviewed and revised, as have course curriculum and scheduling, based upon course and program SLO results. The department is encouraged to include the Program SLO Summary Evaluation Form, or excerpts from it, in future efficacy documents.

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness – Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The primary reason why this section warrants a “does not meet” rating is that the department should discuss more proactive mechanisms to combat the significant decline in enrollment and efficiency, as well as plans to expand marketing and recruitment. Although this section is thoughtful, hopeful, and optimistic, more concrete and proactive plans to address productivity should be articulated.

The department has a mission that clearly links with the college mission. Specific examples clearly reinforce this linkage.

Department productivity is analyzed in a thoughtful manner. The author provides potential reasons for fluctuations in enrollment and efficiency, including the recent decline from 2014-15 to 2015-16. Circumstances beyond the department’s control, including contracting and expanding job markets, are articulated within this section (and recent closures of for-profit colleges are discussed in other sections). However, more proactive means to resist future enrollment declines should be articulated.

Informal student polling and anecdotal evidence have compelled the department to increase its presence at local career fairs, redesign its brochure, and modify its schedule in order to better accommodate student needs. Perhaps the department could apply for enhanced funding for marketing and recruitment purposes through the Program Review, Perkins, Strong Workforce, and related processes. The review team is certainly sympathetic to the plight of this single-full-time-faculty department and suggests that the department request additional full-time faculty during future Program Review Needs Assessment cycles.

Curriculum is up to date through 2020, and CORREC 101: Introduction to Corrections has C-ID approval. All Corrections courses articulate with the CSU system, but do not appear to articulate (fully) with the UC system. This could be clarified by utilizing the table provided within the efficacy report section. All courses appear to be relevant and current to the mission of the program, as clarified within this and previous sections.

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|---|--|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The department provides EDD employment trends within the broader Corrections field and suggests how this may impact future enrollment. Importantly, this section reiterates how an improving labor force may suppress student enrollment. Previous sections have suggested how federal actions (e.g. Immigration and Customs Enforcement detention and associated detention centers) may positively or negatively influence student enrollment.

The department endeavors to hire adjunct faculty who are currently employed within the corrections field in order to provide students with the most current curriculum and content delivery. In addition, the diversity of faculty has increased in recent semesters, as a result of enrollment trends and industry advisory committee input. Course scheduling and semester sequencing are regularly linked to federal, state, and local mandates (e.g. industry advisory

committee input), as well as student and faculty demands (e.g. faculty trained in CANVAS course management systems and online course delivery).

Accomplishments and challenges are incorporated into planning. For example, a diverse faculty currently working within the Corrections field provides a quality education for students within the Corrections Department. The currency and diversity of faculty may also serve as a recruiting tool. Lifestyle choices beyond the control of the department are clearly articulated as a challenge within this and previous sections. The department takes steps to alert potential students about any issues that could disqualify them from entry into the Corrections program. Course scheduling has been modified and adapted as a means to address recent enrollment declines and to better meet diverse student needs. The department is to be commended in its efforts to incorporate accomplishments and challenges into planning.

| Strategic Initiative | Institutional Expectations | |
|--|---|--|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program <u>does not demonstrate</u> that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program <u>does not have plans</u> to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program <u>demonstrates</u> that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program <u>has plans</u> to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

This section clearly articulates how the Corrections Department incorporates the strategic initiatives of Technology and Partnerships. This and other sections enumerate the myriad ways in which technology and partnerships are interwoven within the program. In particular, the program articulates how technology is currently being utilized and suggests how it will be further implemented. Curriculum approval for full online delivery of all courses and anticipation of the Canvas online course management system is well documented. The potential positive impact of online course delivery to better meet student needs (through course scheduling) is particularly illuminating.

Although the list of partnerships is impressive, it is useful to see how they might be further implemented within the Corrections Department. In addition, it would be helpful to know if adjunct faculty are actively engaged in partnerships.

The department asserts the importance of Campus Climate and departmental contributions to it. However, other sections better articulate the focus on enhanced diversity and recruitment of underserved populations (e.g. faculty diversity as a recruitment tool).

Overall, this section is sufficiently comprehensive and warrants a “meets” rating.

| Part VI: Previous Does Not Meets Categories |
|---|
| Program addressed each area, by either describing how the program has remedied deficiencies, or if these areas have been discussed elsewhere in this current document, provided the section where these discussions can be located. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The Corrections Department received a “does not meet” rating on how it incorporates accomplishments and strengths into planning on the previous efficacy document. The author summarizes (from other sections) how diverse faculty working within the industry, creative and flexible course scheduling (including addition of introductory and online sections), expanding employment opportunities, and increasing student awareness of employment opportunities intersects with and influences departmental planning. While revision of the department brochure and liaison with the Counseling Department could have been included within this narrative, it is sufficient to warrant a “meets” rating.

Program Efficacy--CORRECTIONS 2016 – 2017

Complete this cover sheet as the first page of your report.

Program Being Evaluated

| |
|-------------|
| Corrections |
|-------------|

Name of Division

| |
|---|
| Social Sciences, Human Development & Physical Education |
|---|

Name of Person Preparing this Report

| | |
|-------------|------|
| Pat Buckley | 8604 |
|-------------|------|

Extension

8604

Names of Department Members Consulted

| |
|--|
| Paul Koch, Guillermina Hall, Ken Green, Stuart White |
|--|

Names of Reviewers

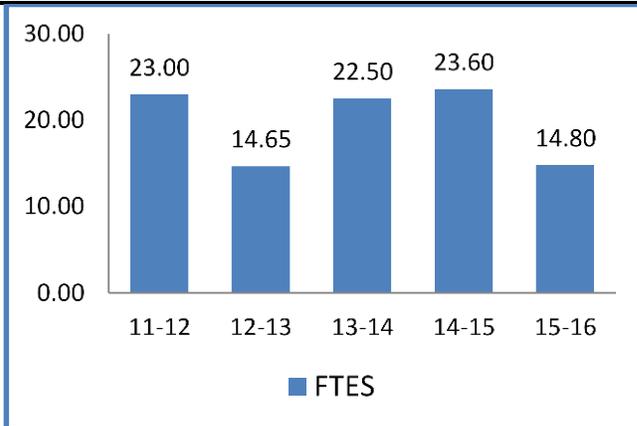
| |
|---------------------------------|
| T. Heibel, D. Smith, R. Jenkins |
|---------------------------------|

| Work Flow | Date Submitted |
|---|----------------------------|
| Initial meeting with department | 2/13/2017 |
| Meeting with Program Review Team | 3/2/2017 |
| Report submitted to Program Review co-chair(s) & Dean | by NOON on March 21 |

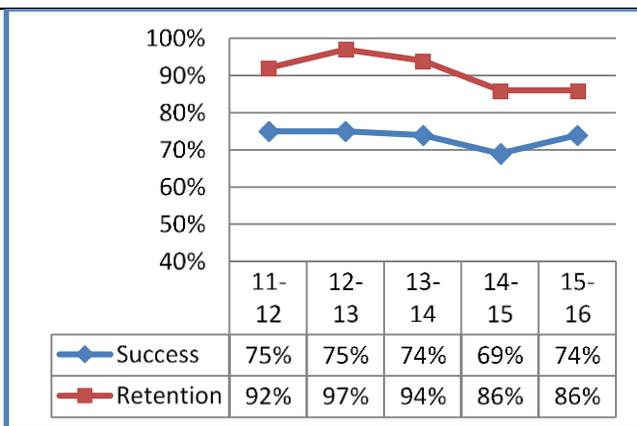
Staffing

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

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



| | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|-----------------------|-------|-------|-------|-------|-------|-------|
| Duplicated Enrollment | 313 | 225 | 144 | 225 | 236 | 148 |
| FTEF | 1.60 | 1.20 | 0.80 | 1.20 | 1.20 | 1.20 |
| WSCH per FTEF | 587 | 575 | 549 | 562 | 590 | 370 |



| | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|------------------------|-------|-------|-------|-------|-------|-------|
| Sections | 8 | 6 | 4 | 6 | 6 | 6 |
| % of online enrollment | 0% | 17% | 0% | 0% | 33% | 17% |
| Degrees awarded | N/A | N/A | N/A | N/A | N/A | N/A |
| Certificates awarded* | 2 | 6 | 2 | 3 | 3 | |

TOP Code: 210510
Award Source: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
*Data will be available in October 2016

Description:

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

Assessment:

Enrollment decline in 15-16 to 12-13 level; sharply lower than 13-15.

WSCH per FTEF dropped from 590 to 370 on 15-15.

FTEF still shows need for full time faculty.

Retention and success still very high with success increasing 5%.

Online enrollment drop matching enrollment decline.

Department Goals:

Maintain C-ID designation on CORREC101

Continue SLO assessments and make improvements as needed

Maintain/increase alternative scheduling of classes

Increase certificates achieved by students

Challenges & Opportunities:

Closing of several for-profit "colleges" should drive students back to SBVC

Keeping C-ID designation as statewide elements may change

Try to find the students that are not taking the night courses that historically filled and provide them with an alternate schedule

Lower enrollment possibly due to recovering employment picture

Action Plan:

Add more online classes once college changes from BlackBoard

Continue to mentor and develop our diverse faculty

Continue course/program SLO assessment each semester

Add more late-start classes at night to attract students

Creative course scheduling starting in SP17 to attract lost students

Part I: Questions Related to Strategic Initiative: Access

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

SBVC Strategic Initiatives:

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

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

| Demographics - Academic Years - 2014-15 to 2015-16 | | |
|--|----------------------|-------------|
| Demographic Measure | Program: Corrections | Campus-wide |
| Asian | 3.0% | 4.8% |
| African-American | 15.2% | 12.8% |
| Hispanic | 66.7% | 64.2% |
| Native American | 1.0% | 0.2% |
| Pacific Islander | 2.0% | 0.3% |
| White | 12.1% | 14.0% |
| Unknown | 0.0% | 0.4% |
| Female | 57.6% | 56.9% |
| Male | 40.4% | 42.9% |
| Disability | 5.1% | 6.3% |
| Age Min: | 15 | 14 |
| Age Max: | 52 | 78 |
| Age Mean: | 23 | 24 |

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

Based on the most recent data, the Corrections program population is a model of diversity. Females make up 57.6 of the program, compared to 56.9% college-wide. African-American students are 2.3% higher than college-wide (15.2% compared to 12.8%). Hispanic students are 2.5% higher than college-wide (66.7% compared to 64.2%). While the program's population mirrors the college-wide population, 87.9% of the program population consists of students considered minorities and as underserved communities in the Corrections field (this would be Asian, African American, Hispanic, Native American, Pacific Islander and females). In a Corrections.com (an industry online magazine) article, Frank DiMarino, J.D., LLM and Dean of the School of Criminal Justice at Kaplan University writes; "According to a 2006 survey of 45 correctional systems in the United States, the racial breakdown ranges from 0.4% black (Utah) to 84.4% (Mississippi). The nationwide average of minority correctional staff is approximately 29%". He further states that higher minority numbers is a reflection of the regional population pool of employees. The students mirror the socioeconomic realities of the college location and the lure of significantly higher starting salaries associated with this field attract students looking to improve their situation.

The program population reflects the college population and is not an issue of concern which the demographics objectively support. The department will continue to serve those underserved populations by establishing better rapport with SBVC counselors and being present at local job hiring seminars.

Pattern of Service

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

Courses are offered in the morning, afternoon, evenings and online. Online course offerings allow 17% of the program students access to courses they may not have been able to take because of child care or work-related issues. Summer courses are provided to address any potential student backlog in any course in the certificate pattern. I provide more available office hours than required by the MOA to help address any concerns students may have. Scheduling has been done on an annual basis, since my arrival, to provide a more consistent and effective scheduling pattern to provide access to any potential student. A brief survey will be constructed and administered to current students to try and identify the most desirable meeting times.

Part II: Questions Related to Strategic Initiative: Student Success

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data. | Program <u>provides an analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes (SLOs) | Program <u>has not demonstrated</u> that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is <u>missing or incomplete</u> . | Program <u>has demonstrated</u> that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is <u>complete</u> . |

Provide an analysis of the data and narrative from the program’s EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded”)

The most recent EMP data shows that the Corrections program’s online offering of 17% is comparable to the campus average of 15%. The Corrections success rate is higher than the campus average (74% to 60%) and student retention has been consistently high for the last two school years at 86%, down from a record high of 97% in 1012-2013. I have added new adjuncts that are more diverse ethnically and provide the department with new ideas, teaching pedagogy and current trends in the industry. This department reflects the impact of declining enrollment since the economy has recovered. The lack of certificates in the 2015-2016 school year are primarily caused by the inability to fill one of the certificate courses (CORREC102), which has been cancelled because of low enrollment the past two semesters. To help alleviate this problem the days the course is offered has been changed, the times offered have been changed, and this semester it is being offered as a late start course to try and fill the course. Even with lower enrollment, the success and retention rates have demonstrated that the adjuncts have been able to convey the technical curriculum and the students have been able to retain it. We believe the program will benefit in the future from the very recent closing of several for-profit unaccredited colleges that offered correction courses.

Supplemental Data

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

According to the State of California, Employment Development Department's (EDD) latest 2017 labor market report, the Occupational Projections of employment for 2014-2024 for correctional officers and jailers shows a statewide estimated employment of 37,700 in 2024, up from 35,100 in 2014; an increase of 7.4% or 2,700 additional jobs. The data shows annual jobs openings at 1,230.

More specifically the Riverside-San Bernardino-Ontario Metropolitan Statistical Area reports an estimated employment of correctional officers and jailers at 4070 in 2014, increasing to 4,460 by 2024; a 9.6% increase. The Average Annual Job Openings for the same time period is 151 positions. The Corrections Certificate is specifically constructed to provide current job-related courses and continuing towards a degree in the Administration of Justice is stressed in each course by the instructors.

Notwithstanding any of the above, ALL job candidates no matter how well they do at any college level must still pass rigid hiring standards including; an extensive background investigation including credit management, prior drug usage and testing, polygraph, extensive medical and physical agility testing, and completion of the agency's statewide-mandated training (a corrections academy) prior to full employment. Personal choices made much earlier than college may have already disqualified many candidates. Because of high liability costs and many reported horror stories, the Federal Department of Prisons announced the closing of several large privately operated prisons. We have yet to see what the residual effects will be if President Trump truly orders ICE to increase the arrest of potential deportees or expedites their deportation. If arrests increase and the "expedited deportations" don't pass constitutional muster, we could see an increase correctional officer hiring at the Federal level.

Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. This section is required for all programs.

SLOs are assessed every time a course is taught. We have been doing this since 2009. The advisory group and adjuncts meet at least yearly and usually each semester. In the advisory meeting in 2015, we went over every course and the SLOs used to measure student success. As a result, several SLOs were updated and changed to better reflect the needs of the law enforcement and corrections community. In that meeting we found that only about 75% of the students actually participated in the SLO assessments, so a renewed focus to the adjuncts was make sure every student actually participated. The participation increased significantly and about 80-90% of the students still score above the standard.

| | | | | | | | |
|--|--------------------------------|---|--|---|---|--|--|
| | Corrections Certificate | Compare and contrast the differences between probation and parole | Differentiate and identify control techniques in crisis situations within the correctional setting | Distinguish the responsibilities and liabilities of the laws governing a correctional officer | Assess the legal framework within the incarceration process | Compare prison gang membership both inside and outside the correctional facility | Apply knowledge and skills required in securing and maintaining employment |
|--|--------------------------------|---|--|---|---|--|--|

| | | | | | | | |
|----------|--|---|---|---|---|---|---|
| CORR 101 | | X | | X | X | | X |
| CORR 102 | | | X | | | | X |
| CORR 103 | | | | | | X | X |
| CORR 104 | | | X | | | | X |
| CORR 105 | | | | X | X | | X |
| CORR 106 | | X | | | | | X |
| | | | | | | | |

Program Summary Report

Year

2016 - 2017

Period

Last 3 Years

Program

Corrections Certificate

Tools

Program SLOs

Note: [Program SLO Summary Evaluation Form](#) is available..

Note: These contain duplicated head count. A student can be counted once for each statement in a SLO, and for each class they took.

| # | SLO Statement | # of Students Assessed | # of Students who Met SLO | % of Students who Met SLO |
|---|---|------------------------|---------------------------|---------------------------|
| 1 | Apply knowledge and skills required in securing and maintaining employment. | 653 | 542 | 83.00% |
| 2 | Compare and contrast the differences between probation and parole. | 138 | 123 | 89.13% |
| 3 | Differentiate and identify control techniques in crisis situations within the correctional setting. | 23 | 21 | 91.30% |
| 4 | Distinguish the responsibilities and liabilities of the laws governing a correctional officer. | 45 | 36 | 80.00% |
| 5 | Assess the legal framework within the incarceration process. | 46 | 42 | 91.30% |

| | | | | |
|---|---|-----|-----|--------|
| 6 | Compare prison gang membership both inside and outside the facility. | 123 | 99 | 80.49% |
| 7 | Choose to further personal interests by completing the requirements for an Administration of Justice degree or developing skills as a crime scene investigator. | 653 | 542 | 83.00% |
| 8 | N/A | | | |

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

As stated in the above section, the SLOs are assessed each time a course is taught. The advisory group and adjuncts meet at least yearly and usually each semester. In February 2015, several SLOs were updated and changed to better reflect the need of the law enforcement and correction community as a result of those meetings. In February 2017, the faculty met and discussed content, SLOs and their assessment. No changes were made. Every semester we get better at insuring almost 100% of the students are assessed because the groups recognized in 2015 that we had to be better at getting all of the students assessed (at the time we only got about 75% of the students assessed). We are constantly tweaking the instructor delivery and class offerings in an attempt to improve program efficacy. As shown in the above three year program efficacy report from the SLO Cloud, the students in the corrections program score at or above the standard 80% to 91.3% of the time. The evaluation matrix for Corrections considers the standard to be 70% and anything above it is above standard (likewise, anything below 70% is below the standard). The 70% score was based upon the college requirement that a "C" is required in any college course to allow the course to be used in a degree or certificate program. The corrections group met as recently as 2/13/2017 to discuss the SLOs and how to more effectively fill two of the courses that have been proving difficult to fill this past school year.

| San Bernardino Valley College | | CORREC 101 | CORREC 102 | CORREC 104 | CORREC 105 | CORREC 103 | CORREC 106 | | | | | | |
|---|--|------------|------------|------------|------------|------------|------------|---|--|--|--|--|--|
| Department: <u>Corrections</u> | | | | | | | | | | | | | |
| For each course, use an x to identify the core competencies that are given a major emphasis and are measured. | | | | | | | | | | | | | |
| Commun. | 1.1 Read and retain information | X | X | X | X | X | X | | | | | | |
| | 1.2 Write clearly | X | X | X | X | X | X | | | | | | |
| | 1.3 Speak clearly | X | X | X | X | X | X | | | | | | |
| | 1.4 Employ vocabulary of the subject studied | X | X | X | X | X | X | | | | | | |
| | 1.5 Demonstrate active listening skills | | X | | | | X | X | | | | | |

| | | | | | | | | | | | | | | | | | | | |
|--|--|---|---|---|---|---|---|---|--|--|--|--|--|--|--|--|--|--|--|
| Info Conmp | 2.1 Find and interpret information | | | X | | X | X | | | | | | | | | | | | |
| | 2.2 Evaluate authority and bias of information | X | X | X | X | X | X | | | | | | | | | | | | |
| | 2.3 Utilize technology to organize and present information | | | | | X | | | | | | | | | | | | | |
| | 2.4 Demonstrate working knowledge of basic computer function | | | | | | | | | | | | | | | | | | |
| Critical Thinking | 3.1 Evaluate strengths, weaknesses and fallacies of logic | | | | | | | | | | | | | | | | | | |
| | 3.2 Locate, evaluate and select evidence to support or discredit an argument | X | X | | | X | X | | | | | | | | | | | | |
| | 3.3 Construct a persuasive argument | | | | | X | X | | | | | | | | | | | | |
| | 3.4 Apply learned knowledge to new situations | X | X | X | X | X | X | | | | | | | | | | | | |
| | 3.5 Apply principles of scientific reasoning to solve problems | | | | | | | | | | | | | | | | | | |
| | 3.6 Defend a logical hypothesis to explain observed phenomenon | | | | | | | | | | | | | | | | | | |
| Ethics | 4.1 Accept responsibility for own actions | X | X | X | X | X | X | | | | | | | | | | | | |
| | 4.2 Demonstrate respect for a diversity of ideas and the rights of others | X | X | X | X | X | X | | | | | | | | | | | | |
| | 4.3 Exhibit personal, professional and academic honesty | | X | X | X | X | X | | | | | | | | | | | | |
| | 4.4 Display behavior consistent with ethical standards w/in a discipline | X | X | X | X | X | X | | | | | | | | | | | | |
| | 4.5 Apply lessons from the past to ethical issues faced in the present | X | X | X | X | X | X | | | | | | | | | | | | |
| | 4.6 Evaluate own ethical beliefs in relationship to moral dilemmas | | | | | | | | | | | | | | | | | | |
| | 4.7 Assume civic, political or social responsibilities | | | | | | | | | | | | | | | | | | |
| Creative Expression & Self Awareness | 5.1 Recognize own strengths and weaknesses | | | | | X | X | X | | | | | | | | | | | |
| | 5.2 Recognize own biases and values | X | X | X | | X | X | | | | | | | | | | | | |
| | 5.3 Recognize own learning style | | | | | | | | | | | | | | | | | | |
| | 5.4 Give and receive constructive feedback | | | | | | | | | | | | | | | | | | |
| | 5.5 Develop time management skills | X | X | X | | X | X | | | | | | | | | | | | |
| | 5.6 Set goals for educational, personal and professional development | | | X | X | | X | | | | | | | | | | | | |
| | 5.7 Set goals to create balance in personal and professional life | | | | | | | | | | | | | | | | | | |
| | 5.8 Evaluate diverse artistic works | | | | | | | | | | | | | | | | | | |
| | 5.9 Demonstrate creative thought through original expression | | | | | | X | X | | | | | | | | | | | |
| Social Interaction & Cultural Diversity | 6.1 Demonstrate etiquette in face-to-face and written interactions | | X | X | X | X | X | | | | | | | | | | | | |
| | 6.2 Work effectively in group settings | X | X | X | X | X | X | | | | | | | | | | | | |
| | 6.3 Utilize conflict resolution skills | X | X | X | X | X | X | | | | | | | | | | | | |
| | 6.4 Demonstrate knowledge of and respect for other cultures | X | X | X | X | X | X | | | | | | | | | | | | |
| | 6.5 Demonstrate knowledge of and respect for one's own culture | | | | | | | | | | | | | | | | | | |

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

| SBVC Strategic Initiatives: https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/documents/17-efficacy/strategic-initiatives.pdf strategic Initiative | Institutional Expectations | |
|--|---|--|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness – Rubric | | |
| Mission/Statement of Purpose | The program <u>does not have</u> a mission/statement of purpose, or it <u>does not clearly link</u> with the institutional mission. | The program <u>has</u> a mission/statement of purpose, and it <u>links</u> clearly with the institutional mission. |
| Productivity | The data <u>does not show</u> an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data <u>shows</u> the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program <u>does not provide evidence</u> that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2016 may result in an overall recommendation no higher than Conditional.</u> | The program <u>provides evidence</u> that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses <u>have been articulated</u> or transfer with UC/CSU, or <u>plans are in place</u> to articulate appropriate courses. |

Mission and Purpose:

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

What is the mission statement or purpose of the program?

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

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

The Corrections program is designed for students considering a career as a correctional officer or jailer and those already employed in the field desiring specific current information to improve their chances for promotion. The certificate is constructed to provide students with a fundamental understanding of the correctional system as a part of the criminal justice system, interviewing and counseling, gangs and corrections, control and supervision, legal aspects of corrections, and probation and parole. The student demographics, as demonstrated in the EMP report, confirms the program's access and inclusion of a diverse community of learners. By providing a vocational pathway leading to higher-paying employment or advancement for those already employed in the field, the certificate increases a student's chance of success with this career technical training. The mission dovetails well with the SBVC Mission.

Productivity

Provide additional **analysis and explanation** of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTEF and WSCH per FTEF) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

FTEs has generally been consistent, however it has dropped to 14.80 in the 15-16 school year from a high of 23.60 in the 14-15 school year. There was a similar FTEs drop in the 12-13 school year to 14.65, so there may be other reasons for the drop. WSCH per FTEF has always been above the campus ideal of 525 FTEs every year (since the 2011-2012 school year, it has been. 587, 575, 549, 562, 590) but in 2015-2016 the FTEs was 370. This is consistent with our drop in student enrollment in two classes. The FTEF has historically been about 1.20 with a high of 1.60 in 2010-2011 and a low of .80 in 2012-2013. Even the 2015-2016 school year showed a 1.20 FTEF. During times of financial turndown experienced by the District, the program remains remarkably effective with 74% success and 86% retention rates. Noting that the department chair, as the only full-time faculty in the Administration of Justice and Corrections departments, spends a significant amount of non-instructional time doing scheduling, SLOs and SLO assessment, and advisory committee meetings. In spite of this, the department maintains FTEFs significantly over the campus ideal in just one of the two departments run by a single full-time faculty. This program does not use any Perkins funding.

We don't know why there was such a drop-off in FTEs in 2015-2016 (which almost matched the drop-off in 2012-2013 after drastic budget cuts) The department staff believe there has been a reduction in evening students because of the improved job market that students have entered instead of enrolling. In talking with my students during the week, many of them have been recently hired and as new employees are working the graveyard shifts at work. Amazon.com is building another processing plant in Rialto

which will employ another 1000 people in their warehouse. Many have been employed by Amazon's San Bernardino warehouse. Because of the rather robust career outlook, we will be at more local job fairs and maybe design a new brochure specifically targeting the corrections field. It is too early to tell if our recent course schedule changes attract more students or if we will need to try more day classes or online offerings to provide more access to working students. Hopefully, some of these changes will increase enrollment, productivity, while ensuring continued retention and success.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

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

Content Review and curriculum is 100% current.

| Social Sciences, Human Development & Physical Education | | | | |
|--|---|---------------|----------------------------|-------------------------|
| Corrections | | | | |
| | Course | Status | Last Content Review | Next Review Date |
| | CORREC 101 Introduction to Corrections | Active | 04/28/2014 | 04/28/2020 |
| | CORREC 102 Correctional Interviewing and Counseling | Active | 04/28/2014 | 04/28/2020 |
| | CORREC 103 Gangs and Corrections | Active | 04/28/2014 | 04/28/2020 |
| | CORREC 104 Control and Supervision in Corrections | Active | 04/28/2014 | 04/28/2020 |
| | CORREC 105 Legal Aspects of Corrections | Active | 04/28/2014 | 04/28/2020 |
| | CORREC 106 Probation and Parole | Active | 04/28/2014 | 04/28/2020 |
| | CORREC 101 Introduction to Corrections | Historical | | |
| | CORREC 101 Introduction to Corrections | Historical | | |
| | CORREC 101 Introduction to Corrections | Historical | | |
| | CORREC 102 Correctional Interviewing and Counseling | Historical | | |
| | CORREC 102 Correctional Interviewing and Counseling | Historical | | |
| | CORREC 103 Gangs and Corrections | Historical | | |
| | CORREC 103 Gangs and Corrections | Historical | | |
| | CORREC 104 Control and Supervision in Corrections | Historical | | |

| | | | | |
|--|---|------------|--|--|
| | CORREC 104 Control and Supervision in Corrections | Historical | | |
| | CORREC 105 Legal Aspects of Corrections | Historical | | |
| | CORREC 105 Legal Aspects of Corrections | Historical | | |
| | CORREC 106 Probation and Parole | Historical | | |
| | CORREC 106 Probation and Parole | Historical | | |

Articulation and Transfer

| List Courses above 100 where articulation or transfer is not occurring | With CSU | With UC |
|---|----------|---------|
| | | |
| | | |
| | | |
| | | |

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

CORREC 101 – 106 are transferrable to the CSU and are also electives for the AA degree in Administration of Justice. Only one Corrections course statewide, has a C-ID number issued. The CORREC101 (Introduction to Corrections) course has met the standard and has C-ID approval. At the UC level, Corrections is just a focus of the Sociology major and only CSU Stanislaus offers a corrections degree as part of their Criminal Justice program.

Currency

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

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

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

All information is accurate.

Part IV: Planning

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|---|--|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

The trends in this field remain fairly consistent. Employment is constant and directly tied to the budget provided by the California Legislature. The 2017 California EDD Occupational Employment Projection report reveals consistent demand and a projected growth of 7.4% between 2014-2024. In the local Riverside/San Bernardino County area, the projected growth of 9.4% between 2014-2024 show consistent employment and growth. Program planning includes finding highly respected experts in the field to use as adjunct instructors and hiring them. Diversity of faculty has been increased through the hiring of a female bi-lingual Latina and a male African American instructor. This was a direct result of planning and collegial consultation. Course offerings are constantly reviewed and flexible scheduling is planned in an attempt to fill low enrollment courses based upon input from planning sessions.

Departmental experts feel the positive employment environment may be responsible for the recent student enrollment. We also believe that the recent closure of several for-profit colleges may potentially benefit program enrollment. Finding CANVAS trained online faculty will be a focus over the next few years.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

The strength of this program has been student interest and the ability to provide them with the most recent relevant information. Additionally, students have access to faculty that are respected experts in their fields with many still working professionals. The program has significant interest and filling of the introductory course is highly important, so additional introductory courses have been added, flexed and are taught in the morning, online, and in the summer through planning and staff consultation. A more diverse faculty being hired has been the result of departmental planning. Neither the college or the State Chancellors Office have job placement or transfer rates

for this certificate program. So many outside school detractions prevent employment; as described in prior sections concerning strict peace officer requirements that have nothing to do with collegial success.

Challenges

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

Right now the challenges in the past school year has been student enrollment. Planning resulted in a revision of the course SLOs in 2015. Additional planning has allowed us to increase the sections of the introductory course, but we are now showing a low enrollment of two of the evening courses. We have changed the days offered and the times offered to increase student enrollment in those two courses historically offered at night. The SP2017 schedule flexibility has resulted in picking up additional students for those classes. The department chair will be providing the counseling department with color brochures created for potential AOJ and Corrections students. I believe we will need to hire an online-qualified adjunct if none of our adjuncts are willing or able to learn the CANVAS learning management system currently under construction by the District.

| COURSE INFORMATION | Fall 2016 | | Spring 2017 | |
|--------------------|--------------|------------------|---------------|------------------|
| | # of Section | Enrollment Total | # of Sections | Enrollment Total |
| CORREC 101 | 2 | 44 | 0 | 0 |
| CORREC 102 | 1 | 0 | 1 | 22 |
| CORREC 103 | 1 | 14 | 0 | 0 |
| CORREC 104 | 0 | 0 | 1 | 17 |
| CORREC 105 | 1 | 0 | 0 | 0 |
| CORREC 106 | 0 | 0 | 1 | 17 |

The above chart shows the enrollment data for the current 2016-2017 academic year. Many sections are offered every other semester except for the introductory course. It was not offered in SP17 to make sure CORREC 104 was offered.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|--|---|--|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

Technology has been incorporated by relocating all Correction courses into the North Hall or the new business building. This provides for smart classrooms that allow use of the most recent technological advances in media delivery. The instructor can choose from whiteboard, PowerPoint, media or even go online for classroom presentation. All Correction classes have been vetted for online delivery and about 17% are already taught online. Our goal is to increase the online offerings as soon as faculty can be trained on the new CANVAS media management system slated to start in FA2017. Since this is a new online management system, it may be problematic to force adjuncts to become proficient on a new system they will have to spend countless hours learning and updating their courses on their own time.

Partnerships have been established on campus, locally and at the state level. Since 2008, I have served many years on the Academic Senate, District Assembly, and I have been on the Curriculum Committee for the past five years. I have been able to give a campus-wide voice for my two departments and I have served on various Academic Senate committees during my tenure here. I have served on the California Academic Senate Statewide Career Pathways Committees on Law Enforcement and the Administration of Justice. These committees focused on bridging high school ROP programs with the CCC programs. I am a member of the California Administration of Justice Educators (CAAJE) and have participated in numerous statewide grants for college faculty and students. I sat on the District hiring committee that selected the District Police Chief. I have chaired a

District hiring and promotional committee for the District Police Sergeant position. I have participated in three hiring committees for District Police Officers.

The Corrections program has positively affected the campus climate. As the demographics demonstrate, this program is very popular with students and strives to provide access to a wide variety of learners. Some courses are filled the same day they are offered and some require more time. During the first week of class, I get many comments from students who were referred to the classes by other students who have taken the classes. Several physically handicapped students have taken the classes and performed well. I believe our program supports and encourages a positive campus climate by the high level of typically underserved and minority populations participating in the program.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

Though a number of program strengths are identified, they do not clearly enough connect to planning. The analysis discussed problems caused by some of the strengths and discussed planning to mitigate those. But how actual strengths are taken into consideration in planning is not explicitly analyzed. The evaluators, however, believe the expectations for this area could be more clearly stated.

Address, in detail and with specific examples, how this deficiency was resolved.

During planning meetings, we've discussed the lack of diversity in highly qualified adjuncts teaching in the program. Over the past 18 months, I have been able to recruit and hire two highly qualified adjuncts that provide us with a female Latino and an African American male instructor. Because of the interest, two additional introductory sections have been added to absorb the student demand. This was all done thorough constant planning and evaluation. Because we schedule yearly, we are able to catch trends as they develop or we can identify poor instructors. The 2017 California Employment Development Department (EDD) Report estimates an almost 10% growth in job openings for Corrections Officers and Jailers (210510 TOP Code) annually over the next decade (2014-2024).

Introductory courses have a high demand; however, we have found that the strength of student interest has not carried over to two of the courses and during planning, we have changed the days the courses are offered and the times they are offered to provide access to more students. In the SP17 term, we were able to offer one of those courses as a late start evening course and fill it with enough students to continue the course all semester (a first in over a year). In planning sessions, we have discussed offering more online courses and we are trying to identify faculty who are willing to learn the new online management system beginning in FA17. Since there is no full-time faculty in this department, finding faculty who are qualified to teach online in this technical area has been difficult. If student demand increases, hiring additional online faculty will be the focus. According to the California Department of Corrections and Rehabilitation website and recent (FA16) hiring brochures, the CDCR will be hiring 7,000 correctional officers in the immediate future. Their fliers have been posted in my classroom to increase interest and conversation.

**Program Efficacy Team Report
Spring 2017**

Name of Department: CUSTODIAL

Efficacy Team: Kathy Adams, Paula Ferri-Milligan, Leonard Lopez

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

The Custodial Department has improved despite a lack of staff and a supervisor. The department has addressed many of its goals to improve, despite its challenges. Since Custodial impacts the entire demographics, they address this category through the overall number of students, faculty, and staff the department services generally. This does not allow for the required comparison, but it is appropriate for this department. The department cites the campus climate survey that shows improvement in the perception that “campus buildings are clean.” But it acknowledges that this was due to funds provided for a “sufficient number of substitute custodians.” Currently, the department, in conjunction with CSEA, is conducting an analysis of workload distribution, that is targeted at increasing efficiency in the department by adjusting, modifying, and reassigning custodians to new work assignments. The department states that the results of the study will be available this year and the changes implemented. The department’s goal for improvement is linked to APPA guidelines.

The evaluating team suggests that the perception of custodial services should be captured more frequently, through formal or informal surveys of students. SAOs are not addressed. This is a major oversight of the department. But there are SAOs that were developed for that department. The evaluating team strongly recommends that the SAOs be reviewed and, if not currently relevant, be revised to tie into department planning and ongoing evaluation be a department priority.

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

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Since Custodial impacts the entire demographics, they address this category through the overall number of students, faculty, and staff the department services generally. This does not allow for the required comparison, but it is appropriate for this department. From fall 2011 to fall 2015, there has been an increase of 80+ staff and faculty, and fall 2015 showed a student enrollment of 17,000+. The department cites the campus climate survey that improvement in the perception that “campus buildings are clean” was due to funds provided for a “sufficient number of substitute custodians” but acknowledges that without additional custodians, it will be difficult to maintain “favorable responses” in the future.

Custodians are scheduled Monday through Thursday from 5:00 p.m. to 1:30 a.m., “allowing personnel to remain productive by cleaning common areas without interrupting evening classes.” Friday hours are 2:00 p.m. to 10:30 p.m. since many classrooms are not in use and can be accessed by staff. Three custodians are assigned to a day shift from 7:00 a.m. to 3:30 p.m. Custodians are also available for event set up and emergency cleanups. One custodian is scheduled Tuesday through Friday from 5:00 p.m. to 1:30 a.m. and Saturday from 10:00 a.m. to 6:30 p.m., which provides on-call services to Saturday classes and events.

Deficiencies are noted that impact the efficiency of the program—absenteeism, lack of permanent custodial supervisor, overwhelming workload. The department identifies plans to correct the deficiencies in order to provide optimal services to the campus—working with Human Resources to maintain a substitute pool and hiring a custodial supervisor. Currently, the department, in conjunction with CSEA, is conducting an analysis of workload distribution, that is targeted at increasing efficiency in the department by adjusting, modifying, and reassigning custodians to new work assignments. The department states that the results of the study will be available this year and the changes implemented. The department’s goal for improvement is linked to APPA guidelines.

| Strategic Initiative | Institutional Expectations | |
|---|--|--|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data. | Program <u>provides an analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Service Area Outcomes (SAOs) | Program <u>has not demonstrated</u> that they are continuously assessing Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is <u>missing or incomplete</u> . | Program <u>has demonstrated</u> that they are continuously assessing Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to area services is <u>complete</u> . |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The efficacy document does not analyze how the data links to department goals; however, in the previous strategic initiative discussion—Access—it does cite the Campus Climate Survey. The evaluating team suggests that the perception of custodial services should be captured more frequently, through formal or informal surveys of students. This would provide additional “data” that could be used to improve services.

The department does provide a plan to address its goal to “improve...service[s] and efforts to maintain a clean and safe campus” with the following plans to address issues of morale: establish/maintain pool of substitute custodians, adhere to college evaluation process for staff, provide training for a new supervisor, complete workload analysis. To increase staff accountability and reduce customer complaints, the department has identified the following: develop cleaning standards for each task, ongoing inspections, follow-up on issues, increased departmental communications, inventory management, and increased training. In the previous category, the department does link its evaluation to the APPA standards and evaluates itself in terms of those categories: Casual Inattention, Orderly Spotlessness, and Ordinary Tidiness. It does cite deficiencies in those categories, offers an explanation, and links to plans for improvement.

SAOs are not addressed. But there are SAOs that were developed for that department. The evaluating team suggests that the SAOs be reviewed and, if not currently relevant, be revised to tie into department planning and evaluation.

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness – Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Custodial has a mission/statement of purpose that clearly links with the institutional mission by providing “a safe, clean, and functional campus environment for a diverse community of learners” and maintaining facilities that support “quality education” through “safe and functional standard[s].”

The department cites a space survey that was conducted. And it addresses the Custodial Staffing Guidelines for Educational Facilities published by the APPA. The department states that there “is a direct correlation between the available amount of resources and the appearance of the facilities.” It evaluates the level of cleanliness on campus as Level 3 (out of 4). Plans to improve custodial services are included in the previous categories.

The department personnel receive monthly training—topics include: personal protective equipment, blood-borne pathogens, electrical hazards, hand tool and power tool safety, etc. The campus has also selected a new vendor who will share “best cleaning practices.” Trainings “are designed to improve efficiency and safety while conserving products.”

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|---|---|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The department cites facilities aging, budget, workers compensation claims, sustainability, and recycling as trends in the area. The department goes into some detail about the issues involved in each area and does minimally address how it will accommodate the trends that it has identified: incorporating custodial care into long-range facilities plan, initiating a process for inventory scanning to improve inventory control, continuing workplace safety training, enlisting certified green products for cleaning, and continuing to make recycling a priority.

The department cites its greatest strength as the staff, and it has plans in place to increase morale and communication: monthly forums where the department gains input from the staff regarding needs, applause cards, department lunches, etc.

“Effectively cleaning all of our buildings to an acceptable standard” is listed as its greatest challenge. Plans to address this were incorporated into a previous section of the document.

Because of the nature and scope of the department, the team acknowledges that the analysis is minimally addressed, but plans in previous sections of the document show that the department is practically and adequately addressing planning concerns.

| Strategic Initiative | Institutional Expectations | |
|--|---|--|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The department cites internal partnerships with programs and departments on campus—responding to daily needs. It is working with the District and Crafton to improve facilities use process. Software programs are being initiated, in conjunction with the district, to improve event scheduling and for the overall use by the department to accommodate work orders. The program will also allow for the department to send satisfaction surveys to campus when work orders are complete. The technology is intended to provide increased customer service on campus.

Although the department cites implementation plans, it does not address current implementation of the initiatives.

| Part VI: Previous Does Not Meets Categories |
|--|
| <p>Program addressed each area, by either describing how the program has remedied deficiencies, or if these areas have been discussed elsewhere in this current document, provided the section where these discussions can be located.</p> |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

SAOs were addressed as being absent from the previous document. And they are still not addressed in this report.

Program Efficacy--CUSTODIAL

2016– 2017

Complete this cover sheet as the first page of your report.

Program Being Evaluated

| |
|-----------|
| Custodial |
|-----------|

Name of Division

| |
|-------------------------|
| Administrative Services |
|-------------------------|

Name of Person Preparing this Report

Extension

| | |
|----------------|------|
| Robert Jenkins | 8662 |
|----------------|------|

Names of Department Members Consulted

| |
|---|
| Gloria Kratcher, Grayling Eaton, Jerry Ohigashi, Albert Gutierrez |
|---|

Name of Reviewers

| |
|---------------------------------------|
| K. Adams, P. Ferri-Milligan, L. Lopez |
|---------------------------------------|

| Work Flow | Date Submitted |
|---|----------------------------|
| Initial meeting with department | |
| Meeting with Program Review Team | |
| Report submitted to Program Review co-chair(s) & Dean | by NOON on March 21 |

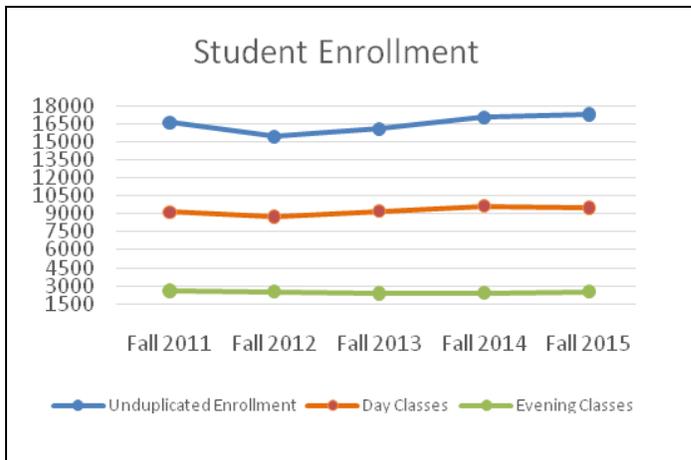
Staffing

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

| Classification | Number Full-Time | Number Part-time, Contract | Number adjunct, short-term, hourly |
|------------------|------------------|----------------------------|------------------------------------|
| Managers | | | |
| Faculty | | | |
| Classified Staff | | | |
| Total | | | |

| Employee Headcount | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 |
|--------------------|-----------|-----------|-----------|-----------|-----------|
| Adjunct Faculty | 309 | 336 | 344 | 386 | 408 |
| Tenured Faculty | 151 | 148 | 146 | 147 | 148 |
| Classified | 219 | 218 | 199 | 193 | 204 |
| Administrator | 18 | 17 | 15 | 17 | 20 |
| Total Employees | 697 | 719 | 704 | 743 | 780 |

CUSTODIAL MAINTENANCE



Description: The Custodial Maintenance Department is staffed by one supervisor, three lead custodians and 21 custodians. The department currently staffs two separate shifts: 3 day custodians and 18 night custodians plus a supervisor. In addition to cleaning all campus facilities, the department is asked to provide necessary set-ups for campus special events and outside user groups.

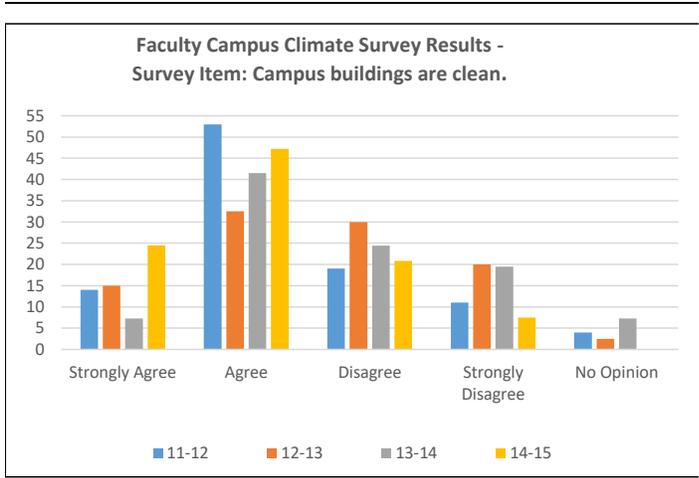
Assessment: Assessment of custodial programs is based on campus surveys and direct customer feedback.

Department Goals:

1. Maintain campus facilities for functionality and aesthetics.
2. Develop more equitable work assignments for the department.
3. Improve rotational assignments between buildings to cover cleaning basics.
4. Hire a new Custodial Supervisor.

Challenges & Opportunities:

1. Fiscal support has offset escalating costs of custodial supplies and sub-custodians, but the challenge to adequately fund the department staffing remains. Specifically:
 - a. A net increase in cleanable square footage due to completion of the new gym; 4 additional buildings, as part of the overall sports complex project, will be added this year.
 - b. Increasing student enrollment, faculty, and staff have increased the usage of campus facilities.
 - c. Change in supervisor leadership, a “two-edge sword”; challenge to find the right person, but an opportunity for new leadership in the department.



Action Plan:

1. SBVC Custodial Maintenance will continue to assess the quality of service provided to the campus. Outstanding customer service is our primary goal, at a reasonable cost.
2. Build up our “pool” of available sub-custodians to minimize the effects of absenteeism.
3. Improve workload equity between each custodial assignment.
4. Work with HR to hire a new Custodial supervisor and fill one vacancy.

Part I: Questions Related to Strategic Initiative: Access

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

SBVC Strategic Initiatives:

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

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

| Demographics - Academic Years - 2014-15 to 2015-16 | | |
|--|-----------------------|-----------------|
| Demographic Measure | Program: Custodial | Campus- wide |
| Asian | 4.8% | 4.8% |
| African-American | 12.8% | 12.8% |
| Hispanic | 64.2% | 64.2% |
| Native American | 0.2% | 0.2% |
| Pacific Islander | 0.3% | 0.3% |
| White | 14.0% | 14.0% |
| Unknown | 0.4% | 0.4% |
| Female | 56.9% | 56.9% |
| Male | 42.9% | 42.9% |
| Disability | 6.3% | 6.3% |
| Age Min: | 14 | 14 |
| Age Max: | 78 | 78 |
| Age Mean: | 24 | 24 |

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

The Custodial department is responsible for cleaning all classrooms, labs, offices, hallways and other spaces on campus. The most significant demographic data affecting custodial service is the number of FTES, faculty and staff on campus. As these numbers increase, the time spent cleaning in our classrooms, labs and offices also increases. Increased usage necessitates an increase in cleaning. The Employee Headcount chart (above) illustrates that from 2011 thru 2015, student populations rose, albeit modestly. However, faculty and staff increased by a net of 83 positions over the same period. Adjunct faculty alone increased by nearly 100. Student enrollment continued to increase, while all other headcounts decreased, including staff to support the increased adjunct positions. Thus, simultaneously, there was an increase in need for cleaning while there was a decrease in support for cleaning and maintaining classrooms, labs and offices.

The "Campus Climate Survey" indicates a negative dip in 2012-13 towards the statement "Campus buildings are clean." The improvement in this perception over the next couple of years is due in part, to improvements in providing additional funding for sufficient numbers of sub-custodians to fill in for absent full-time custodians.-As the campus population continues to grow, adding cleanable square footage to an already stretched department will exacerbate the challenge of keeping these spaces clean to an acceptable level. Future surveys asking if our buildings are clean will not have such favorable responses unless funding is increased to hire more custodians.

The campus offers coursework throughout the week and on Saturdays. Athletics and other activities, including community use of our facilities occur at various hours during the week and on weekends. Additionally, Student Services and other administrative activities are in operation throughout the year, even when classes are not in session

Pattern of Service

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

Pattern of Service/Scheduling: The Custodial Program is flexible in scheduling, providing the necessary daily routine cleaning services around campus operations and classes in session. Standard scheduling for daily cleaning is Monday through Thursday 5pm – 1:30am, allowing custodial personnel to remain productive by cleaning common areas without interrupting evening classes, and then entering classrooms and cleaning as they finish at various times in the evening.

Friday of each week is typically very light in terms of classes in session, so the schedule shifts earlier: 2pm – 10:30pm. This allows custodial staff to perform weekly deep cleaning tasks during daylight hours, because many classrooms are not in use, and/or have not been disturbed since the previous evening cleaning.

Three custodians are assigned to the day shift from 7am to 3:30 pm. The primary assignment for these custodians is to maintain well-stocked and clean restrooms throughout heavy use during the day. These custodians perform multiple rounds of the restrooms throughout the day, restocking and cleaning as necessary. They are also on-call for spills and cleanups as they occur. These custodians also provide setup services for scheduled events.

One custodian is scheduled Tuesday – Friday 5pm-1:30am and Saturdays 10am-6:30pm. This provides restroom and on-call custodial service for Saturday classes, as well as support for Saturday events on campus.

Custodial service for campus activities or community facilities use (Civic Center Act) requiring off hours (overtime) are provided on a rotational basis to the custodial workforce.

When one custodian is absent due to illness, vacation, etc., the services are covered with alternative/additional task assignments from the supervisor to the available workforce on a given day, and implemented through the lead custodians. This is accomplished without significant impact to the other areas. When more than one custodian is absent however, this alternative delivery method cannot be accomplished without some negative impact to other areas.

Deficiencies:

1. Absenteeism

When more than one custodian is absent, there is a negative impact to overall campus cleaning, leaving some less critical tasks done in a hurry or not at all, unless substitute custodians are brought in. The pool of “qualified, available, and ready for duty” substitutes fluctuates despite the ongoing effort to maintain it. An average of 20% of the total hours worked over the last three years were completed by sub-custodians:

(See “Custodial Work Hours” at the end of the document.)

Plan to Correct: The list provided by HR is reviewed monthly for qualified, available, and ready for duty substitutes, with the goal of maintaining the list at a threshold level of at least 5.

2. Custodial Supervisor

The night custodial supervisor requested and accepted a voluntary demotion, and was assigned to a building on campus as a regular custodian. A Lead custodian is now the acting supervisor and will fill that position until a permanent supervisor is hired. Despite not having the permanent supervisor position filled, this does allow the opportunity for fresh, new leadership within the department.

Plan to Correct: HR is in the process of advertising for a new Custodial Supervisor. The position should be filled later this year.

3. Workload

The new sports complex (gym, ticket/concessions, restrooms, press box, home & visitor team buildings) added approx. 45,000 sq. ft. of cleanable space without additional custodians. One additional position was approved last year, but was not filled (failed hiring). The campus has relied on sub-custodians and HR is in the process of filling the position. However, one additional custodian will not offset the additional square feet of cleanable space, thus negatively affecting the acceptable level of cleaning throughout the campus. Current funding prohibits the hiring of sufficient numbers of custodians beyond the one approved from last year. Five additional custodial positions were submitted through the 2016-17 Program Review process. One custodial position was approved in the final top three; however, this does not guarantee funding for the position to be filled.

Plan to Correct: Either more custodial positions are funded, or the added workload is distributed across the existing custodial crew. By dividing each custodian’s eight-hour shift between more than one building (which is how they are scheduled now), less time is spent cleaning in each building, resulting in a lower level of an acceptable cleaning standard. An analysis of current workload distribution, including building assignments, is being conducted in partnership with CSEA. Results of that analysis will be implemented this year. Adjusting / modifying / re-assigning custodians to new work assignments is necessary to keep the campus clean. Today the goal is level 3: Casual Inattention, as defined by APPA:

- Floors are swept or vacuumed clean, but upon close observation, there can be stains; a buildup of dirt and/or floor finish in corners and along walls can be seen.
- There are dull spots and /or matted carpet in walking lanes; there are streaks or splashes on base moldings.

- All vertical and horizontal surfaces have obvious dust, dirt, marks, smudges, and fingerprints; lamps all work and fixtures are clean.
- Trash containers hold only daily waste, are clean and odor-free.

Level 3 is the goal, not the level we are consistently at today. The current number of custodians, with an average annual 20% absenteeism rate, will not realistically reach a higher level of cleaning (Level 1 or 2). The APPA study defines Levels 1 and 2 as follows:

Level 1 – Orderly Spotlessness

- Floors and base moldings shine and/or are bright and clean; colors are fresh; there is no buildup of dirt in corners or along walls.
- All vertical and horizontal surfaces have a freshly cleaned or polished appearance and have no accumulation of dust, dirt, marks, streaks, smudges or fingerprints; lights all work and fixtures are clean.
- Washrooms, shower fixtures and tile gleam and are odor-free; supplies are adequate.
- Trash containers hold only daily waste; are clean and odor-free.

Level 2 – Ordinary Tidiness

- Floors and base moldings shine and/or are bright and clean; there is no buildup in corners or along walls, but there can be up to two days' worth of dust, stains, or streaks.
- All vertical and horizontal surfaces are clean, but marks, dust, smudges, and fingerprints are noticeable upon close observation; lights all work and fixtures are clean.
- Washroom and shower fixtures and tile gleam and are odor-free; supplies are adequate.
- Trash containers hold only daily waste, are clean and odor-free.

Reading the description, one is immediately inclined to ask "Why isn't the goal at least Level 2?" The answer is, based on APPA's national standard, we would need at least 13 additional custodians for the night crew to achieve a consistent Level 2 standard of cleaning; 35 more for a Level 1. Last year we received funding for 1 additional position which we are still trying to fill. This year (2017-18) we hope to receive funding for one more. As of this review, we have not been notified of any funding for additional positions.

Part II: Questions Related to Strategic Initiative: Student Success

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|--|--|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data. | Program <u>provides an analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Service Area Outcomes (SAOs) | Program <u>has not demonstrated</u> that they are continuously assessing Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is <u>missing or incomplete</u> . | Program <u>has demonstrated</u> that they are continuously assessing Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to area services is <u>complete</u> . |

Explain how the services in the program support student success.

The 2013 Efficacy report identified the following goals “to improve our service and efforts to maintain a clean and safe campus” These issues have had a significant impact on the department over the last couple of years, and they are listed here with a current status:

1. Address issues that lower morale

a. Establish/maintain qualified pool of sub-custodians – When more than one custodian is absent, there is a negative impact to overall campus cleaning, leaving some less critical tasks done in a hurry or not at all, unless substitute custodians are brought in. The pool of “qualified, available, and ready for duty” substitutes fluctuates despite the ongoing effort to maintain it. Sub-custodians completed an average of 20% of the total hours worked over the last three years. The list of potential sub-custodians is reviewed monthly for qualified, available, and ready for duty substitutes, with the goal of maintaining the list at a threshold level of at least 5.

b. Employ/follow thru on progressive discipline – The District agreement with CSEA describes the process for progressive discipline. The department follows these steps as outlined in Article 17. It is

understood by all within the department that any issues that may require disciplinary steps, will be treated as described in the agreement. Four new custodians have been hired within the last year as a result of the HR department's efforts to successfully resolve long-standing disputes. Morale improved as new hires came on board, in place of sub custodians. Some custodians commented that "it was good to finally see action being taken". Other custodians working in the department are well aware of issues that have lingered for so long. 3 of the 4 new hires came originally from our sub-custodial pool. As we interview new candidates, we inform them that, the first place we look when hiring for an open position is from our sub pool. We have seen their work performance, attendance and overall attitude while working for us. This gives us a good insight into their potential as a permanent custodian.

c. Supervisor training – Training was completed a couple of years ago, however the supervisor chose to step down to a regular custodial position. HR has started the process of filling the position. Training for the new supervisor will be scheduled after he/she is hired. Training will include those appropriate modules, seminars and other classes offered through the district HR department. There will also be considerable time spent with Director.

d. Complete workload analysis – Started; the information contained in this review summarizes the exhaustive research conducted to determine how much cleanable square feet of space is on campus. The next step is to re-align the existing custodial assignments so the workloads are more evenly distributed. Management is partnering with CSEA to create more equitable work load assignments for the department. Contributing factors for re-distribution include square footage, size of restrooms, and the proximity of buildings to each other on campus. We have sufficient experience with cleaning classrooms, labs, hallways, etc. to modify existing custodial runs. This process should be completed by summer 2017 and implemented.

2. Increase Accountability

a. Develop cleaning standards for each task – on going; Management is teaming with CSEA to develop the SBVC Custodial Handbook which will include procedures, standards, assignment of tasks, frequency of cleaning various surface locations, etc. This handbook will also include product information about the products, chemicals and equipment we use.

b. Inspections – on going; improvement is needed in this area; A new custodial supply vendor is assisting with how we inspect the work being completed along with custodial closets and setups. .This support comes under the "vendor training", part of the on-going training for custodians.

c. Follow-up on cleaning issues – on going; "follow up, follow through" means each person takes personal responsibility to follow up on requests or assignments to clean particular areas on time and satisfactorily. They should follow through on the assignments given, see them to completion, and report back when completed. If issues arise during the process, they should contact their lead or supervisor immediately. Where possible, the custodian should follow up with the "customer" to make sure the request was completed. Usually this will be accomplished thru the night supervisor. If the assignment was not completed or completed incorrectly, the supervisor will follow up with the customer to correct.

d. Progressive Discipline – Four new custodians have been hired within the last year as a result of the HR department's efforts to successfully resolve progressive discipline disputes. Morale improved as new hires came on board, in place of sub custodians. In fact, 3 of the 4 hires were from our sub-custodial pool, providing encouragement to those who apply for sub-custodian positions.

e. Radio call-in for custodians – on going; custodians have been told to check in with their supervisor or lead during the shift and before going home. This is required to insure everyone arrives, works their assignments and leaves safely.

3. Reduce Customer Complaints

a. Cleaning Standards – the introduction of a custodial handbook, along with descriptive language from the APPA guidebook, will re-inforce the standards set forth previously. The acting supervisor and Director of M&O will oversee the process until a new permanent supervisor is hired.

b. Inspection – on going; improvement is needed in this area; A new custodial supply vendor is assisting with improving how we inspect the work being completed, custodial closets, setups, .This support comes under the “vendor training”, part of the on-going training for custodians.

c. Accountability – on going; improvement is needed in this area; new supervision will improve the inspection process. Re-assignment includes being introduced to the faculty and staff that work in that building. An immediate sense of ownership comes when a custodian is introduced as the “steward” or eyes, ears, nose of operations for that building.

d. Communication Plan – on going; improvement is needed in this area; new supervision will improve the communication plan. The custodian should follow through on the assignments given, see them to completion, and report back when completed. If issues arise during the process, they should contact their lead or supervisor immediately. Where possible, the custodian should follow up with the “customer” to make sure the request was completed. Usually this will be accomplished thru the night supervisor.

e. Repair Requests – improvement has been made with custodians turning in work orders as they noticed repairs needed. Light bulbs and tubes are being replaced without the need of staff requesting such work. However, improvement is still needed in this area; new supervision will improve the repair request process.

4. Develop Cleaning Standards – the introduction of a custodial handbook, along with descriptive language from the APPA guidebook, will re-inforce the standards set forth previously. A new custodial supervisor will be key to establishing cleaning standards.

5. Organize Custodial Closets – on going; improvement is needed in this area; new supervision will improve the organization of custodial closets. Standards will be set and regular inspections will take place to ensure all custodial closets are clean and safe. The acting supervisor and Director of M&O will oversee the process until a new permanent supervisor is hired.

6. Inventory Management – on going; improvement is needed in this area; new supervision will improve the inventory management. Additionally, improvements in inventory control will be established through our custodial supply vendor. The new process will involve the use of bar codes; scanning products when they arrive in the custodial warehouse and leave to the respective building. The acting supervisor and Director of M&O will oversee the process until a new permanent supervisor is hired.

7. Increase Training – District provides monthly safety training, covering basic topics such as proper lifting, use of personal protective equipment, etc. Attendance is documented and records are maintained at the district office. Additional training, specific to custodians, will be scheduled through the vendor providing our custodial supplies. The acting supervisor and Director of M&O will oversee the process until a new permanent supervisor is hired

INSERT SAO SUMMARY REPORTS (Contact Dr. Celia Huston if you need assistance.)

Demonstrate that your program is continuously assessing Service Area Outcomes (SAOs) based on the plans of the program since the program’s last efficacy report. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SAOs are being used to maintain and improve area services (e.g., discussions, revisions, assessments, etc.). Refer to EMP.

Do you have SAOs? If you do, they need to be addressed or state that you don’t have them. Isn’t this required of your area? Check with Celia.

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Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness – Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Mission and Purpose

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

What is the mission statement or purpose of the program?

| |
|--|
| The Custodial Program supports quality education through service that provides a safe, clean, and functional |
|--|

campus environment for a diverse community of learners.

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

The purpose is integral to the college mission of providing quality education and services that support a diverse community of learners. Custodial services is the first step of facilities maintenance. Facilities that are maintained to a safe and functional standard are a fundamental requirement of providing quality education and services to the scale, schedule, and complexity being offered here at Valley College. Classes and the many student services could not be offered without safe and functional facilities. Safe facilities also include clean and hygienic restrooms, classrooms, food services, and other areas that service our students. The custodial program maintains the safe cleanliness of these service areas.

Productivity

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

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

- Relative status of the department at SBVC in comparison to the same department at other multi-campus districts in terms of
 - i. staffing levels
 - ii. compliance with state, local, and federal regulations
- Average time to respond to requests for service
- Average time to respond to complaints
- Results of user satisfaction surveys
- Results of employee satisfaction/staff morale surveys
- Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence

Identified Benchmarks of Excellence

Background

The campus has an evening custodial crew consisting of 17 regular, full-time custodians, 3 lead custodians, and one supervisor. Four of these custodial positions had been vacant until recently. These positions, and other vacancies caused by sick leave or vacation, are filled from our on-going substitute pool. Last year we received approval and have filled the four vacancies. The 1 additional custodial position remains to be filled (we have filled that position with a sub custodian.), giving us 18 regular custodians and 3 leads.

Their schedule is week nights, 5pm – 1:30am Monday-Thursday, and 2pm – 10:30pm on Fridays, during the regular school year. The schedule is modified to a 4-10 schedule with Friday's off in June and July.

In addition, there are 3 day custodians whose primary job is to check and re-stock bathrooms, respond to various campus requests, minor custodial-related emergencies, and insure facility-use requests are set up correctly.

The night crew is responsible for cleaning the campus. They have approx. 377,000 cleanable square feet of space which equates to approx. 22,000 sq. ft. per person. This includes the cleanable square footage in the new gym, but not the 4 remaining buildings still under construction. In addition to their regular cleaning assignments, they periodically clean the landings, stairwells and entrances to all buildings. They deep clean carpets, restrooms, wash the exterior of buildings, windows and are expected to complete all facility-use setups.

Valley College has seen increases in student population and the subsequent need for additional faculty. New and larger buildings have been constructed over the last 10+ years. The demand for using our campus for clubs, community groups, and occasional high-profile events has increased the volume of facility use requests. Last year the night crew was responsible for approx. 700 setups, requiring tables, chairs, trash containers, etc. They received another 700 requests for regular classroom space (no additional tables/chairs) which still required an extra check to insure they were properly cleaned.

All of these factors, collectively, have increased the need to clean and maintain our campus to an acceptable level. That level has slipped over the years. While all of the aforementioned have taken place, the number of custodians working on the campus has not increased. Even though we did increase the total number by one this year (due to the new sports complex) statistically, that will only keep us at our current level of cleanliness – at best.

Custodial Standards

A study was conducted which included a survey of all the existing space the custodial crew is responsible to clean. The number of square feet, type of room, floor and other building considerations were taken into account. The data was compiled and formatted to be understood in comparison to other educational institutions nationally.

Every educational institution is unique; no two campuses are the same in construction or environment. Maintenance standards and staffing levels can be significantly affected by such factors as traffic, density, frequency of use of the facility, age of the facility, construction materials used, level of vandalism, climate, location of custodial space, the organization and staff training, and the material and equipment available to them. For these reasons an acceptable industry standard is used to determine how many custodians should be expected to clean a particular campus. The most widely accepted national standard is Custodial Staffing Guidelines for Educational Facilities published by APPA.

APPA used to stand for the Association of Physical Plant Administrators in the late 1960's through the early 1990's. Today, the association is known as "APPA: Leadership in Educational Facilities", and is most easily recognized and referred to as simply "APPA."

The method which APPA uses to evaluate custodial staffing is based on three grounds rules:

1. APPEARANCE LEVELS

There is a direct correlation between the available amount of resources and the appearance of the facilities. If cleaning activities are accomplished with decreasing frequency, appearance will suffer. However, one person's opinion of "clean" can differ from another. This is why APPA has established recognized and accepted levels of cleanliness.

There are five levels of cleanliness in the APPA guideline. Each is mathematically tied through the accumulation of data to the number of custodians required to produce a given level of appearance. The 5 levels of cleanliness are:

Level 1 – Orderly Spotlessness

- Floors and base moldings shine and/or are bright and clean; colors are fresh; there is no buildup of dirt in corners or along walls.
- All vertical and horizontal surfaces have a freshly cleaned or polished appearance and have no accumulation of dust, dirt, marks, streaks, smudges or fingerprints; lights all work and fixtures are clean.
- Washrooms, shower fixtures and tile gleam and are odor-free; supplies are adequate.
- Trash containers hold only daily waste; are clean and odor-free.

Level 2 – Ordinary Tidiness

- Floors and base moldings shine and/or are bright and clean; there is no buildup in corners or along walls, but there can be up to two days' worth of dust, stains, or streaks.
- All vertical and horizontal surfaces are clean, but marks, dust, smudges, and fingerprints are noticeable upon close observation; lights all work and fixtures are clean.
- Washroom and shower fixtures and tile gleam and are odor-free; supplies are adequate.
- Trash containers hold only daily waste, are clean and odor-free.

Level 3 – Casual Inattention

- Floors are swept or vacuumed clean, but upon close observation there can be stains; a buildup of dirt and/or floor finish in corners and along walls can be seen.
- There are dull spots and /or matted carpet in walking lanes; there are streaks or splashes on base moldings.
- All vertical and horizontal surfaces have obvious dust, dirt, marks, smudges, and fingerprints; lamps all work and fixtures are clean.
- Trash containers hold only daily waste, are clean and odor-free.

Level 4 – Moderate Dinginess

- Floors are swept or vacuumed clean, but are dull, dingy, and stained; there is a noticeable buildup of dirt and/or floor finish in corners and along walls.
- There is a dull path and or obviously matted carpet in the walking lanes. Base molding is dull and dingy with streaks or splashes.
- All vertical and horizontal surfaces have conspicuous dust, dirt, smudges, fingerprints, and marks. Lamp fixtures are dirty and some lamps (up to 5%) are burned out.

- Trash containers have old trash; they are stained and marked, and smell sour.

Level 5 – Unkempt neglect

- Floors and carpets are dull, dirty, dingy, scuffed, and/or matted; there is a conspicuous buildup of old dirt and/or floor finish in corners and along walls; base molding is dirty, stained, and streaked; gum, stains, dirt, dust balls, and trash are pronounced.
- All vertical and horizontal surfaces have major accumulations of dust, dirt, smudges and fingerprints; all of which will be difficult to remove; lack of attention is obvious.
- Light fixtures are dirty with dust balls and flies; many lamps (more than 5%) are burned out.
- Trash containers overflow; they are stained and marked' trash containers smell bad.

2. STANDARD SPACES

Not all spaces are created equal. Different types of space require different types and amounts of cleaning effort. APPA established 33 standard area types and identified cleaning activities required to attain each respective level of cleanliness. All data is presented in “Assignable Square Footage” (cleanable square feet, or CSF) per worker – This is the industry standard of measure by which comparisons can be made. CSF is the wall-to-wall areas of each space. Electrical rooms and storage rooms are examples of building spaces that are not included in the analysis. They are not rooms or spaces that are expected to be cleaned regularly.

3. ALL DATA PRESENTED IN CSF (Cleanable Square Footage)

The format of the results must be cleanable square feet assigned to each custodian. APPA has conducted, documented, and tabulated their nation-wide research on the number of square feet a custodian should clean and what the level of cleanliness should be. The guidebook provides a table detailing the number of square feet expected to be clean for each of the five levels of cleanliness, for each space identified. Here is an example:

| <u>Level:</u> | 1 | 2 | 3 | 4 | 5 |
|----------------------------|-------|--------|--------|--------|--------|
| Amount of square feet of | | | | | |
| classroom with hard floor: | 8,500 | 16,700 | 26,500 | 39,500 | 45,600 |

This table is telling us that, for a custodian to clean a classroom with a hard floor (tile, concrete) to a level 1 standard, he/she should clean no more than 8,500 square feet in a given shift. As you increase the square footage for that same shift, the level of cleanliness goes down. Our custodians clean many different surfaces, each with their own respective time frames for cleaning.

APPA has developed this same information for 33 different types of cleaning areas.

The formulas used in the guide dramatically demonstrate the variable cleaning requirements for different space types and cleaning levels. The guide assumes 420 productive minutes per 8-hour shift, per custodian. In its simplest terms, the larger the area a custodian has to clean, the lower the cleaning standard will be.

Results of Analysis

An analysis was completed, verifying and tabulating all of the cleanable square feet on campus, including the new sports complex. Based on the formulas established by APPA, we need the following number of custodians, based on the expected level of cleaning:

| Number of custodians needed | <u>Level 1</u> | <u>Level 2</u> | <u>Level 3</u> | <u>Level 4</u> |
|------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| per shift, for SBVC campus: | 53 | 31 | 23 | 17 |

When you factor in the extra work required by our custodians, in addition to their regular assignments, the overall level of cleanliness on our campus is about a level 3. It is an unfortunate fact that our campus is often cleaned at a level between 3 and 4 on the APPA scale. If a particular building starts to “drift” towards a level 5, faculty and staff usually email management – and rightfully so. Good use of the report. You could also use some of this to address the challenges.

Relevance and Currency

If applicable to your area, describe your training programs (e.g., professional development, seminars, workshops, presentations, classes, etc. for Administrative Services).

1. The department receives monthly safety training as provided by District staff. These trainings, lasting approx. 1-1.5 hours, cover such items as:

- Proper lifting techniques
- Correct use of ladders
- Personal Protective Equipment (PPE)
- How to handle chemical spills
- Blood-borne pathogens
- Slip, Trips & Falls
- Electrical hazards
- Campus cart safety
- Understanding SDS forms
- Hand tool and power tool safety

2. The campus has selected a new vendor who will provide nearly all of our custodial supplies and equipment. They will share “best cleaning practices” with the department, to improve efficiency and level of cleanliness. Best Practices include efficient use of floor equipment, how to effectively maintain

custodial closets, top-down cleaning, and incorporating safety in everyday routines. Trainings are designed to improve efficiency and safety while conserving products. Go into a bit more detail here.

Currency

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

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

Is the information given accurate? If the information is inaccurate, how does the program plan to remedy the discrepancy?

Not applicable.

Part IV: Planning

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|---|--|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

Trends in Custodial Services:

1. Facilities are constantly aging, even the new ones. Regular and routine custodial services are necessary to keep the facilities in good repairable condition. Routine inspection by our custodial staff will keep us abreast of small issues needing attention before they grow to large issues. We invested public dollars to buy buildings that will provide a useful life of 50 years, and custodial services is the first step in yielding that lifespan from the building. Custodial care will be incorporated into the long-range facilities maintenance plan. On a daily basis, as they clean their building, they are to notice when something is beginning to wear. Examples are: wall corners that are worn or damaged, stained ceiling tiles (roof leak? plumbing leak?), trim coming loose or missing, chair rails needed in a classroom, doors that don't shut quite right, and so on.
2. Budgets are tight, for both supplies and staffing. Aging equipment has been replaced, and budgeted appropriately. The inventory management goal is crucial to determine if we have been budgeting appropriately for supplies, and for more accurate planning. The new process will involve the use of bar codes; scanning products when they arrive in the custodial warehouse and leave to the respective building This will improve inventory control and trends in usage by building..
3. Workers Compensation Claims: Reports from our Environmental & Safety Office indicate the custodial workforce injuries and WC claims have leveled out. However, continued workplace safety training and practice is important to keep this loss minimized. This supports the need for better budget planning for substitute workers to insure we are adequately covered. Two long-term claims were settled since the previous efficacy review. Monthly safety training will help all to be more aware of their surroundings, thinking before attempting to perform a task alone, and using the proper equipment for a task.
4. Sustainability is playing a larger role in community college operations across the state. All of our cleaning supplies are environmentally "green" products (pose no harm to the environment). Our new vendor is charged with insuring we have certified green products to clean with. Some buildings were constructed under the state LEED program and are required to use green certified chemicals.
5. Recycling continues to be a priority. We are expected to recycle 50% of our total waste, as measured by Burrtec, our refuse vendor. Blue recycling cans are in place throughout the campus and the custodial staff is expected to dispose of recycled materials in the appropriate bins on campus. Beginning next year we will receive a report which measures how well we are complying with this state mandate. The planning is important here, so if you can go into a bit more detail for each, that would strengthen the report.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

The primary strength of the program is a core of dedicated and hard-working individuals, who are ready, willing, and able to accept and implement positive change. In fact, they have done so in recent months, and thus contributed to the initial and continuing move towards becoming an efficient and effective custodial program. We will accomplish effective department planning by:

1. Actively involving our staff in program-wide meetings,
2. Engaging in dialogue, with all custodial members and between custodians and the occupants of the buildings they are assigned to.
3. Soliciting input for change. This has proven to be an effective medium for moving in the right direction with buy in and at the right speed.

Change is always difficult, however as a team receives proper feedback on their efforts, this change can have a dramatic effect on our campus.

We are engaged in planning for next year as part of the long-range maintenance and operations plan , It is reasonable to assume that these goals will be accomplished within the next fiscal year. To track our gain towards a more efficient and effective program and our ability to meet our mission and progress toward our vision, it is important to collect and track measurable data that can be used to determine where we have been, and to correct our course as necessary. It will be necessary to implement the new work order system, which allows simple survey results to be captured and analyzed. This same work order system must allow for simple tabulation of work orders. For example: Which building requires the most light tubes? What is the cost of cleaning supplies per building. What equipment do we continue to rent that should be purchased? These and other questions will become obvious as we implement the new system.

High morale is critical to a high quality work environment where employees feel good about coming to work and doing their best on the job. While we are addressing issues that are known to lower morale as a start, this needs to be aggressively pursued to the next level - not only eliminating morale busters, but taking on activities/policy that build morale while achieving our mission. Many of our listed goals, including "morale" above, have a next step, a higher level of achievement that can be attained, and should be as we plan for the coming year:

1. Encourage more "Applause cards" from faculty/staff for custodians working in their respective buildings.
2. Fund two major lunches per year. One is on the Friday before Winter Break. The other is at the end of the school year, in May.
3. Fund two additional BBQ's and, scheduled with the first two, becomes a quarterly department luncheon.
4. Monthly informal interviews; these will not be tied to evaluations, making them non-threatening. They are for providing a forum or avenue for each custodian to offer suggestions, make recommendations, or just blow off steam. These informal interview will be scheduled during their shift. Depending on the assignments and work load, they will be arranged as the schedule permits.
5. As part of these informal interviews, ask questions that can result in better service to those working in their buildings:

- a. What equipment is needed to more efficiently clean the building?
- b. Are you getting all of the supplies needed?
- c. Is there specific “wear and tear” to the building’s use that is impacting the cleaning?
- d. Do you hear of complaints/concerns outside of the custodial department, that can be passed on to another department?

Other questions will come up as part of this improvement process.

Challenges

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

Effectively cleaning all of our buildings to an acceptable standard will be the biggest challenge. We have addressed this in Part 1 “Patterns of Service – Deficiencies”. Adding cleanable square footage to an already stretched department, without additional custodians, will have a severely negative effect on moral and cleanliness. Spreading the workload across the department is a temporary solution. Expansion of the department is the long-term solution.

Collaboration between CSEA and management is taking place to re-distribute the workload among the current custodian staffing level. We are analyzing the square footage, size of restrooms, proximity of one building to another, and equipment needs to adjust each custodial run. The average overall total square feet of cleanable space per custodian is approx. 22,000. Using this number as a base, we are keeping each building to 1-2 custodians, depending on size. A handful of custodial assignments will require them to work in 2-3 buildings, but this is the exception. Most custodians will have only one building assignment or they will have approx. $\frac{3}{4}$ of their assignment in one building and $\frac{1}{4}$ of their remaining assignment in another. The Child Development Center and the kitchen areas in Campus Center have additional cleaning standards above those in classrooms, labs or hallways. They must follow federal and state regulations and as such need additional time spent cleaning, These additional requirements are factored in to the work load re-distribution.

Custodial Work Hours

One full time custodian works the equivalent of 2080 hours annually. Twenty-one custodians (18 regular and 3 leads) equals a total of 43,680 hours. This is the total number of regular hours the department can work in one year. The number of hours sub-custodians have worked, by fiscal year is as follows:

| <u>Fiscal Year</u> | <u>Hours Worked</u> | <u>Percent of Total</u> |
|--------------------|------------------------|-------------------------|
| 7/1/14 – 6/30/15 | 8,692 | 20% |
| 7/1/15 – 6/30/16 | 6,945 | 16% |
| 7/1/16 – 1/31/17 | 5,777 (trending 9,093) | 21% |

The hours sub-custodians filled in for full-time custodians includes time taken for sick leave and vacation. However, often a sub-custodian is called in at the last minute. An absent full-time custodian cannot always be covered, or not adequately covered by a sub-custodian. Performance (cleaning to an acceptable level) suffers when positions are not filled completely for that evening, or the sub-custodian does not possess the same level of experience as a full-time custodian.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|--|---|--|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program <u>does not demonstrate</u> that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program <u>does not have plans</u> to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program <u>demonstrates</u> that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program <u>has plans</u> to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

The custodial department is a go-to partner that responds almost immediately to daily requests from across the campus, to:

- fix or improve the environment and campus climate in some way due to a spill or mess that needs cleaning
- through transport of materials or equipment
- through one of the over 1000 event set-ups that the custodial department performs annually.

Custodial “partners” with the many programs of instruction and student services, as well as outside entities using our facilities. As close as the telephone or radio, custodial services “lubricate” the college operations, making sure campus life moves forward in a safe, clean environment.

Our plan is to become a more efficient and effective partner through achievement of our goals and momentum in that direction. We are working with the district office and Crafton Hills to improve our facilities use process, the technology interface with our department for event setup and facilities use

This year the district will implement a new software program titled R24. This program will greatly simplify the process whereby a group can schedule a particular room or other space on campus to hold their event. This will also interface with faculty and staff to provide information on class enrollment – allowing the campus to see how full a classroom is for a particular time of day. This and other information is often time-sensitive decisions need to be made in very short periods for facility use, classroom scheduling, and energy usage.

As of this writing, there is on-going discussions with the district to choose a new work order software program to replace our current one. The program used for maintenance, grounds, and custodial is cumbersome at best. We are not able to send automatic surveys to the campus when work orders are complete. Analysis of work orders – how many per building, per trade, per various times of the year – cannot be calculated with our current system. A new user-friendly software program will be selected to improve the customer service on our campus.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received “Does Not Meet.” Address each area, by either describing below how your program has remedied these deficiencies, or, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

No SAOs were listed unless the previous discussion was meant to cover both plans and outcomes. Box was blank and no information was listed officially.

Address, in detail and with specific examples, how this deficiency was resolved.

**Program Efficacy Team Report
Spring 2017**

Name of Department: **ECONOMICS**

Efficacy Team: **Wahab, Weiss, Hosford**

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation: The department is highly productive. It has shown evidence of high success and retention rates and has utilized SLO data to improve instruction. The department MUST ensure that all curriculum is consistently up to date, including deletions of courses no longer offered. Improved planning would eliminate crossover between out-of-date curriculum and implementation of new courses. The department should enhance its planning to include greater outreach to qualified students within the major. The department needs to identify its strengths, then utilize those strengths in its planning.

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

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The program provides an analysis of its demographics and notes changes since its prior program review cycle. The department indicates that course title and content changes at the introductory level may better match with underserved population interests.

The programs scheduling offers students opportunities to complete requirements during daytime and evening hours with some classes being offered online and/or hybrid. The program indicates its desire to work with the college's early college initiative.

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program does not provide an adequate analysis of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes (SLOs) | Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete . | Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete . |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The department provides data indicating strong success and retention rates as compared to other transferable courses. The program indicates that it is hoping for stable enrollments as new prerequisites are implemented but does not provide plans regarding how to achieve this goal. Labor data is included, but the department does not link this data to student success.

Course level outcomes are assessed and evaluated regularly and the department plans to include part-time faculty in the process more. As a result of this evaluation, the department has implemented clicker technology which they believe has led to improvement in teaching effectiveness as measured by SLO results. Agendas for future meetings include plans to revise SLO assessments and standardizing some instructional methods.

While the program does not currently have degrees or certificates, it is commendable that the courses are components of other departments degrees and certificates and directly relate to core competencies.

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness – Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The program has a statement of purpose which supports the college mission.

The department’s analysis of productivity data indicates that it understands the minor fluctuations in enrollment, FTES and WSCH/FTEF have reached a “leveling off.” The department is highly productive.

ECON 100 is out of date. The department has updated its 200 level courses to align with a new AA-T degree. It explains that the 100 level course will be replaced by a new course following final approvals. The department is currently working with the articulation officer on this change.

All courses transfer as expected.

The catalog includes a course which has not been offered for many years. The department plans to delete this course.

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|---|---|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The department cites statewide trends that could dramatically impact enrollment (imposition of math prerequisite) but hopes that the new degree will offset this potential drop. Plans to launch and market this new degree and provide outreach should be clarified. A review of other CC Economics degree programs may provide insight and support the assertion that departmental growth will follow.

The program cites, as an accomplishment, the separation and establishment of a new identity apart from business. It has plans to continue to enhance this identify with the new AA-T degree. There is no discussion of departmental strengths related to planning.

The department cites increasing math requirements as a challenge. The document mentions having tutors early in the semester and should expand its plans to provide support for students through the Student Success Center as well as partnering with the math department to recruit qualified students into the major.

| Strategic Initiative | Institutional Expectations | |
|--|---|--|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The department utilizes technology effectively and has expanded its role, serving to pilot courses in Canvas, and participating in the Open Educational Resources initiative. The department has partnered with the Middle-College High School providing classes for their students.

| Part VI: Previous Does Not Meets Categories |
|---|
| Program addressed each area, by either describing how the program has remedied deficiencies, or if these areas have been discussed elsewhere in this current document, provided the section where these discussions can be located. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

There were no “does not meet” categories in the last program review

**Program Efficacy--ECONOMICS
2016 – 2017**

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Economics

Name of Division

Social Science, Human Development & Physical Education

Name of Person Preparing this Report

Extension

James Dulgeroff, Economics Department Chair x 8917

Names of Department Members Consulted

Michael Levine

Names of Reviewers

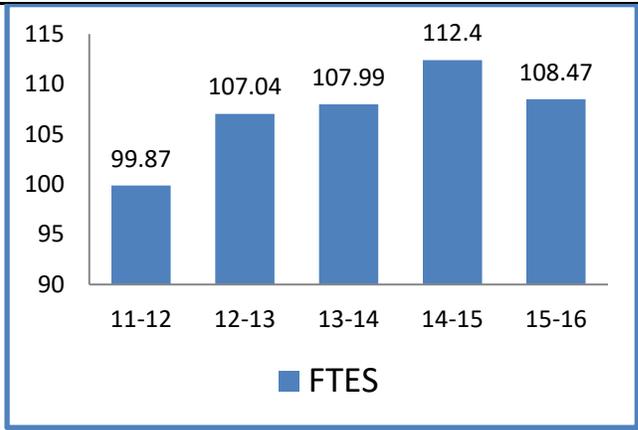
A.Wahab, K. Weiss, T. Hosford

| Work Flow | Date Submitted |
|---|----------------------------------|
| Initial meeting with department | Feb. 17 Department Meeting |
| Meeting with Program Review Team | March 3 Friday scheduled meeting |
| Report submitted to Program Review co-chair(s) & Dean | by NOON on March 21 |

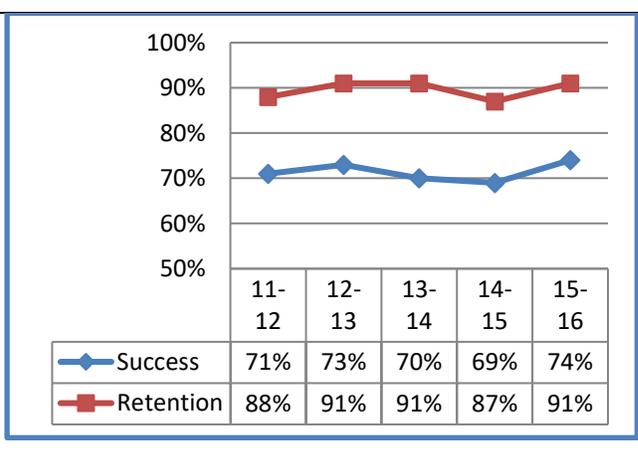
Staffing

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

| Classification | Number Full-Time | Number Part-time, Contract | Number adjunct, short- term, hourly |
|-----------------------|-------------------------|---------------------------------------|--|
| Managers | | | |
| Faculty | 2 | 3 | |
| Classified Staff | | | |
| Total | 2 | 3 | |



| | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|-----------------------|-------|-------|-------|-------|-------|-------|
| Duplicated Enrollment | 1,069 | 982 | 1,025 | 1,078 | 1,104 | 1,062 |
| FTEF | 5.34 | 5.14 | 4.94 | 5.34 | 5.53 | 5.53 |
| WSCH per FTEF | 613 | 583 | 650 | 607 | 609 | 588 |



Description Economics provides excellent preparation for careers in industry, government, and many professions including management, law, education, public administration and consulting. Economics is concerned with how people produce various goods and services, with scarce resources, and how these are distributed within society, now and in the future. The program itself has provided insight for several institutional initiatives in the past, including student leadership and honors program classes and activities.

- Assessment: Since 2011-2015:**
1. FTES has grown by 8%
 2. Duplicated enrollment has increased 8%
 3. FTEF has improved by 8%
 4. WSCH per FTEF has level off and is not growing
 5. Success rates are at the highest level since 2011
 6. Retention rates have also remained fairly constant, matching their highest levels ever, at 91% for 3 out of the last 5 years
 7. The percent of online enrollment continues to rise

- Department Goals:**
1. To work with department faculty and Curriculum Committee on an Associate's Degree in Economics for Transfer (AAT)
 2. To review SLOs for all Economic courses
 3. To provide tutors early in the semesters
 4. To continue to select high quality low priced text books

Challenges & Opportunities: There has been a drop FTE in the program because of the newly instituted Math 090 pre-requisite for Econ 200 and Econ 201. This is necessary to meet the articulation requirements for transferring the classes to UC and CSU. In crafting the AAT we need to decide which classes to teach as electives. The plan is to build back the numbers and grow by establishing an Economics major at Valley College. To continue providing high quality in the Econ 208 classes, transfer to UC now requires rigorous use of higher level software programs such as SPSS.

| | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|------------------------|-------|-------|-------|-------|-------|-------|
| Sections | 28 | 27 | 28 | 30 | 31 | 32 |
| % of online enrollment | 29% | 30% | 36% | 33% | 35% | 38% |
| Degrees awarded | N/A | N/A | N/A | N/A | N/A | N/A |
| Certificates awarded | N/A | N/A | N/A | N/A | N/A | N/A |

Action Plan: As part of the transition to Canvas we hope to meet the coming OEI instructional rubric so that we can fill empty seats to build the transfer program in the elective classes. This will be a high bar for the new online classes. The plan is to develop the classes in line with the rubrics for the Online Educational Initiative (OEI).

Part I: Questions Related to Strategic Initiative: Access

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

SBVC Strategic Initiatives:

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

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

| Demographics - Academic Years - 2014-15 to 2015-16 | | |
|---|-------------------------------|-------------------------|
| Demographic Measure | Program: Economics | Campus- wide |
| Asian | 4.6% | 4.8% |
| African-American | 14.9% | 12.8% |
| Hispanic | 63.1% | 64.2% |
| Native American | 1.2% | 0.2% |
| Pacific Islander | 1.0% | 0.3% |
| White | 14.3% | 14.0% |
| Unknown | 1.0% | 0.4% |
| Female | 51.3% | 56.9% |
| Male | 47.8% | 42.9% |
| Disability | 3.1% | 6.3% |
| Age Min: | 14 | 14 |
| Age Max: | 55 | 78 |
| Age Mean: | 28 | 24 |

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

The ethnic composition of the Economics Program roughly approximates that of the campus. There is one notable change in the ethnic distribution that stands in contrast to the previous 2013 Efficacy Review. The previous report found a statistically significant difference in the proportion of African American students participating in Economics, with the Economics percentage being below the campus-wide proportion. In 2009-2012 the African American percentage of 16.3% was well below the campus-wide 20.3%. Since then, the 2014-2016 figures indicate the Economics Program is now 2 percentage points above the campus-wide average for African Americans. While the African American percentage of 14.9% in Economics is currently well above 12.8% for the campus, these statistics in general are a cause for concern in the Economics Program area.

On the positive side, we offered an additional section of Econ 100 which is a general survey-level course with a focus on developing basic skills. This course has no pre-requisites, and has a higher proportion of ethnic minority students. Bringing more students into Econ 100 offerings is part of the reason the Economics Program has drawn enrollment proportions above the campus wide percentage. Our hope is that the introductory course would pull more students into the 200-level principles courses. It remains to be seen if this approach will work.

On the negative side, there is a distinct lack of follow-through in transfers of African American students to the four-year Economics programs from Valley College. To remedy this situation the program needs to become more distinctive within the college. The first phase of the plan has been the re-orientation of the Economics Department, moving the department away from

the business division where it had no individual identity. The break away from the Business and Mathematics Division has been viewed by all faculty within the department as a positive step forward. The second phase of the program plan is to formulate an AAT degree, along with two new courses that are designed to draw in more African American and Hispanic students. A Labor Economics course will focus attention on topics such as discrimination and the economic impacts of immigration. These are topics which are more relevant to our students compared to more esoteric topics covered in the Econ 200 (Principles of Macroeconomics). In addition, the department is working with the campus articulation officer to re-orient the 100-level course from an emphasis on macroeconomics, to be replaced by a new 100-level course entitled "Economics of Social Issues" which will cover special topics like the economics of sports, the economics of crime, the economics of environmental pollution and other behavioral economics topics. This new teaching focus was part of the original reason why the department had been lobbying to get away from the Business area, and has found its new home in the social sciences division.

Turning our attention now to the gender bias of the Economics department, the program changes mentioned above are also focused on addressing gender bias issues in the academic discipline of Economics. Economics occupations are classified as Science Technology Engineering and Math (STEM) occupations. The AAT being planned is math intensive, requiring Calculus (MATH 250). The Nationwide Association of State Colleges and Universities, reports that only 30 percent of Economics majors are female in four-year public colleges. Because of the heavy emphasis on mathematics and statistics, Economics has the same problems (i.e., underrepresentation of women) as Engineering, Physics, and other STEM related disciplines. Therefore, it is no surprise to see a significant under-representation of female students in the Economics area: 51.3% female in Economics compared to 56.9% female campus-wide. The program has tried to emphasize to students that economics majors are a close third place, behind engineering and computer science majors, in terms of job placement after graduation in the Greater Los Angeles Metropolitan Area (CMSA).* Also, economics majors are among the most highly paid median salaries compared to other business and social sciences disciplines. Perhaps this conscious push to raise awareness of job opportunities in the profession (and the additional Econ 100 section to draw students toward the discipline) has been the reason that the percentage has gone up from 44.5% to 51.3% female students in Economics since the 2013 Efficacy Review. There is still a considerable gap in female representation and so the program transition to offering an AA degree may help in this regard. Also, the Economics Department will look for future opportunities to take part in any efforts on campus to encourage women to increase their participation in STEM related occupations.

* Source for job search success of Economics majors: LA Times, *Computer Science and Economics are Top Majors for Getting Jobs*, Jan. 22, 2014. Retrieved from: <http://www.latimes.com/business/la-fi-mo-college-major-jobs-20140122-story.html>

Pattern of Service

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

In the interest of serving the needs of our students, the Economics Department provides morning, afternoon and evening classes. The department plays a key role in offering two principles courses (Econ 200: Principles of Macroeconomics and Econ 201: Principles of Microeconomics). Both Econ 200 and Econ 201 are required as core courses for any of the concentrations (such as Accounting, Finance, Information Decision Sciences, Marketing and Management) associated with obtaining an AA degree in Business Administration. All students planning for the degree objective of an Associate's Degree in Business Administration must take both Econ 200 and Econ 201. Thus, it is incumbent upon the department that we offer a sufficient variety of sections of Econ 200 and Econ 201, usually two day and two evening sections of both Econ 200 and Econ 201. We alternate the day and evening slots with the intention of offering adequate coverage for business administration students who would need to take required accounting or business classes that are generally offered with the same pattern. In other words, we have run daytime Principles classes on a M/W or Tu/Th combination, knowing that the Accounting Department is running their section combinations the same way. Regarding traditional, regular- semester classes, the department generally runs two daytime and two evening sections. As in the daytime, the evening sections are run on Tuesday evening and Wednesday evening with the logic that we try to avoid any conflict with other classes in the business area. Because the Economics Department fill rates are relatively high, this pattern of service demonstrates an effective coverage for the Business students. We generally offer 4 or 5 online classes each semester, and these classes have high fill rates, high retention and high success rates. At this point, there are no plans to expand the number of classes, or the general pattern of coverage in terms of semester-long, traditional day and evening section offerings. The department has expressed interest in offering Early College classes. Also, Economics is planning to offer a blended section for the middle-college students in conjunction with the College's overall push to increase high school students' ability to take classes at convenient times.

We currently offer traditional lecture, online, and hybrid classes appropriate for the demand. Over the years there has been a consistent effort in the Department to coordinate the Econ 200 (Macroeconomics) and Econ 201 (Microeconomics) in slots that do not conflict with other courses required for an A.A. degree in Business Administration. Courses such as Accounting and Business Law are routinely checked to ensure that students can put together a schedule with little overlap. Over the past three years we have offered each of the required core required courses for the AA in Business Administration (Econ 200, Econ 201, and Econ 208) in the summer—one section of each offered over the summer session. Our courses typically fill early in the summer registration process, suggesting the offerings are at times convenient for students.

Honors sections in the principles classes have historically had low enrollment numbers, generally running lower than 10 students per section, per semester. Consequently, the honors sections are typically offered as sections blended with a traditional or an online section. Usually the department offers only one blended honors section for Econ200H and one blended honors section for Econ201H

each semester. No honors sections are offered in the summer. This pattern has met the demand for honors classes for those students enrolled in the honors program and there is no plan to change the offerings for honors courses.

Part II: Questions Related to Strategic Initiative: Student Success

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program does not provide an adequate analysis of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes (SLOs) | Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete . | Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete . |

Provide an analysis of the data and narrative from the program’s EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded”)

Given that overall enrollment in the business administration area has increased, there is a real concern that the imposition of a Math 090 pre-requisite is having a serious impact on enrollments in the Econ 200 and Econ 201 sections. We believe that the addition of that Math pre-requisite for the principles classes may lead to a pronounced drop in FTES in the future. The Economics department would be satisfied holding onto a flat trend-line in enrollments. Given the stability of the program enrollments, it is not surprising to observe a similar stable (almost constant) correspondence reflected in data for Retention and Success.

With respect to Retention and Success the tables below provide some comparative summary statistics:

Retention:

| | College Retention | Department Retention | Delta |
|-----------|-------------------|----------------------|-------|
| 2011-2012 | 85% | 88% | +3 |
| 2012-2013 | 89% | 91% | +2 |
| 2013-2014 | 88% | 91% | +3 |
| 2014-2015 | 87% | 87% | 0 |
| 2015-2016 | 88% | 91% | +3 |

Success:

| | College Success | Department Success | Delta |
|-----------|-----------------|--------------------|-------|
| 2011-2012 | 70% | 71% | +1 |
| 2012-2013 | 71% | 73% | +2 |
| 2013-2014 | 68% | 70% | +2 |
| 2014-2015 | 66% | 69% | +3 |
| 2015-2016 | 69% | 74% | +5 |

(Source of info: EMS and Chancellor's Office Data Mart

<http://datamart.cccco.edu/>

Queried all tops code for College Retention and for College Success and selected the percentage for transferrable courses. Data by semester is averages for the academic year.

One could argue that the college-wide data is too aggregated to make a meaningful comparison. However, the purpose here is to formulate a rough comparison of the department's EMP numbers and those statistics provided in the data available from the State Chancellor's office for transferable classes-- 100 percent of the Economics department's section offerings are college transferable courses. Thus, selecting the data for transferable courses only, while highly aggregated for the college, yields a reasonable yardstick for comparison. As the tables given above show, the Economics department is consistently higher than average in both retention and success rates. Note that this is true, even with a marked increase in the proportion of students and the number of sections added in online instruction. Generally, one would expect a drop in both retention and success as the department's online mode of instruction has expanded to 40 percent of Economics class enrollments. The department believes that the high levels of retention and success are attributable to a larger than average share of the class sections (in both online and traditional settings) being taught by full-time faculty in the Economics area.

Supplemental Data

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

Jobs in transportation and logistics in the Inland Empire are directly tied to the Information Decision Sciences (IDS) and Cyber-security Fields. These are some of the fastest growing jobs in the LA-Orange-Inland Metropolitan Area (CSMA) job market. The growth of the logistics industry has been so great, according to a recent story in The Press-Enterprise, that the Inland Empire ranks second in the nation in having million-square-foot-plus “megawarehouses.” In total, there are 13 such warehouses in the region, spanning 15.4 million square feet. These include three Amazon fulfillment centers in Eastvale, Moreno Valley and San Bernardino.*

Econ 200, Econ 201 and Econ 208 are all required for graduation in the IDS/Transportation Logistics and Cybersecurity fields (4-year B.A. concentrations at CSUSB) because economics provides core concepts and tools for the analysis of “big data.” The articulation of Econ 208 just completed last Spring 2016 shows our Econ 208 is articulated as the equivalent course taught as Supply Chain Management (SCM)—SCM 210 at California State University San Bernardino. This course is in the core of the IDS/Transportation Logistics and Cybersecurity concentrations which have placed 90 percent of graduates with a job in hand before graduation. In fact, economics majors are a close third place, behind engineering and computer science majors, in terms of job placement before graduation from 4-year colleges according to the National Assn. of Colleges and Employers (2014). Many of the students taking Economics classes at Valley go on to major in Economics at CSUSB.

* Source for job search success of Economics majors: *LA Times, Computer Science and Economics are Top Majors for Getting Jobs*, Jan. 22, 2014. Retrieved from: <http://www.latimes.com/business/la-fi-mo-college-major-jobs-20140122-story.html> and San Bernardino Sun, *Logistics Fueling Inland Empire Economic Growth*, Feb 17, 2017. Retrieved from: <http://www.sbsun.com/opinion/20170223/logistics-fueling-inland-empires-economic-growth>

Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. This section is required for all programs.

The previous efficacy report noted that SLOs might be re-aligned to ensure compliance of our course objectives with Transfer Model Curriculum. To that end the department has re-written, reformulated and/or added some SLOs. The department’s full-time faculty meet at least twice each semester to review and plan SLO implementation and assessment processes. SLOs have been revised because of these regularly scheduled SLO meetings. In the past the meetings have not included part-time faculty.

However, it is the department's intention to meet at least once a year in the future to discuss SLOs with part-time faculty. SLO data related to Econ 201 are shown below:

SLO CLOUD San Bernardino Valley College

Submission Form Reports Exports Logout

Course Summary Report

Year 2015 - 2016

Division Social Sciences, Human Development & Physical Ec

Period Last 3 Years

Dept ECON **Course** ECON-201

Tools

Course SLOs

Note: [Course SLO Summary Evaluation Form](#) is available.

| # | SLO Statement | # of Students Assessed | # of Students who Met SLO | % of who |
|---|---|------------------------|---------------------------|----------|
| 1 | Demonstrate knowledge of how equilibrium price is determined by market forces using supply and demand diagrams. Show how changes in market forces can be expressed as a shift in either the supply or demand curve. Target a specific market (for example: gasoline, coffee, or airline tickets). Consider likely events that will change the market equilibrium. For each case draw a graph and show whether demand or supply will shift. Show also the effect on the equilibrium price and quantity | 407 | 352 | 8 |
| 2 | Given information about the demand schedule of a Monopolistic firm and a simple cost structure, student will draw a graph showing demand, marginal revenue, and marginal cost. Students will show the monopoly profit-maximizing output and price in the graph. Then, a brief explanation of why monopolists do not produce a socially desired level of output should be made by reference to the graph. | 348 | 248 | 7 |
| 3 | Students will be to list two distinct markets that exist on their college campus (groups of workers that are not easily substituted for one another). Identify the characteristic (such as a specific skill) that makes each labor market unique. Students will formulate the Marginal Revenue Product of Labor theory to suggest two good reasons for pay differences of the labor groups (occupations) they cite | 281 | 235 | 8 |

4 Assessment Methods & Criteria

5 Reflection(s)

12 Section(s) Reporting

10 Section(s) Not Reporting

The face-to-face meetings of the full-time faculty concerning SLOs have generated very fruitful discussions about the continuous improvement of student learning. One interesting result has been the experimental use of classroom clicker technology to preview and test SLOs. The use of such formative assessments has led to a steady increase in teaching effectiveness as measured by SLO results. One reason for plans to meet with part-time faculty is to share the results of discussions about and the use of real-time polling techniques to evaluate SLOs by full-time faculty. The thinking here is that these positive results could be disseminated to the Part-time faculty. So far, such efforts have been restricted to the use of clickers and formative, real-time polling techniques by the full-time faculty. This was the plan in the previous efficacy report. Now that we have the positive results, we plan to share the assessments with the part-time faculty to see if they would be open to a standardized set of formative assessments that support the SLOs in the principles classes. It is our belief that such an ongoing effort could

improve the proportion of students meeting the SLOs in sections where they are below the course-level proportions. Also, the data provided in summary form alerted the department to the fact that the summer class instructors were not aware of the need to assess SLO's. In the most recent year we assess every section, every semester and in summer. Thus, the problem of sections not being assessed (as evidenced by the SLO cloud summary for Econ 201) has been resolved.

The SLO process has changed the very nature of the Economics faculty dialogue regarding improvement of student learning. Previously there were few opportunities for a focused specific context for faculty discussions about student learning. As mentioned, the new focus on formative assessment methods has proven so successful that it is leading to the department's first formal, organized meetings with part-time faculty concerning changing the assessment and possibly standardizing instructional methods across sections.

Another concern raised in the SLO process has underscored differences in the type of assessments given in the tradition setting vs. the online assessment environment. It is not clear whether the SLOs for Econ 201 will need to change the specific way that some SLOs call for pencil and paper graphing. Such assessments are easy to complete in the traditional classroom environment. One reason for the low "meets criterion" percentage on an SLO concerns the need for students to transmit hand-drawn graphs electronically (see SLO2 for Econ 201 in cloud table summary above). We have experimented with various means of transmission, from having students scan graphs as image files to taking pictures with their cell phones. If the SLO is mediated by means of images being transmitted and attached image files, there could be accessibility issues and other technical requirements that are not adequately spelled out for students taking the online Econ 201. These issues have surfaced because of lower than normal performance on SLOs which involve the electronic transmission of hand-drawn graphs in online classes vs. higher achievement rates for the same SLO in the traditional classroom sections. This Spring 2017 semester the department is meeting to discuss new plans for how we handle the deficit in SLO2 performance in the online sections of Econ 201. The easiest fix may be an alternative method of assessment. On the other hand, some faculty feel that hand-drawn graphing is a skill that needs to be developed for students who plan to major in Economics at a four-year institution. SLO 2 for the Econ 201 class is the specific SLO in question as the we consider uncharacteristically low performance in the table above for the 3-year summary. Disaggregation by section would further demonstrate the problem with this SLO involving graphing.

We plan to resolve this issue and look forward to marked improvement for this specific SLO. The positive take-away here is that the SLO cloud process allows faculty to perceive problems and improve instructional practices for improved student learning. The SLO cloud is a great tool for "real teachers" who want to improve.

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

The Economics Department does not offer a degree in Economics. However, Econ 100 is tied to several certificates in the business area. Econ 200 and Econ 201 are part of the core in the Accounting Degree as well as the degree offered in Business Administration. SLO 4 in the AA degree for Business Administration requires that students “analyze theories, principles, and policies of the United States economic system. Several other program SLOs for Business Administration relate to making connections of the U.S. economy to the global economy and a “familiarity with the world of business and its related terminology.” (See table below for Business Administration Program Outcomes). Concepts such as profit maximization, and cost minimization draw directly from the academic discipline of economics. The decision-making logic of economics applies at the micro-level of the individual all the way to the macro-level of the global economy. All economics classes at Valley contain a core competency which underlies market analysis at any level. This is explicitly expressed by the most fundamental SLO for Economics 100: “Students will demonstrate their knowledge of what causes price and quantity sold in markets to change, by drawing supply and demand curves depicting a market, showing correct shifts in curves, and correctly identifying what causes changes in markets.”

For Economics 100 the core competencies with major emphasis are three:

1. **Read and retain information.**
To accomplish this, students read a chapter in our text, retain a considerable amount of information, and apply it to analyze market changes.
2. **Employ vocabulary of the subject studied.**
Economics has an extensive vocabulary describing a market. Some of the terms students master are, normal, inferior, substitute and complementary goods. To meet this SLO, students must use these terms correctly.
3. **Apply learned knowledge to new situations.**
Markets are dynamic, and new situations happen daily. For example, when many oil producing nations were engaged in wars, rebellions and revolutions (unfortunately still ongoing) this provided an excellent opportunity to analyze a new situation’s impact on markets. The issue studied was what do we predict will happen to the gasoline market due to these disruptions in oil markets? Most students correctly used supply and demand tools to predict the price of gasoline will likely increase. Conversely, when new sources of domestic supply became a response to the disruptions in the global market students correctly predicted that the price of gasoline would decrease.

Note that 4 out of the 8 Program SLOs in Business Administration (assessing roughly 3000 students over the 3-year cycle) have an explicit focus on the connection of the localized “business environment” to a global market context. This “glocalization” of markets is the focus of the program as expressed in the SLOs—this is also the forte of every economics course the department offers.

Program Summary Report

Year

Period

Program

Tools

Program SLOs

Note: [Program SLO Summary Evaluation Form](#) is available..

Note: These contain duplicated head count. A student can be counted once for each statement in a SLO, and for each class they took.

| # | SLO Statement | # of Students Assessed | # of Students who Met SLO | % of S who M |
|---|---|------------------------|---------------------------|--------------|
| 1 | Demonstrate mastery of accounting procedures and practices. | 1850 | 1437 | 77. |
| 2 | Evaluate the global economy and its impact on the U.S economy. | 4201 | 3366 | 80. |
| 3 | Demonstrate an understanding of and familiarity with the world of business and its related terminology. | 7242 | 6043 | 83. |
| 4 | Analyze theories, principles, and policies of the United States economic system. | 3753 | 3040 | 81. |
| 5 | Critically assess the relationship between the individual, business, and the global economy. | 4201 | 3366 | 80. |
| 6 | Apply the methods of effective business communication. | 1612 | 1237 | 76. |
| 7 | Describe the legal aspects of business operation. | 1233 | 971 | 78. |
| 8 | Consider the ethical and social responsibility issues affecting the current business environment. | 4025 | 3181 | 79. |
| 9 | N/A | | | |

The **Economics classes** (all three courses required for the degrees in Business) are an indispensable component of the related AA degree programs in the Business area. As one reviews the SLO assessment methods and reflections over the 3-year review period for Business Administration Shown in the table below, there is ample evidence that this program draws directly from the SLOs listed in the economics sections—specifically SLO’s 2, 3, 4 and 5 are compiled using data from the Economics sections. In the reflections from the cloud, the Economics classes are specifically referenced in compiling the **Business Degree program SLOs**.

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|--|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness - Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2016 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Mission and Purpose:

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

What is the mission statement or purpose of the program?

Economics studies how people and societies produce various commodities and distribute them for consumption, now or in the future. Valley College economics offerings include the study of the American economic system, using techniques for the analysis of contemporary economic problems. There is an emphasis on developing the ability to exercise sound judgement in evaluating public policy issues. Areas of program emphasis include:

- Good general overview and conceptual framework of local business and economic issues within a global context.
- Opportunity to combine with business and other related areas of study for a more comprehensive education.

- Transfer opportunities.

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

Part of the college mission is “to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.” It is the intent of the program to do exactly what this quote states. The economics department plans to develop strategic partnerships that are related to immigration and workforce development in the Inland Empire. We plan to do this in conjunction with the development of several course deletions and course additions in the areas of labor economics and the economics of public policy which focus on regional economic development in the Inland Empire. All of this will be combined with a new emphasis and course re-orientation toward the goal of developing courses for a new degree AAT in Economics.

Quoting the LA Times: “Computer science and economics majors outrank all other majors when it comes to getting job offers before graduation, according to a recent report (2014). More than two-thirds of students who study computing received at least one offer before getting their diploma last year, according to a survey from the National Assn. of Colleges and Employers. About 62% of economics graduates got at least one offer as well. They are followed by students who studied accounting (61.2%), engineering (59%) and business administration (54.3%). “

Aside for being a good standalone major, students in the Business area (AA degrees in Accounting and Business Administration) are required to take Econ 200: Macroeconomics, Econ 201: Microeconomics and Econ 208: Business Statistics. Given that all three of these courses are required for the Information Decision Sciences and Logistics fields (occupations that are connected to the Inland Empire as a global transportation and warehousing hub) Economics classes offered at Valley support strong workforce development goals as part of the over-arching mission of the college.

* Source for job search success of Economics majors: *LA Times, Computer Science and Economics are Top Majors for Getting Jobs*, Jan. 22, 2014. Retrieved from: <http://www.latimes.com/business/la-fi-mo-college-major-jobs-20140122-story.html>

Productivity

Provide additional **analysis and explanation** of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

The Economics department has experienced an 8.6 percent increase in FTES, mirroring the 8 percent increase in duplicated enrollment since the low point of the 2011-12 academic year. It is noteworthy that the department witnessed a drop in FTES and a drop in WSCH per FTEF from 2014-15 to 2015-16. We interpret this as a leveling off as these measures have consistently shown small deviations around a flat trend line averaging 1,053 over the six-year period shown in the EMP data. Thus, the latest year of 1,062 duplicated enrollment is showing a jump from 1,104 the year before. But the 1,062 duplicated enrollment is only slightly above the six-year average (average enrollment = 1,053). The enrollment data shows a real leveling-off of enrollments by all measures. The average FTES for the five years shown on the chart is 107.15. Compare this to the 2015-16 figure of 108.47 and again it is clear that the department is leveling off, showing a rather flat trend line. There has been no real growth. It is nice to see that the addition of online course offerings means that there is no longer a need to begin the semester by adding 10 students over the class caps to accommodate demand for online. The online offerings have gone from 30 percent in 2011-12 to 38 percent of enrollment in 2015-16, corresponding to the needed increase in online class sections.

The Economics Department has consistently scored higher than the campus average in all measures of productivity. The department has a deep-seated belief that if success and retention percentages for the department could be raised, this could increase the productivity measures as well. The department should not be content with the flat productivity performance measures. We believe that recent efforts to move to “free” teaching materials as part of the campus-wide Open Educational Resources (OER) will pay off in future increases in the productivity numbers. To this end we are hoping to designate several sections in the Econ 100, Econ 200 and Econ 201 with an OER designation. Hopefully this, as well as the development of an AAT, will lead to a healthy growth in enrollments. The department also plans to maintain its past emphasis in areas traditionally designed to add to productivity:

1. We plan to put tutors in place early in the semester (by finding tutors in one semester for the next coming semester).
2. Select affordable texts and utilize low cost or free OER teaching materials
3. Provide quality education (by keeping current with the profession, attending seminars and workshops).
4. Improve our use of technology (by participating in training in technology, keeping current).

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

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

In the previous 3-year Program Efficacy Review we referenced an urgent need for the Econ 200 (Principles of Macroeconomics), Econ 201 (Principles of Microeconomics) and Econ208 (Statistics for Business and Economics) to be properly aligned and articulated with the Transfer Model Curriculum (TCM). Over the past two years several changes were needed with a corresponding curriculum review and the articulation was completed for all three courses. All three courses are now fully aligned within the Transfer Model Curriculum listing. This was verified with the Valley College articulation officer in February. Without these changes going through curriculum in a timely manner, any attempt to gain an AA-T degree status in the Business area would have been stalemated. The department is waiting to hear back on a request to the articulation officer as to the transfer status of a newly formulated, but not yet launched, class to take the place of Econ 100. This class is currently being listed in the course catalogue at California State University San Bernardino—Econ 104: The Economics of Social Issues. As soon as we can ascertain whether it could be an appropriate substitute for Valley's Econ 100 (Introduction to Economics) we plan to finish and launch the Econ 104 in April, 2017. The Econ 104 would take the place of Econ 100 and this course would be offered alongside a new Labor Economics and Workforce Development course to be the two new electives for our AAT degree.

The plan will be to delete the Econ 100. The content review scheduled for 03/11/2016 was put on hold because of the urgency of aligning the 200-level classes with Transfer Model Curriculum as they relate to the currency of curriculum required for the AA degrees in the business area. As soon as we learn whether the newly written (and posted in Curricunet) Econ 104 course will be acceptable as a general education transfer course, we will have no reason to update the Econ 100 and plan on totally deleting it from the program, as soon as it is deemed appropriate. The department has contacted the articulation officer and the Instruction office personnel has already been a great help in directing the current effort to launch two new courses (this Spring 2017). After obtaining approval of the two new courses (the Economics of Social Issues course and the Labor Economics course) we plan formulation and launching of the new AAT degree in Economics to go to curriculum review in the Fall 2017.

These are big curriculum changes and they complete a plan hatched in the early 2000's for the Economics Department to be moved to the Social Sciences Division where the focus would be moved to Economics as a Social and Behavioral Science. This is in line with the locus of the Economics Department at California State University San

Bernardino in the Social Sciences area. The Department sees the inception of a degree program as making a greater contribution the college mission statement that was cited at the beginning of this Part III section: *“to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.”*

| Social Sciences, Human Development & Physical Education | | | | |
|--|---|---------------|----------------------------|-------------------------|
| Economics | | | | |
| | Course | Status | Last Content Review | Next Review Date |
| | ECON 100 Introduction to Economics | Active | 03/29/2010 | 03/29/2016 |
| | ECON 200 Principles of Macroeconomics | Active | 05/11/2015 | 05/11/2021 |
| | ECON 200H Principles of Macroeconomics - Honors | Active | 05/11/2015 | 05/11/2021 |
| | ECON 201 Principles of Microeconomics | Active | 05/11/2015 | 05/11/2021 |
| | ECON 201H Principles of Microeconomics - Honors | Active | 05/11/2015 | 05/11/2021 |
| | ECON 208 Business and Economic Statistics | Active | 02/22/2016 | 02/22/2022 |
| | ECON 100 Introduction to Economics | Historical | | |
| | ECON 200 Introduction to Macroeconomics | Historical | | |
| | ECON 200 Principles of Macroeconomics | Historical | | |
| | ECON 200H Principles of Macroeconomics - Honors | Historical | | |
| | ECON 200H Introduction to Macroeconomics - Honors | Historical | | |
| | ECON 200H Principles of Macroeconomics - Honors | Historical | | |
| | ECON 201 Principles of Microeconomics | Historical | | |
| | ECON 201 Principles of Microeconomics | Historical | | |
| | ECON 201 Principles of Microeconomics | Historical | | |
| | ECON 201H Principles of Microeconomics - Honors | Historical | | |
| | ECON 208 Business and Economics Statistics | Historical | | |
| | ECON 208 Business and Economics Statistics | Historical | | |
| | ECON 222 Independent Study in Economics | Historical | | |
| | ECON 222 Independent Study in Economics | Historical | | |
| | ECON 285 Honors in Economics | Historical | | |

| List Courses above 100 where articulation or transfer is not occurring | With CSU | With UC |
|---|----------|---------|
| | | |
| | | |
| | | |
| | | |

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

Except for Econ 100 (rationale explained above), all curriculum is up-to-date. All courses fulfill transfer requirements for CSU, UC, and private baccalaureate institutions. The department plans to maintain its transfer function for GE patterns.

Currency

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

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

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

The content review data is accurate. The Econ 285 (the old Honors in Economics course) has not been offered for many years. It is the intent of the department to delete this course. The department has pursued the deletion of this course and plans to follow-up to make sure it does not appear (wasting space) in the course catalogue.

Part IV: Planning

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|---|--|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

As pointed out in the productivity review, the Economics Program and enrollment has been very stable over the past five years. Around the community college system, the move to align our Econ 200 and Econ 201 with requirements of the Transfer Model Curriculum has witness serious impacts to enrollments. The Economics Department has received information from a list-serve for Community Colleges that are aligning their curriculum for Economics classes state-wide. Most Economics Departments in medium sized districts are reporting a 10 to 20 percent drop in enrollments associated with the imposition of a Math 090 pre-requisite. Note that most macroeconomics and microeconomics principles classes had previously attached math advisories to these classes. The Math 090 pre-requisite is now required by the Transfer Model Curriculum (TMC) in 200-level economic principles classes. This is a big deal because if Valley's current imposition of these new pre-requisites exhibits a pattern like other similarly situated Economics departments, then we may expect a substantial drop in enrollments over the next 3-year cycle. Hopefully, this can be offset by a continued expansion in the students enrolling in the Business area concentration. In addition, we hope that the adoption of a new AA degree in Economics can result in some increase in enrollments. In conclusion, the forecast for the Economics program is rather uncertain. We would hope that offsetting trends in different directions could lead the program to the type of stability it has experienced over the past 3-year cycle. Now that the pre-requisite has just been put into place we will be in a better position to see the actual impacts over the coming academic year.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

The program has formerly been connected to the narrative of programs linked to the Business Division. Now that we have cleared the hurdle of matching our content to the Transfer Model Curriculum, the big challenge is to move forward to establish a separate identity as a program in the Social Sciences. We have pushed hard to move from the Business Division emphasis to find a new identity for economics as part of the Social Science Division. Our momentum is now moving us forward in planning a new AA-T degree for Economics with two new courses planned with a focus on labor force and social policy issues. The business emphasis of the past is giving way to helping our students, most of whom transfer to California State University San Bernardino (CSUSB). Hopefully, students will be re-oriented to transfer to the Economics major at CSUSB which is housed in the School of Social and Behavioral Sciences. The plan here is to greatly increase the number of transfers from Valley to the Economics major at CSUSB.

Challenges

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

It may be counter-intuitive that few students major in Economics even though Economics majors are ranked near the top with engineering and computer science in terms of the proportion of students who find jobs after graduation from four-year colleges in the Greater Los Angeles Metropolitan Area. The biggest challenge for getting an AA-T in Economics off the ground will be that the transfer degree will require calculus. Currently the Calculus (Math 250) is not aligned with Transfer Model Curriculum. But that problem aside, getting a cohort of students who can take the electives, and be ready for the completion of a math intensive major, may be difficult at the outset of the new program. The department will need to attract a cohort of 15 to 20 students initially to offer the elective classes we plan to launch this year. This will be a great challenge and a great opportunity.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|--|---|--|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program must further implement any of these initiatives?

The Economics Department has been on the leading edge of technology. We were one of the first departments to offer online classes. We have been using higher level statistical packages and have incorporated “big data” mining techniques into the exercises assigned in our 200-level classes. The department volunteered in Fall of 2016 to be part of the pilot classes offered in Canvas—the new Course Management System slated to take the place of Blackboard. Over the past 3 years the department faculty has been directly associated with encouraging the participation of economics students in Associated Student Government (ASG) leadership classes and projects. Faculty in the department have taught the student leadership classes, and there have been active discussions as to direct participation of the department in planning a new Program in Global Studies. These are seminal efforts. Also, the department has volunteered to participate in exploring the new student success initiative of Guided Pathways for the Math curriculum to increase access and completion of students for the Econ 208 (Statistics for Business and Economics) which has Math 108 (Statistics) as an equivalent course. This effort is in tandem with the exploration of the Math department in constructing new guided pathways to Math 108 (the equivalent of our business statistics course). The department is also planning to be involved with the new Open Educational Resources (OER) initiatives started formally in

fall 2016. Department faculty are taking part in planning and development of mini-grants to link basic skills to our 100-level economics courses. This effort is aimed at creating open access (free), computer-based modules that concentrate on reviewing basic math skills (such as graphing exercises) that are then applied to economics concepts such as market-based supply and demand curves. Our hope is that such review modules will increase the lagging success rates in the 100-level economics classes where the success rates have been the lowest among all Economics offerings. These computer-based modules would then be put up on the OER State Chancellor's website to be shared under Creative Commons licensing. Finally, as of Fall 2016, the department is planning to be part of the Early College initiative. The department is planning to open a new blended section with 20 seats, formally reserved for the middle college students in Econ 201. In scheduling this class, the department coordinated with the neighboring Middle-College/High-School. In addition, we have provided feedback and dialogue related to the Department Chair meetings on courses that the department would be willing to offer on and off-site as part of the campus-wide Early College initiative with local area high schools.

These efforts collectively relate back to supporting the Economics departmental goals stated in the EMP to increase interest (stabilizing enrollments) in the field of economics, increase retention and success, and lower the cost of materials to future students taking Economics classes at Valley.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

All categories received a "meets" rating in the 2012-13 efficacy report.

**Program Efficacy Team Report
Spring 2017**

Name of Department: **ELECTRICITY/ELECTRONICS**

Efficacy Team: **Mayne, Moore, Weiss**

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

The recommendation of *Continuation* is given to Electricity/Electronics. The document addresses most of the information requested in detail, however, some of the data is misrepresented and there were a few omissions with respect to analysis of Trends. Overall, the document does give a positive constructive look at the efficacy of the program.

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

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The program indicates that it closely mirrors the college population, however, the difference in the female population is 51.5% and that is significant. The department explains that, historically, CTE programs are underrepresented in the female population, and indicates that they plan to increase images of underrepresented populations within their marketing as well as to seek advisory committee members from these populations. The department does not address the

difference in the white population (5.5%). It appears that most students in the program are white males and increased efforts should be made to ensure access for underrepresented populations.

The program offers primarily late afternoon and evening courses which meets the need of the traditional population. They have begun to experiment with morning classes in the core, introductory curriculum which they report is working to improve enrollments. The department should continue to explore scheduling patterns that may serve target populations in an effort to improve access.

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program does not provide an adequate analysis of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes (SLOs) | Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete . | Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete . |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The program provides an analysis of its success and retention data, attributing increases to increased support services and smaller class sizes. This has come at a cost with respect to productivity, however and must be balanced with fiscal responsibility. Certificate and degree completions remain high. The department compares the numbers with those of other programs, which may be somewhat spurious as they offer stacked certificates (students earn 2 or 3 simultaneously).

The program provides labor market data reflecting increases in employment opportunity in the field and curriculum relevancy as the program includes industry certification standards within the course content.

The program provides evidence that data is collected for SLO assessment and includes thoughtful reflection. There has been reflection on this data, resulting in changes to content to

better support industry standards. The department also recognizes, as a result of this analysis that some SLOs need to be revised. It is recommended that these revisions be completed.

The department indicates a review of Program Level Outcomes at both department meetings and advisory meetings. Program outcomes are mapped and evidence is provided that they have been assessed through the course assessment process.

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness – Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The program has a stated purpose which supports the college mission.

The department reports an 18% increase in enrollment over the previous 4 years, however, this is not fully supported in the EMP data which shows some fluxuation over that period. 15-16 enrollment of 768 is substantially lower than 14-15 enrollment of 847, during which time FTEF has grown by .82 resulting in a dramatic drop in FTEF. The department indicates that this is primarily due to updated lab equipment which necessitated a drop in class cap. There is no mention regarding current caps and available lab stations. This should be clarified as the reported information is misleading.

Several courses are out of date in curriculum, according to the data presented, although the department reports “all of the courses showing content review overdue dates from 2014 and 2015 have been updated and reviewed.” The department cites a lack of human resources for the delays and indicates improvements since a new faculty has been hired.

Appropriate articulation agreements are in place.

In review, the department identified an error in the catalog and is forwarding to appropriate offices to make corrections (curriculum).

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|---|---|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The department has identified and described trends primarily within the labor market which impact enrollment, though it does not identify how these trends impact planning. Only one trend, that of industrial automation technicians, was addressed which included a partnership with large local companies. Programmatic growth remains a priority, and is looking at possible solutions to the limited lab space to accomplish this goal.

| Strategic Initiative | Institutional Expectations | |
|--|---|--|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The department incorporates the use of state-of-the-art technology within its lab settings supporting student employability. They have established many partnerships with local employers helping to place students in entry level positions and internships. These partnerships include: California Steel Industries, Amazon, Target and Fed Ex.

| Part VI: Previous Does Not Meets Categories |
|---|
| Program addressed each area, by either describing how the program has remedied deficiencies, or if these areas have been discussed elsewhere in this current document, provided the section where these discussions can be located. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The previous ‘Does Not Meets’ was addressed. Of note, the discrepancies’ in the data articulated earlier in this report (Part III), were mentioned and discussed here briefly. The department did explain the value of industry partnerships which are referenced in the EMP.

**Program Efficacy
2016 – 2017**

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Electricity/Electronics

Name of Division

Applied Technology, Transportation & Culinary Arts

Name of Person Preparing this Report

Extension

Tarif Halabi 8501

Names of Department Members Consulted

A. Ababat, M. Romero, A. Falls, G.Chase, S. Valle, C. Monin, W. Montgomery, J. Hoover

Names of Reviewers

M. Mayne, K. Weiss, S. Moore

| Work Flow | Date Submitted |
|---|----------------------------|
| Initial meeting with department | 02/17/2017 |
| Meeting with Program Review Team | 03/03/2017 |
| Report submitted to Program Review co-chair(s) & Dean | by NOON on March 21 |

Staffing

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

| Classification | Number Full-Time | Number Part-time, Contract | Number adjunct, short-term, hourly |
|-----------------------|-------------------------|-----------------------------------|---|
| Managers | 0 | 0 | 0 |
| Faculty | 2 | 0 | 8 |
| Classified Staff | 0 | 0 | 0 |
| Total | 2 | 0 | 8 |

PROGRAM: INSERT YOUR RECENT EMP FROM FALL 2016

| <p>Bar chart showing FTES (Full-Time Equivalent Students) from 11-12 to 15-16. The y-axis ranges from 90 to 120. The x-axis shows academic years. The values are: 11-12: 99.25, 12-13: 100.08, 13-14: 107.86, 14-15: 117.72, 15-16: 106.85.</p> | <p>Description: The Department provides a comprehensive educational program that prepares and enables students to obtain entry level positions as General Electricians or Electronic technicians in a variety of fields such as Electronics Technology, Computer Technology, Electronic Communications, Industrial Electronics, as well as Electrical Power Technology. The Core courses common to Electrical and Electronic fundamentals are articulated with 4- year university for BS in Engineering and or Engineering Technology.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|-------|-------|-------|-------|-------|---------|-----------------------|-----|-----|-----|-----|-----------|-----|------|------|------|------|--|-------|-------|---------------|-----|-----|-----|-----|-----|-----|---|
| <table border="1"> <thead> <tr> <th></th> <th>10-11</th> <th>11-12</th> <th>12-13</th> <th>13-14</th> <th>14-15</th> <th>15-16</th> </tr> </thead> <tbody> <tr> <td>Duplicated Enrollment</td> <td>755</td> <td>738</td> <td>752</td> <td>789</td> <td>847</td> <td>768</td> </tr> <tr> <td>FTEF</td> <td>7.57</td> <td>6.96</td> <td>7.10</td> <td>8.20</td> <td>10.46</td> <td>11.28</td> </tr> <tr> <td>WSCH per FTEF</td> <td>402</td> <td>427</td> <td>423</td> <td>395</td> <td>338</td> <td>284</td> </tr> </tbody> </table> | | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | Duplicated Enrollment | 755 | 738 | 752 | 789 | 847 | 768 | FTEF | 7.57 | 6.96 | 7.10 | 8.20 | 10.46 | 11.28 | WSCH per FTEF | 402 | 427 | 423 | 395 | 338 | 284 | <p>Assessment:</p> <ol style="list-style-type: none"> 1. Enrollment and Retention rate have shown a drop back to 2 years previous level but is still higher than historical 5 year high levels. This is due to improvement in economy and students obtaining employment instead of enrolling in school. 2. Success rate remains relatively strong although slightly lower than previous year. But FTEF has significantly increased and will reflect better retention in the future. 3. WSCH continued to drop due to reducing class size overall in lecture and Lab sections in order to deliver superior quality hands on training and to increase student success rates. This policy was started 3 years ago and has shown noticeable improvements in our student success and enrollment. |
| | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | | | | | | | | | | | | | | | | | | | | | | | |
| Duplicated Enrollment | 755 | 738 | 752 | 789 | 847 | 768 | | | | | | | | | | | | | | | | | | | | | | | |
| FTEF | 7.57 | 6.96 | 7.10 | 8.20 | 10.46 | 11.28 | | | | | | | | | | | | | | | | | | | | | | | |
| WSCH per FTEF | 402 | 427 | 423 | 395 | 338 | 284 | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Line chart showing Success and Retention rates from 11-12 to 15-16. The y-axis ranges from 60% to 95%. The x-axis shows academic years. The Success rate (blue line with diamonds) is: 11-12: 82%, 12-13: 79%, 13-14: 80%, 14-15: 80%, 15-16: 79%. The Retention rate (red line with squares) is: 11-12: 88%, 12-13: 92%, 13-14: 93%, 14-15: 91%, 15-16: 90%.</p> <table border="1"> <thead> <tr> <th></th> <th>11-12</th> <th>12-13</th> <th>13-14</th> <th>14-15</th> <th>15-16</th> </tr> </thead> <tbody> <tr> <td>Success</td> <td>82%</td> <td>79%</td> <td>80%</td> <td>80%</td> <td>79%</td> </tr> <tr> <td>Retention</td> <td>88%</td> <td>92%</td> <td>93%</td> <td>91%</td> <td>90%</td> </tr> </tbody> </table> | | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | Success | 82% | 79% | 80% | 80% | 79% | Retention | 88% | 92% | 93% | 91% | 90% | <p>Department Goals:</p> <ol style="list-style-type: none"> 1. To increase enrollment and counter the improved economy effects of students pursuing employment instead of career paths and enrolling in schools. 2. To improve student success and retention rates. 3. Continue to refine and update curriculum to introduce the most up to date technologies found in the industry. 4. To obtain qualified faculty working in the most current industry technologies to teach the updated curriculum materials. 5. Create new industry partnerships to enhance internship opportunities for our students. | | | | | | | | | | |
| | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | | | | | | | | | | | | | | | | | | | | | | | | |
| Success | 82% | 79% | 80% | 80% | 79% | | | | | | | | | | | | | | | | | | | | | | | | |
| Retention | 88% | 92% | 93% | 91% | 90% | | | | | | | | | | | | | | | | | | | | | | | | |
| | <p>Challenges & Opportunities:</p> <ol style="list-style-type: none"> 1. Hard to find qualifying part time faculty to teach during daytime especially in good economic times. 2. Classroom and Lab spaces are being used to capacity. Space remains a premium and to increase class sections or sizes remain a challenge. 3. During low-unemployment economy periods, students focus and priority is not on careers but remains to be employment. 4. Seek out industry partnerships to explore internships for students. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | Action Plan |
|---|-------|-------|-------|-------|-------|-------|---|
| Sections | 32 | 29 | 30 | 34 | 42 | 45 | |
| % of online enrollment | 0% | 0% | 0% | 0% | 0% | 0% | |
| Degrees awarded* | 11 | 13 | 4 | 10 | 13 | 12 | |
| Certificates awarded* | 30 | 18 | 23 | 19 | 28 | 28 | |
| Award Source: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx TOP Code: 0934XX *Data will be available in October 2016 | | | | | | | <ol style="list-style-type: none"> 1. To actively increase outreach programs and on campus events to promote our programs to increase enrollment and counter the improved economy trend of students pursuing employment instead of career paths and enrolling in schools.. 2. To offer tutoring as well as review workshops to increase student success and retention rates. 3. Continue to refine and update curriculum to introduce the most up to date technologies found in the industry. 4. Hire more qualified faculty to teach the updated curriculum materials. 5. Continue to acquire the needed lab equipment to support the updated curriculum. |

Part I: Questions Related to Strategic Initiative: Access

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

SBVC Strategic Initiatives:

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

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

| Demographics - Academic Years - 2014-15 to 2015-16 | | |
|--|-------------------------------------|-----------------|
| Demographic Measure | Program: Electricity/Electronics | Campus- wide |
| Asian | 5.4% | 4.8% |
| African-American | 9.2% | 12.8% |
| Hispanic | 64.3% | 64.2% |
| Native American | 0.5% | 0.2% |
| Pacific Islander | 0.0% | 0.3% |
| White | 19.5% | 14.0% |
| Unknown | 1.1% | 0.4% |
| Female | 5.4% | 56.9% |
| Male | 92.4% | 42.9% |
| Disability | 6.5% | 6.3% |
| Age Min: | 15 | 14 |
| Age Max: | 76 | 78 |
| Age Mean: | 27 | 24 |

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

An examination of the demographic data above reveals that the Electricity/Electronics program student population closely mirrors the campus-wide populations in general. The Hispanic, Asian, and African American Demographic measure correlates very effectively against the composition of students on the San Bernardino Valley College campus. This shows that we as a community college are truly serving our community constituents, which are by majority Hispanic but nonetheless quite diverse. Compared with Campus-wide average, The Asian student population is 0.6% percent higher, while the African American population is only 3.6% lower and the Hispanic population is, remarkably, only 0.1% higher (almost identical), all within acceptable range and strongly correlates to our college and mirroring our community's ethnic composition. However, as for the white student population which saw a college wide decrease from four years prior, our program maintains a 5.5% higher than campus wide average which can be attributed to perhaps more adult students wanting to switch careers as a cause of the economic recession that had inflicted the area or are coming back to school to learn a new trade altogether. This reasoning can also be correlated to the fact that the student age mean for our programs has also been consistently higher than that of the campus average and stands at 27 years of age. However, it is also remarkable to see that this average age as well as the minimum student age have dramatically dropped from four years prior which can also be attributed to the success of our departments continued outreach efforts to promote our programs to our local feeder high schools and to enlighten these potential students of the opportunities that can be afforded them if they join our college. As for the female population, it is important to note that historically, CTE majors in general have had an unbalanced female to male ratios and they have been under enrolled in these fields. It remains a challenging issue to get female enrollment to grow to offset the imbalance. As a result, we have a strategic and long term goal to increase female enrollment by targeting young girls early in their educational pathways during our outreach presentations that not only include local High schools but also elementary and middle schools and to reverse this stigma that exists in the CTE fields that they exclusively and traditionally cater to male populations only.

To increase women and African American enrollment within our programs, we will include, within our newest program marketing brochures, photos of actual female and African American students enrolled in our programs. This will help market our programs to these important demographic populations. In addition, we plan to seek the help of Women and African Americans already in the industry from our advisory board committee as well as partnering with local chapters of women societies and African American partnerships and current women and African American members of IEEE to help mentor our students as well as having them make presentations to our visiting high school students of the importance and benefits of seeking a career in the electricity/electronics field to better improve their lives.

In addition, if we look at the disabled population ratio as compared to the campus-wide number, we see that it strongly correlates to the campus average. That reflects ongoing efforts by the faculty to provide this special population an opportunity of learning a valuable skill to improve their lives by working closely with the DSPS office to provide any help that might be needed for such populations. We have also incorporated strategies into our courses for the other special population students, which include economically disadvantaged, single parent, and displaced

homemaker students. These strategies include instructional support, tutoring, and career guidance.

Pattern of Service

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

Historically and currently, our classes are offered in the late afternoon (3:30p.m. or 4:30pm) and evening after the 6:00 p.m. time slots or on Saturday morning and afternoon. This has and continues to serve our population extremely well in that it provides our prospective students to be able to work during the day and attend the classes conveniently in the evening. This schedule also provides students the ability to find jobs during the day in the field as trainees and still complete the various certificate requirements within four semesters.

In addition to the traditional afternoon, evening, and Saturday course offerings and in order to increase enrollment and program growth and expansion, we began offering morning sections of the initial core courses that are common to all six different certificates and degrees within our department. As a result, we have seen the overall enrollment numbers grow. In fact, in comparison with the previous four years, our FTES has grown by as much as 18% due to these morning offerings and our completion rates have improved significantly. And, since we have targeted newly graduated high school students as part of our outreach programs, these added morning sections have served well to fill that gap and thus helped our program tremendously by serving both population groups, the students enrolled in evening classes working during the daytime, and the students enrolled in morning classes fresh out of high school as well as those working in the afternoons. Additionally, as the morning student population successfully complete the first two semesters worth of the beginning core classes offered in the mornings, they are afforded the opportunity to find daytime jobs as trainees in the field while they continue their program of study by enrolling in the advanced courses of their certificates offered in the evening. These patterns of course offerings help consolidate both populations together into the evening sessions for the remaining two semesters of study. It has also helped the fill rate of these advanced evening classes, which also increased completion, and retention rates. Thus, the scheduling pattern adopted by our department has offered greater flexibility to service the needs of our community.

Furthermore, in order to help complete their certifications within their recommended program time span of four semesters (see below for recommended study plan for General Electrician as an example), we offer, consecutively every semester, all of the common core courses needed for all six of our degrees i.e. general electrician, power technology, computer technology, communication technology, electronics technology, and avionics. In addition, this scheduling allows for having new student enrollments throughout the year i.e. during Fall and Spring semesters and then enabling them to finish their certifications within the recommended four semesters.

Part II: Questions Related to Strategic Initiative: Student Success

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program does not provide an adequate analysis of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes (SLOs) | Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete . | Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete . |

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded")

Analysis of the student retention rate clearly shows a significant improvement of 3.5% on the average of the previous four years, which had an average of 88.6% while for the most recent four years it has averaged 91.5% higher than the campus average. This is attributed to massive updating of the lab equipment utilized as well as curriculum updates to meet today's industry standards and subject relevance which has made students much more engaged in their studies as well as having more up to date skills needed by the industry. Another reason for the strong retention rate is the reduction of class sizes to match our lab equipment capacities and thus give students superior hands on skills and knowledge to make them more marketable and employable. This has also improved completion rates. However, this has negatively affected the WSCH rate because the section sizes had to be reduced to improve retention and success.

Student success rate has averaged 80% being slightly higher than the previous four years, which showed a 78.3% average. This is due to our departments aggressive tutoring and workshop-offering policy aimed at helping students improve their skills to successfully complete our courses that have academic rigor because they are articulated with CSU and UCs and must satisfy minimum technical knowledge requirements to continue with a four-year degree in the Electrical Engineering degree.

In analyzing the degrees awarded, we have seen a consistent 25% increase from the previous four year average. Our department is awarding an average of 12 degrees per year and an average of 20 certificates per year. Particularly for the last two consecutive years, an annual

rate of 40 certificates and degrees has been awarded. This rate is among the highest compared with other departments on campus. In fact, our program is ranked seventh in terms of highest awarded certificates and degrees, a testament to the popularity and validity of our program.

Supplemental Data

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

Job market related to their majors or certificates: (resource: California Employment Development Department EDD) . www.labormarketinfo.edd.ca.gov and www.bls.gov

Also, our research, planning and institutional effectiveness department provided statistics for Job outlook nationwide, California, and Inland Empire.

The following is a partial list from the EDD Link to the left with 10 year projected employment from 2014-2024 for San Bernardino County all having a median annual salary ranging from : \$54,117 to \$67,147.

| Job Type | Projected increase in Employment | Percent increase |
|---|----------------------------------|------------------|
| Electricians | 7520 | 40.6 |
| Electrical & Electronic Equipment Installers | 6140 | 2.8 |
| Electrical & Electronic Engineering Technicians | 820 | 2.5 |
| Electrical & Electronic Drafters | 310 | 6.9 |
| Telecommunications Line Installers | 1980 | 21.5 |
| Electrical Power Line Installers and Repairers | 1110 | 23.3 |

Standards in the Field

Standards of acceptance are stated in the National Electrical Code for all electrical circuitry, installation and their placement. The NEC is included in our curriculum in two of our courses also the State Electricians exam is intensively based on the NEC. Our students must also complete the OSHA 30-Hour Safety Standards for Construction and Industry and carry their authorization card on the job site. Many of our students enrolled in our General Electrician program are issued an "Electrical Trainee" card from California department of industrial relations division of apprenticeship standards since we are a state approved site to teach the general electrician curriculum. Our

| | | |
|---|---|--|
| <p><u>Labor and other statistics (national, western states, regional)</u> www.labormarketinfo.edd.ca.gov</p> <p><u>Colleges with similar program</u></p> | <p>students who complete our solar fundamentals course must pass the North American Board of Certified Energy Practitioners (NABCEP) certification exam for work in the this industry. Students in our Communications Engineering Technology program will prepare to pass to Federal Communication Commission General Radiotelephone Operator License (GROL) examination. Additionally, students in our Electronics Technology degree will be prepared to pass of the International Society of Certified Electronics Technicians (ISCET or ETA-1) certification exam for work in the industry.</p> <p>Typical jobs require assembling, installing, testing, adjusting, repairing, and calibrating electrical and electronic equipment in electronic, communications, computer, industrial control and avionics systems and subsystems and high voltage electrical power or distribution systems or subsystems. All of the preceeding job requirements are addressed within our curriculum and students are prepared to accomplish these tasks.</p> <p>We are one of six community colleges in all of southern California that teaches the General Electrician Certification program. As for our Power technology, we are one of only three. Also, for our Avionics technology, we are one of only four. Electronics technology, one of six.</p> | |
|---|---|--|

Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. This section is required for all programs.

SAMPLE COURSE SLO 3 YEAR REPORT

| ELECTR 110 | SLO Statement | # of Students Assessed | # of Students who Met SLO | % of Students who Met SLO |
|---------------|---|------------------------------|------------------------------------|------------------------------------|
| 1 | Students will demonstrate their ability to correctly recognize various components and circuits in direct current circuits and | 224 | 181 | 80.80% |

| ELECTR 110 | SLO Statement | # of Students Assessed | # of Students who Met SLO | % of Students who Met SLO |
|-----------------------|--|---------------------------------------|--|--|
| | use calculator techniques to solve assigned problems using the proper technical data references and pass a written exam with a minimum score of 70%. | | | |

Course SLOs

Note: [Course SLO Summary Evaluation Form is available.](#)

| Electr115 | SLO Statement | # of Students Assessed | # of Students who Met SLO | % of Students who Met SLO |
|------------------|---|---------------------------------------|--|--|
| 1 | Students will demonstrate their ability to correctly recognize various components and circuits in alternating current circuits and use calculator techniques to solve assigned problems using the proper technical data references and pass a written exam with a minimum score of 70%. | 103 | 88 | 85.44% |

Course SLOs

| ELECTR155 | SLO Statement | # of Students Assessed | # of Students who Met SLO | % of Students who Met SLO |
|------------------|---|---------------------------------------|--|--|
| 1 | Students will demonstrate their ability to correctly identify, explain, and describe the various drawing styles, materials, tools, and procedures for completion of electronic drawings in accordance with the proper technical data materials and pass | 45 | 41 | 91.11% |

| ELECTR155 | SLO Statement | # of Students Assessed | # of Students who Met SLO | % of Students who Met SLO |
|------------------|--|-------------------------------|----------------------------------|----------------------------------|
| | a written exam with a minimum score of 70%. | | | |
| 2 | Students will demonstrate their ability to visualize, layout, and draw diagrams using drafting instruments and following the examples shown in the text with a minimum of 70% accuracy | 45 | 41 | 91.11% |

| Electr230 | SLO Statement | # of Students Assessed | # of Students who Met SLO | % of Students who Met SLO |
|------------------|--|-------------------------------|----------------------------------|----------------------------------|
| 1 | Students will demonstrate their ability to correctly analyze, explain, and identify various semiconductor devices and solve biasing characteristics in specific amplifier circuits from schematic diagrams using the proper technical reference manuals and pass a written exam with a minimum score of 70%. | 90 | 88 | 97.78% |

| Electr265 | SLO Statement | # of Students Assessed | # of Students who Met SLO | % of Students who Met SLO |
|------------------|--|-------------------------------|----------------------------------|----------------------------------|
| 1 | Students will demonstrate their ability to correctly analyze, explain, and recognize various logic devices in digital logic circuits and simplify circuits from schematic diagrams using the proper technical reference manuals and pass a written exam with a minimum score of 70%. | 132 | 120 | 90.91% |

| Electr265 | SLO Statement | # of Students Assessed | # of Students who Met SLO | % of Students who Met SLO |
|-----------|--|------------------------|---------------------------|---------------------------|
| 2 | Students will demonstrate their ability to design and construct single and multi-stage digital circuits and analyze waveform characteristics in specific amplifier circuits from schematic diagrams and troubleshoot if necessary using the proper technical reference manuals and then perform an operational checkout to determine if the problem is fixed with 100% accuracy. | 132 | 123 | 93.18% |

ASSESSMENTS (Samples):

- Its is very critical to get the students to learn the material in this course since it is the basic core course that will be used as their knowledge base such as Ohm's Law, Power Law, Kirchoff's Voltage and Current Laws, Thevenin's and Superposition theorem, in addition to basic electromagnetism. I utilized a series of tests which included specific questions that directly reinforce and assess that the student has attained the necessary knowledge of the previously described material and is able to utilize these concepts in a practical manner as well as in the more advanced classes that build upon this foundational material. Also lots of analytical and hypothetical troubleshooting exercises were introduced to help the students hone their skills. a score of 70% or better on these assessments is required to meet the SLO.
(ELECTR-110-01 for 2016SP)
- This being the most formula intensive core course needing more mathematical background, I have formulated a series of critical questions in the tests and final exam that are required for the students to score 70% or better to demonstrate theoretical and analytical problem solving knowledge in the A.C. circuits field. Students must demonstrate the knowledge of inductors, capacitors, filters, resonators, transformers, A.C. circuit characteristics and behaviors and must be able to analyze what the signal is doing throughout a circuit, power distribution and calculation and resulting effects. All of the above concepts are assessed through these analytical questions embedded in the tests.
(ELECTR-115-01 for 2016SP)
- Students must score 70% or better on selected subjective as well as design problems and exercises given on chapter tests and the final exam that directly reinforce the course objectives. This is the fundamental course on digital concepts that students must retain in order to succeed in any more advanced digital electronics courses. Also Students must design and build a multistage circuit and demonstrate working knowledge of circuit.
(ELECTR-265-01 for 2016SP)
- Quizzes and ePortfolios of lab projects mostly. Their final project was to design, fabricate and assembly a Printed Circuit Board (PCB) and show that is met the criteria. The students sent their PCB designs out to a professional fabrication house to have the PCB manufactured. Then, they had to populate the PCB with components, solder them on and make it function properly. If not working then they had to troubleshoot it to fix it so it would work. If the student could not get the PCB working they still received partial points for the rest of the work involved. The ePortfolio had the following projects required: 1-4 Introduction 5 Simple Starter Circuit (SSC) 6 Figure 40-2 7 Relay Voltage Comparator (RVC) = SLO 1 8 SP-1A miniaturizing PCB for final project = SLO 3 9 Reverse

Engineering a PCB = SLO 2 10 Stitch Wiring 11 Executive Summary final Node Layout and List
(ELECTR-155-01 for 2016SP)

Reflections (Samples):

- I am continuously finding new problem solving and troubleshooting exercises to help stimulate student analytical and critical thinking skills which an Electrical or Electronic technician must possess in addition to the solid theoretical Laws and theorems that students must obtain to become successful in the field. It remains a challenge to accomplish since these are partly learned as well as acquired skills that need time. More practice problems is the key to Positive SLO outcomes.
(ELECTR-110-01 for 2016SP)
- I have continued to emphasize the mathematical skills needed to be able to analyze A.C. circuits. This is the handicap of many students and it remains my challenge in the course. I have to bring up the students with varying levels of mathematical skills to the same level needed to solve many of the circuit values. That becomes an art and I believe that I have found a methodology to do that because I have gotten good student success rate. In addition, I am continuously introducing analytical and troubleshooting problems to stimulate student critical thinking skills.
(ELECTR-115-01 for 2016SP)
- I have seen constant improvement in overall class performance. I have concentrated on emphasizing to students that they must memorize the Logic functions and truth tables in order for them to analyze and understand all other more advanced concepts of flip flops, counters, multiplexers, etc. once they have good command of these concepts then they can apply them to the more advanced circuits and systems in a building block kind of way. I have shuffled around the teaching of certain material before introducing other concepts and that seems to be more effective.
(ELECTR-265-01 for 2016SP)
- Several students in this course had challenges with programming. There was more attention placed on helping understand how to translate tasks the microprocessor should perform into a programming language. The other challenge was helping students understand the flow of a program to aid in troubleshooting if and when the program did not work. After the 10th week, I could see the progress some of the more challenged students were making to ward understanding the course. Students worked very well collaboratively, which is an aspect I will continue to promote. I will change my strategy to focus more on programming assignments if my next class has these same challenges, and I will include mini-labs as homework assignments.
(ELECTR-266-01 for 2016SP)
- Students taking this course are among the best, and who do very well in their studies. This is one of the best cohorts of students in my teaching this course 20 times. I would like to modify the SLOs for the future, especially the passing threshold for SLO-3, where 100% accuracy would be moved down to perhaps 80%. The bar is too high for most students I have had in the past. Also, this course has too much content to cover it all adequately in just 18 weeks without just glossing over some of it. The Dept. Chair agrees. But, nothing has been done to reduce the load so far. I suggest moving some of the content into the new ELEC-219 course that just got approved.
(ELEC-218C-50 for 2016SP)
- I tried to get the class to complete 22 labs in the time available for the semester, and the class succeeded in accomplishing the goals set forth by achieving the stated goal of 22 labs. Normally only 15 labs are completed in the amount of time we have during each semester. However, this group of students were ambitious and dedicated enough to strive to complete the labs assigned. There were no learning gaps noted, students took the challenge to be able to accomplish the class goals.
(ELECTR-270-01 for 2016SP) field

There has been a great improvement in the SLO data collection, assessment, and evaluations since the last Full Efficacy program Review. The above data just a small synopses of the actual 21 active courses that we are offering within our different certificates and degree offerings. Also, our department actively evaluates, and modifies, if needed, each course's SLO's annually

during the department meetings as well as direct communications between the Faculty that teach that particular course with the department chair. In addition, these issues are further discussed and evaluated within the advisory committee meetings to make sure of their validity and currency as well as their overall relations to the program outcomes. Beginning with the Electr110 Direct Current Circuits course, it has been determined that the SLO, which is listed in the preceding section, is adequate and support the course objectives because it covers a wide variety of skills needed for the beginning student to attain so that they can utilize the basic concepts of the course that are the building blocks of the electricity and electronics field. This course is analogous to the ABCs of the electricity/electronic field and many standardized industry and potential employer tests are based on the material covered in this critically essential course. This also ties directly to our Assessment method of having students pass a final comprehensive examination that mirrors the industry-standardized tests. In addition, if you refer to the reflections section above that deals with this particular course, you see that the material and particular exercises are continuously being refined and the teaching methodologies are constantly being changed to improve student success and support the SLO, the only concern that Faculty sees is the math ability of the students taking this course, some students have a weak math basis which will set them back slightly but with effective teaching methods, these deficiencies can be overcome. The trend for student success rate for this course hovers around 80% and we strive to improve that number, as it is probably the lowest overall within all courses SLO has but has improved from historical norms.

As for the Electr115 Alternating Current Circuits course, another basic core concept course that is a continuation of Electr110, we see that the SLO exactly mirrors that of the ELECTR110 and is quite broad and intentionally written that way because again, this course has many concepts and skills that students must master to successfully continue through with a career in this industry. Again, many concepts covered in this course are actually included in industry-standardized tests and must be mastered and therefore the assessment method used for the SLO, which is a comprehensive final exam with 70% passing rate, is on point. The important clause within the SLO is that "student must be able to solve assigned problems and pass a written test with 70% or more". These problems are very similar to real life analysis and troubleshooting problems that they would face in the field and are very math intensive. But with a systematical and procedural approach used by the Faculty, we see that we have an impressive success rate of above 85%, trending upwards since this is the most formula and math intensive course of the program.

Moving to the ELECTR 155 Electronic drawing and assembly course, our Faculty have determined that current SLOs need to be updated as the course has been updated with the use of the most updated CAD computer aided design software for circuit drawing, design, and assembly. The SLO modifications will be discussed within our upcoming advisory coming meeting and will be updated by the end of the current semester to reflect the modifications. These revisions will positively affect student success because it will give them an updated, industry standard knowledge needed for them to succeed.

The two SLO's for the ELECTR265 Digital Logic Design course accurately mirror and support the course objectives. The first SLO deals with student ability to recognize the different digital logic devices seen commonly in the industry and the second SLO deals with designing multiple stage logic circuitry also commonly found in digital systems and subsystems. This course is taught by two different Faculties and from their reflections, we can determine that they are continuously striving to hone the exercises and the lab assignments in order to enhance student

knowledge. In fact, the two Faculty have collaborated together and developed new innovative real life related lab exercises to enhance students design abilities that would be applied directly to Today's digital circuits, like circuits found within a computer system or alarm systems, or cell phones, etc. These modifications directly support the SLO's and student success has markedly increased.

Another course that SLO review has shown the need for modification is Electr266 Microprocessors. This course has gone through extensive modification and it has been brought up to current industry standard. Specifically, current SLO # 3 stating "Students will evaluate waveform readings taken on the proper test equipment and based on the technical data determine a proper solution to the problem" needs to be modified to reflect that modern Microprocessors do still need synchronizing timing waveforms but more emphasis needs to be on the software synchronizing and programming aspect of the course as that is more of the focus of Today's microcontroller applications. Again, modification will be introduced in the next advisory board meeting and will be updated thereafter.

SLO for the ELEC216C are very precise, directly reflect the course objectives, and map to the overall course contribution to the program. This course really breaks down the National Electrical code that Electricians need to know to work in the industry and it also helps them sit in the California State Electricians examination. It has been suggested by our Faculty, who is a fully State licensed electrician and current industry professional, as well as advisory board member that no changes will be made to the SLO's and that they correctly measure student success.

Finally, the above analysis, evaluations and assessment are only examples and synopses of the 22 course SLO's that we continuously evaluate.

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

(INSERT COURSE MAP IF AVAILABLE)—Contact Dr. Celia Huston if you need assistance.

We review our Program Level Outcomes annually at our departmental meetings as well as our advisory meetings and they have been deemed applicable and valid with no modifications needed. Department Faculty and advisors have maintained that these outcomes must be generalized to encumber more specific SLO's which might be modified while keeping the PLO's valid. For example, there exists a common SLO within the PLO that is common across all 11 certificate and degree programs offered by our department which is to prepare students to sit and satisfactorily pass an industry specific standardized examinations i.e. State General Electrician Certification exam, International Society of Electronics Technicians exam, etc. This will require that students must possess certain skills, which are outlined within the support course's SLO's such as the ones for the Electr110 Direct Current Circuits, Electr111 Alternate Current Circuits, Electr265 Digital Logic circuits, and Electr230 Semiconductor theory. Therefore, we have determined that these SLO's within the separate classes directly affect the PLO and we can see from the three year summary report toward the end of this section below that the success rate that we have for the students being able to sit in for the California State Electrician exam is above 90%.

Another, common PLO found is the "selecting and operating electronic test equipment during troubleshooting and repair operations"; we also see a success rate exceeding 90% across all programs. This PLO really ties all programs together, because all of them, Avionics, Communications technology, Computer technology, Power Technology, Electronics Technology, and General Electricians include general testing equipment such as digital multi-meters, oscilloscopes, power meters, signal generators, power supplies, and analyzers which students must be proficient in their applications and use. In addition, specific equipment related to specific fields such as communications require knowledge and operations of, for example, spectrum analyzers. In the computer technology field, logic analyzers are pertinent. Therefore, we have included a general PLO statement of utilizing appropriate equipment for troubleshooting or repair within each different program accordingly. Another Common PLO found within the mapping of all programs specifically within the A.S. degrees is to be prepared to transfer to an accredited, 4-year college or university with junior class standing in their respective degree or a related major. We have seen many successful students continue their studies in Electrical Engineering, Electronics Engineering Technology, Computer Technology, etc. at Cal Poly Pomona, California State University at San Bernardino, U.C.Riverside and many other four-year institutions. In fact, we continuously align our core course curriculum to match and mirror these institution's, and nearly all our courses articulate with their programs and therefore the specific SLO's outlined for each course must be carefully and continuously evaluated and modified to support this particular PLO.

| | General Electrician Certificate | | | | | |
|----------------|--|---|---|--|---|---|
| | Be eligible to sit for California State General Electrician Certification examination on the theory and procedures of electrical technology. | Select and operate electronic test equipment during troubleshooting and repair operations, with an emphasis on safety in use and accuracy in results. | Select the proper section of the National Electrical Code and electrical blueprints, to properly inspect, and estimate the costs associated with for residential and commercial wiring. | Analyze, interpret, and trace digital logic diagrams used in signal tracing of complex digital circuits. | Effectively communicate with and advise customers and co-workers, both written and orally, regarding the progress of and decisions made concerning test | |
| CLASSES | | | | | | |
| OSHA 30 | X | | | | | X |
| ELEC 216C | X | X | X | | | X |
| ELEC 217C | X | X | X | | | X |
| ELEC 218C | X | X | X | | | X |
| ELECTR 110 | X | X | X | | | X |
| ELECTR 111 | X | X | X | | | X |
| ELECTR 115 | X | X | X | | | X |
| ELECTR 116 | X | X | X | | | X |
| ELECTR 230 | X | X | | | | X |
| ELECTR 235 | X | X | | | | X |
| ELECTR 265 | X | X | X | X | | X |

| | | | | | | |
|--------------|--|---|--|---|--|---|
| INSPECT 014D | | X | | X | | |
| INSPECT 024D | | X | | | | X |
| PE 231 | | X | | | | X |
| TELCALC 087 | | X | | | | X |

| CLASSES | Electronics Technology Certificate | | | | | |
|----------------|---|---|---|---|---|---|
| | Be prepared to transfer to an accredited, 4-year college or university with junior class standing in electronics technology or a related major. | | | | | |
| | Select and operate electronic test equipment during troubleshooting and repair operations, with an emphasis on safety in use and accuracy in results. | | | | | |
| | Analyze, interpret, and trace digital logic diagrams used in signal tracing of complex digital circuits. Effectively communicate with and advise customers and co-workers, both written and orally, regarding the progress of and decisions made concerning test and repair procedures. | | | | | |
| | Be eligible to sit for industry/Federal-style examinations on the theory and procedures of electronic technology. | | | | | |
| ELECTR 110 | | X | X | | X | X |
| ELECTR 111 | | X | X | | X | X |
| ELECTR 115 | | X | X | | X | X |
| ELECTR 116 | | X | X | | X | X |
| ELECTR 155 | | X | X | | X | |
| ELECTR 230 | | X | X | | | X |
| ELECTR 235 | | X | | | X | X |
| ELECTR 265 | | X | X | X | X | X |
| ELECTR 266 | | X | | X | X | |
| ELECTR 270 | | X | | | X | X |
| TECALC 087 | | | | | X | |

| | Electric Power Technology Certificate | | | | | |
|----------------|--|---|--|---|---|---|
| CLASSES | | | | | | |
| ELECTR 110 | X | X | | | X | X |
| ELECTR 111 | X | X | | | X | X |
| ELECTR 115 | X | X | | | X | X |
| ELECTR 116 | X | X | | | X | X |
| ELECTR 155 | X | X | | | X | |
| ELECTR 230 | X | X | | | | X |
| ELECTR 235 | X | | | | X | X |
| ELECTR 265 | X | X | | | X | X |
| ELECTR 266 | X | | | | X | |
| ELECTR 270 | X | | | | X | X |
| ELEC 216C | X | X | | X | X | X |
| ELEC 217C | X | X | | X | X | X |
| ELEC218C | X | X | | X | X | |
| TECAL 087 | | | | | X | |

| CLASSES | Computer Engineering Technology Certificate | Be prepared to transfer a core curriculum to an accredited, 4-year college or university with junior class standing in electronics technology or a related major. | Select and operate electronic test equipment during troubleshooting and repair operations, with an emphasis on safety in use and accuracy in results. | Analyze, interpret, and trace digital logic diagrams used in signal tracing of complex digital computer circuits. | Effectively communicate with and advise customers and co-workers, both written and orally, regarding the progress of and decisions made concerning test and repair procedures. | Be eligible to sit for industry/Federal-style examinations on the theory and procedures of computer technology. |
|------------|---|---|---|---|--|---|
| ELECTR 110 | X | X | | | X | X |
| ELECTR 111 | X | X | | | X | X |
| ELECTR 115 | X | X | | | X | X |
| ELECTR 116 | X | X | | | X | X |
| ELECTR 155 | X | X | | | X | |
| ELECTR 230 | X | X | | | | X |
| ELECTR 235 | X | | | | X | X |
| ELECTR 265 | X | X | X | X | X | X |
| ELECTR 266 | X | | | X | X | |
| ELECTR 270 | X | | | | X | X |
| ELECTR 280 | | | | | | |
| TECALC 087 | | X | X | | X | X |
| | | | | | X | |

| CLASSES | Communications Engineering Technology Certificate | | | | | |
|----------------|--|---|---|--|---|---|
| | Be prepared to transfer to an accredited, 4-year college or university with junior class standing in electronics technology or a related major. | | | | | |
| | Select and operate electronic test equipment during troubleshooting and repair operations, with an emphasis on safety in use and accuracy in results. | | | | | |
| | Analyze, interpret, and trace digital logic diagrams used in signal tracing of complex communications systems. | | | | | |
| | Effectively communicate with and advise customers and co-workers, both written and orally, regarding the progress of and decisions made concerning test and repair procedures. | | | | | |
| | Be eligible to sit for industry/Federal-style examinations on the theory and procedures of electronic communications technology. | | | | | |
| ELECTR 110 | X | X | | | X | X |
| ELECTR 111 | X | X | | | X | X |
| ELECTR 115 | X | X | | | X | X |
| ELECTR 116 | X | X | | | X | X |
| ELECTR 155 | X | X | | | X | |
| ELECTR 230 | X | X | | | | X |
| ELECTR 235 | X | | | | X | X |
| ELECTR 265 | X | X | X | | X | X |
| ELECTR 266 | X | | X | | X | |
| ELECTR 270 | X | | | | X | X |
| ELECTR 220C | | | | | | X |
| ELECTR 250C | X | X | X | | X | X |
| ELECTR 255C | | X | | | X | |
| TECALC 087 | | | | | X | |

| | Avionics Technology Certificate | | | | | |
|----------------|--|---|---|---|--|--|
| | | Be prepared to transfer a core curriculum to an accredited, 4-year college or university with junior class standing in electronics technology or a related major. | Select and operate electronic test equipment during troubleshooting and repair operations, with an emphasis on safety in use and accuracy in results. | Analyze, interpret, and trace digital logic diagrams used in signal tracing of complex navigational and airborne communications circuits. | Effectively communicate with and advise customers and co-workers, both written and orally, regarding the progress of and decisions made concerning test and repair procedures. | Be eligible to sit for industry/Federal-style examinations on the theory and procedures of |
| CLASSES | | | | | | |
| ELECTR 110 | | | X | | X | X |
| ELECTR 111 | | X | X | | X | X |
| ELECTR 115 | | X | X | | X | X |
| ELECTR 116 | | X | X | | X | X |
| ELECTR 155 | | X | X | | X | |
| ELECTR 230 | | X | X | | | X |
| ELECTR 235 | | X | | | X | X |
| ELECTR 265 | | X | X | X | X | X |
| ELECTR 266 | | X | | X | X | |
| ELECTR 270 | | X | | | X | X |
| AERO 121 | | | | | | |
| AERO 140D | | | | | | |
| ELECTR 220C | | X | X | X | X | X |
| ELECTR 250C | | | X | | X | |
| ELECTR 257C | | | X | | X | |

GENERAL ELECTRICIAN 3 year report Program SLOs

Note: [Program SLO Summary Evaluation Form](#) is available..

Note: These contain duplicated head count. A student can be counted once for each statement in a SLO, and for each class they took.

| # | SLO Statement | # of Students Assessed | # of Students who Met SLO | % of Students who Met SLO |
|---|---------------|------------------------|---------------------------|---------------------------|
| | | | | |

| # | SLO Statement | # of Students Assessed | # of Students who Met SLO | % of Students who Met SLO |
|---|---|------------------------|---------------------------|---------------------------|
| 1 | Be eligible to sit for California State General Electrician Certification examination on the theory and procedures of electrical technology. | 2325 | 2127 | 91.48% |
| 2 | Select and operate electronic test equipment during troubleshooting and repair operations, with an emphasis on safety in use and accuracy in results. | 2223 | 2029 | 91.27% |
| 3 | Select the proper section of the National Electrical Code and electrical blueprints, to properly inspect, and estimate the costs associated with for residential and commercial wiring. | 2075 | 1892 | 91.18% |
| 4 | Analyze, interpret, and trace digital logic diagrams used in signal tracing of complex digital circuits. | 264 | 243 | 92.05% |
| 5 | Effectively communicate with and advise customers and co-workers, both written and orally, regarding the progress of and decisions made concerning test and repair procedures. | 2325 | 2127 | 91.48% |

Electronics Technology Certificate 3 year report Program SLOs

Note: [Program SLO Summary Evaluation Form is available.](#)

Note: These contain duplicated head count. A student can be counted once for each statement in a SLO, and for each class they took.

| # | SLO Statement | # of Students Assessed | # of Students who Met SLO | % of Students who Met SLO |
|---|---|------------------------|---------------------------|---------------------------|
| 1 | Be prepared to transfer to an accredited, 4-year college or university with junior class standing in electronics technology or a related major. | 2200 | 1977 | 89.86% |

| # | SLO Statement | # of Students Assessed | # of Students who Met SLO | % of Students who Met SLO |
|---|--|------------------------|---------------------------|---------------------------|
| 2 | Select and operate electronic test equipment during troubleshooting and repair operations, with an emphasis on safety in use and accuracy in results. | 1744 | 1570 | 90.02% |
| 3 | Analyze, interpret, and trace digital logic diagrams used in signal tracing of complex digital circuits | 464 | 408 | 87.93% |
| 4 | Effectively communicate with and advise customers and co-workers, both written and orally, regarding the progress of and decisions made concerning test and repair procedures. | 2531 | 2293 | 90.60% |
| 5 | Be eligible to sit for industry/Federal-style examinations on the theory and procedures of electronic technology. | 1910 | 1730 | 90.58% |
| 6 | N/A | | | |

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|--|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness - Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2016 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Mission and Purpose:

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

What is the mission statement or purpose of the program?

The purpose of the electricity/electronics program is to provide a quality program of study to a diverse community of learners. The curriculum includes hands-on skills as well as current theoretical concepts that prepare students to be employed in an introductory level position in the fields of electricity and/or electronics, which can serve diverse areas of specializations such as industrial, biomedical, communications, computer, consumer, and construction fields. The department offers either a certificate or an A.S. degree in the field of Electronics Technology, Computer Engineering Technology, Communications Engineering Technology, Electrical Power Technology, and Avionics Technology. The department also offers a General Electrician Certification Program that is approved by the California Department of Industrial Relations as well as the Occupational Health and Safety Administration (OSHA), and our students are prepared to take the state electricians certification exam as well as obtaining journeyman status, which is required by the State of California to become a licensed electrician as reflected by the Electrical Certification Curriculum Committee (ECCC). The

Communications Engineering Technology program is sanctioned and recognized by the International Association for Radio, Telecommunications and Electromagnetics (iNATRE), and our graduates are eligible for membership and can join with a junior technician certification. It also prepares our students to pass the Federal Communications Commission (FCC) General Radio Operators License (GROL) exam to be fully licensed. The Electronics Technology program is sanctioned and recognized by the Electronics Technicians Association (ETA) and the Avionics Technology curriculum is recognized by the Aircraft Electronics Association (AEA) as well. Our Electrical Power Technology prepares students to enter the utilities and industrial electricity field.

The department also prepares students to transfer to a number of public and private universities for further study in the various fields of engineering, engineering technology, and industrial technology as many of our courses are transferrable to these universities and programs.

All the above reinforce our program mission, which is to provide a diverse multicultural community of learners with solid up-to-date theoretical and hands on learning skills in the Electrical and Electronic field and to prepare them to enter into an entry level position in their respective specialty and/or to be able to transfer to four-year universities to further their studies in their respective fields and become an effective and employable member of the community.

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

The program mission statement strongly mirrors that of college's mission statement by providing students with quality training, skills and knowledge necessary to succeed in business, industry, and their chosen professions in a multicultural society. Our programs provide our students a hands-on learning experience to accompany their ability to understand theory, the ability to think critically, and the capacity to apply that knowledge in a real-world setting. The program strives to foster the knowledge and skills needed to succeed in their career and thus to improve their quality of life as well as our community's resulting in the development of our regions workforce by providing a strong, viable, and competent skilled workforce to advance our state and regions economic growth and competitiveness. Our graduates will be able to become a skilled and viable productive member of our multicultural community.

Productivity

Provide additional **analysis and explanation** of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

Examining the Full Time Equivalent Student Enrollment (FTES) trends of the last four years, we see an impressive increase from previous four-year levels. In fact during the 14-15 year it showed an impressive 18% increase and has steadily and consistently maintained levels above 100. This is due to the complete program overhaul that was undertaken by the new department Chair updating lab testing and trainer equipment to current industry standards such as oscilloscopes, signal generators, trainers, computer simulation software as well as course modification and materials update to many course curriculum to reflect the dynamic changes of the technological leaps in the industry. Previous lab equipment and curriculum were completely obsolete; dating back to the 1980's and needed critical updating. It is only true that if our

graduates receive an effective and current relevant training, they would be more employable leading to an increase in enrollment because many of our students also come from the industry as they are encouraged by their employers to enroll and continue their education in the field. However, further analysis of the Weekly Student Contact Hours (WSCH) shows that it has dropped dramatically to 284. This is attributed to the fact that since most of our classes are lab intensive and an update to the Lab equipment mentioned earlier occurred, the number of students per sections had to be dramatically reduced in order to match the student ratio to equipment and lab stations available. Nevertheless, from a productivity standpoint, we see that because we are providing a more current and up-to-date education training, our student retention has increased and remained above 90% and our enrollment had drastically increased by as much as 18%. Furthermore, the degree and certificate awarded rates have noticeably increased by as much as 25% as compared with previous four years. In addition, it is important to note that the Full Time Equivalent Faculty load (FTEF) has reached a critical value of 11.28, a number that was never reached before and only recently, in late 2016, we had a second full time Faculty join the department. The FTEF of 11.28 warrants the hiring of a third full time Faculty and testifies to the programs efficiency and effectiveness. In fact, our Department has become the largest department having the largest FTES of all the departments in Applied technology Division.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

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

Since the date of the report generated below, all of the courses showing content review overdue dates from 2014 and 2015 have been updated and reviewed and is either in the curriculum technical review committee or at the general curriculum committee in the queue being processed. All of the courses had their contents reviewed and textbooks updated to reflect advisory committee recommendations and changing industry standards. In addition, the majority of these courses cover basic concepts that are not changing. All that is updated is the reference textbooks and some materials are added to reflect a change in a standard or methodology. However, Electr250C, the Radio Transmitters and Receivers and antennas course, has gone through complete modification, has just been launched, and is at the curriculum committee. Also, Electr280 Computer Operations and maintenance is going through complete modifications to bring it more current with today's system standards. In addition, Electr255 Telecommunications Course will also be updated to include the most current switching standards, protocols, and voice over internet protocols. These courses are currently being taught with the latest updated standards but these updates will be reflected in the Curriculum as soon as the content reviews and modifications are finished. It is important to note that these courses are part of five different certificates within our program that had only one Full Time Faculty overseeing the program and being over-stretched as seen by the FTEF ratio of 11.28 with only one full time Faculty. Only recently, since the Fall 2016 semester, another full time Faculty has joined our program, allowing more time for the

department chair to focus and thus accomplish all the content reviews mentioned above.

| Applied Technology, Transportation & Culinary Arts | | | | | |
|---|---|---------------|----------------------------|-------------------------|---|
| Electricity/Electronics | | | | | |
| | Course | Status | Last Content Review | Next Review Date | Date submitted to Curriculum Committee |
| | OSHA 010 Federal OSHA Entry-Level: Construction Industry Safety | Active | 10/10/2016 | 10/10/2022 | |
| | OSHA 015 Federal OSHA Entry-Level: General Industry Safety | Active | 10/10/2016 | 10/10/2022 | |
| | OSHA 030 Federal OSHA Outreach: Construction Industry Safety | Active | 01/11/2016 | 01/11/2022 | |
| | OSHA 035 Federal OSHA Outreach: General Industry Safety | Active | 01/11/2016 | 01/11/2022 | |
| | TECALC 087 Technical Calculations | Active | 03/03/2008 | 03/03/2014 | 02/13/2017 |
| | ELEC 091 Fundamentals of Solar Energy | Active | 12/07/2009 | 12/07/2015 | pending |
| | ELECTR 098 Electronics Work Experience | Active | 11/23/2009 | 11/23/2015 | 03/16/2017 |
| | ELEC 101 Supply Chain Technology | Active | 04/11/2016 | 04/11/2022 | |
| | ELECTR 110 Direct Current Circuit Analysis | Active | 02/25/2008 | 02/25/2014 | 11/14/2016 |
| | ELECTR 111 Direct Current Circuit Laboratory | Active | 03/03/2008 | 03/03/2014 | 11/16/2016 |
| | ELECTR 115 Alternating Current Circuit Analysis | Active | 03/03/2008 | 03/03/2014 | 12/02/2016 |
| | ELECTR 116 Alternating Current Circuit Laboratory | Active | 03/03/2008 | 03/03/2014 | 12/05/2016 |
| | ELECTR 155 Electronic Drawing and Assembly | Active | 12/08/2015 | 12/08/2021 | |
| | ELEC 216C Introduction to Industrial Electricity | Active | 02/25/2008 | 02/25/2014 | 02/21/2017 |
| | ELEC 217C Industrial Electricity | Active | 02/25/2008 | 02/25/2014 | 02/22/2017 |
| | ELEC 218C Controlling Industrial Electricity | Active | 02/25/2008 | 02/25/2014 | 03/15/2017 |
| | ELEC 219C Industrial Electronic Systems Controls II | Active | 04/11/2016 | 04/11/2022 | |
| | ELECTR 220C FCC Rules and Regulations | Active | 09/22/2008 | 09/22/2014 | 03/15/2017 |
| | ELECTR 230 Semiconductor Devices | Active | 02/26/2007 | 02/26/2013 | 02/01/2017 |
| | ELECTR 235 Solid State Circuit Analysis | Active | 03/03/2008 | 03/03/2014 | 02/07/2017 |
| | ELECTR 250C Radio Transmitters, Receivers and Antennas | Active | 09/22/2008 | 09/22/2014 | 02/23/2017 |
| | ELECTR 255C Telephone and Data Networking | Active | 09/22/2008 | 09/22/2014 | pending |
| | ELECTR 257C Navigation and Communication Systems | Active | 09/22/2008 | 09/22/2014 | pending |
| | ELECTR 265 Digital Logic Design | Active | 09/22/2008 | 09/22/2014 | 02/01/2017 |
| | ELECTR 266 Microprocessor Technology with Assembly Language | Active | 12/08/2015 | 12/08/2021 | |

| | | | | | |
|--|--|--------|------------|------------|--------------|
| | ELECTR 270 Linear Integrated Circuit Analysis | Active | 09/22/2008 | 09/22/2014 | 02/14/2017 |
| | ELECTR 280C Computer Operation and Maintenance | Active | 09/22/2008 | 09/22/2014 | Pending |
| | ELECTR 290C Industrial Computers and Robotics | Active | 09/22/2008 | 09/22/2014 | Pending Mod. |

Articulation and Transfer

| List Courses above 100 where articulation or transfer is not occurring | With CSU | With UC |
|---|--|--|
| | All the ELEC and ELECTR courses numbered 100 and above are articulated and transfer to CSU for college credit. | The ELECTR 110, 111, 115, and 116 courses are articulated for transfer to the UC Electrical Engineering Program. All other coursework in that UC Electrical Engineering Program is considered upper division and our courses will not articulate for transfer. |

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

No current plans to articulate any courses below 100.

Currency

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

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

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

The information listed on the above website link showing the college catalog with each certificate and associate degree is currently correct for all of the certificate and associate degrees for Electricity and Electronics except for the Computer Engineering Technology certificate and A.S. degree, which have ELEC217C Industrial electricity course within its required course list. This mistake looks like it has been overlooked or a miss-typed error because that course should only be part of the General Electrician certificate or the Power Technology certificate or degree. Correction in CurricUNET will be made and forwarded to the curriculum committee to get this issue resolved.

Part IV: Planning

SBVC Strategic Initiatives:

[https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/documents/17-
efficacy/strategic-initiatives.pdf](https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/documents/17-
efficacy/strategic-initiatives.pdf)

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|--|---|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program <u>does not identify</u> major trends, or the plans are not supported by the data and information provided. | The program <u>identifies and describes</u> major trends in the field. <u>Program addresses how trends will affect enrollment and planning</u> . Provide data or research from the field for support. |
| Accomplishments | The program <u>does not incorporate</u> accomplishments and strengths into planning. | The program <u>incorporates</u> substantial accomplishments and strengths into planning. |
| Challenges | The program <u>does not incorporate</u> weaknesses and challenges into planning. | The program <u>incorporates</u> weaknesses and challenges into planning. |

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

A detailed analysis of regional labor market information from the EDD website along with our extensive advisory committee members, which has grown tremendously in the past five years and is made up of prominent regional employers, point to a huge demand for General Electricians as well as industrial automation technicians. Typical responsibilities of these technicians are the installation, maintenance, and repair of automated production lines, packaging lines, warehousing automation systems and logistics. These technicians are an integral part of the support personnel at power utility companies, chemical plants, warehoused, distribution centers, and refineries all of which employ automation systems that utilize Programmable Logic Controllers (PLC) and Programmable Automation Controllers (PAC) to control and run their machines efficiently. In the inland empire, we see a mushrooming of warehousing and logistics sites with a never-ending expansion of such operations that utilize the automation equipment needed. Case in point, Amazon, Target, Stater Bros., Fed Ex, UPS and numerous others have established large warehousing and logistical centers that support the western united states and they demand many trained technicians to operate, maintain troubleshoot and repair such equipment. Our department has representatives from these large companies that sit in and on our advisory board meetings and they have strongly advocated the inclusion and expansion of our automation classes. As a result, we have expanded our General Electricians program to include a variety of automation controllers and mechatronic systems that are very dominant in these industries. We have acquired up to date lab equipment and trainers to augment and support the automation aspect of our General Electricians as well as our Power technology certificated programs. In addition, we have created a new Industrial Automation certification dealing specifically with warehousing and logistics industry. The proposal has been fully approved and only awaiting the State Chancellors office approval. An advanced PLC course has been introduced within the program and will enhance students capabilities and knowledge in this very rewarding in demand field. In fact, part of our increase in enrollment, has been propped up by

the demand for students requesting to enroll within either the General Electrician and/or Power Technology certifications as they include these automation classes within them and as soon as the industrial Automation certification is approved, we anticipate further increase in enrollment. Other fields with a steady increase in demand are the Communications and Computer technology fields as they are closely linked. Many changes are currently occurring in the communications industry and demand for technicians is on the increase. As newer and faster mobile communication standards are introduced by the Telecommunications industry, many network hardware equipment need to be upgraded, installed and maintained to support and ever increasing communications networks. In fact all five major mobile carriers have sounded alarms as to their needs for technicians to upgrade the tens of thousands of cell sites across the country to comply with newer, faster standards such as LTE (Long term evolution) III standard. This trend is expected to continue well through the next decade. Thus, our Communications Engineering technology program has seen a revival in that enrollment has increased as a cause of making our students aware of such demands and trends.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

In referencing the EMP summary, we see that increased enrollment as well as student retention and success remain a focus of our goals and much work has been accomplished in that direction by providing effective, consistent tutoring services and workshops on the challenging topics that has clearly helped students succeed and propelled them to stay motivated to finish the program. In addition, the massive lab equipment modernization and updating as well as the introduction of more current industry relevant materials in the courses have definitely helped the program achieve better results in terms of Enrollment and student success. In addition, we have partnered with major local industry organizations such as California Steel Industries, Amazon, target, and Fed Ex to establish a career path for our students in terms of internships or employment opportunities which resulted in the employment of some our students within their organizations. We have surveyed hiring representatives of these organizations and have implemented their recommendations by adding and modifying courses within our programs to include PLC, microprocessor, and mechatronics automation training to help improve student employability skills that are currently in demand in our region. Program growth and success are not short term goals but are more strategic and they remain constant within our program. We will continue to strive to grow and strengthen our programs by honing in on the locally needs and employable skills that we must provide for our students. Our program also continues to prepare students to obtain industry standard certifications such as the Federal Communications Commission's general radio operator license (GROL) as well as the international Association of radio, telecommunications, and Electromagnetics (iNARTE) certifications and also several levels of the Electronics Technicians Association (ETA) certifications. All this in addition to prepare the students to sit in on the California State Electricians exam in the fact that our General Electricians program is sanctioned and approved by the State of California Electrical Certification Curriculum Committee (ECCC), the Division Apprenticeship Services (DAS), and the Department of

Industrial Relations. It is important to note that the attainment of any of the above certifications will greatly improve our student's employability and therefore must remain a cornerstone of our planning.

Challenges

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

A subtle observation that can be made from the EMP data is that for the latest enrollment data FTES for years 2015/2016, a small drop of enrollment is seen from the previous peak. This can be attributed to regional economic trend that when jobs are more available, prospective students tend to prioritize employment over education. However, this cannot be used as a rationale because effective outreach programs must be implemented to market our programs to illustrate the opportunities they provide to our local high school students who have yet to graduate. If we can stimulate and excite them about seeking a successful career in the Electricity/Electronics field then our program will continue to grow and enrollment will increase. This is why for the last year we have concentrated on performing outreach activities in the form of direct high school visitations to pitch our programs. However, this has proven to be a little more challenging from the staffing and coordination standpoint between our department faculty and the high schools targeted. In addition, we have collaborated and continue to be part of campus-wide events like STEMAPALOOZA that promote our programs to students from local middle schools as well as high schools.

Another challenge that seem to be an issue is our WSCH per FTEF has dropped drastically to 284 since it peaked of 426 but that is definitely due to the overhauling of our Labs by the replacement of ancient lab equipment that was outdated (from the 1980's) with industry current testing equipment and trainers. This equipment is prohibitively expensive and have taken a course of three years to replace in phases. Our section sizes have considerably shrunk to no more than 20 students per section which definitely attributed to the fall of that ratio. Additionally, we had added morning sections of the beginning core courses which in turn further pushed the ratio downward, but we, however, saw a definite improvement in enrollment and student success numbers. An argument can be made to increase the equipment and testing stations available in the labs to increase section sizes and improve the WSCH ratio, but unfortunately two limitations would arise. Firstly, lab room availability and size: There are only four combination lecture/lab rooms available for the entire program that offers six different certificates and degrees. Also, room size dictates the limited number of Lab equipment testing stations and trainers that can fit within them, thus severely limiting class size. Secondly, the quality of teaching for a large size section in a lab intensive section tends to be ineffective in that one instructor, even with a lab assistant cannot get around and help each group building a circuit or project effectively. It has been found that an ideal Lab should not consist of more than 20 students pairing up so that effectively they might, for instance, build ten different circuits within one lab period. The instructor will only be able to effectively examine and help test these 10 groups with 10 different circuits and thus if that number is exceeded, then effective and engaging student instruction cannot be achieved and student retention and success will definitely suffer. Nevertheless, notwithstanding the previous argument, one of our planning goals will be to seek ways to increase the WSCH to FTEF ratio

by completely filling up all sections available and to schedule classes with lower enrollment with less frequency of offering.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

SBVC Strategic Initiatives:

[https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/documents/17-
efficacy/strategic-initiatives.pdf](https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/documents/17-
efficacy/strategic-initiatives.pdf)

| Strategic Initiative | Institutional Expectations | |
|--|---|--|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

Technology

The massive lab equipment updating and expansion that was undertaken testify to the use of up to date industry testing equipment and trainer modules that simulate and mirror real world equipment found in today's Electrical/Electronic industries. One of the examples is the most cutting- edge Programmable Logic Control trainers obtained to augment our automation lab. It actually mimics the newest versions found in the field. The Mechatronics trainers also acquired are among the newest cutting -edge equipment now incorporated in the labs for industrial electricity control classes and they effectively support the course objectives. The newest Microcontroller trainers made by INTEL were obtained to replace the archaic microprocessors that were used prior that also were out of production. The new INTEL processors support three of our certificated programs and make them industry current. Spectrum analyzers were also obtained and integrated within our communication engineering technology program to enhance and update it to make it parallel today's industry requirements. Computer software simulation programs commonly found in the industry such as MULTISIM have been integrated and utilized into most courses to help students simulate and trouble shoot all types of circuits commonly found in the field. Other computer aided software design programs such as PCBOARD and ULTIBOARD were integrated within our design and assembly courses that help students design and draft circuits and then

manufacture the printed circuit board to build the prototype circuits. All of the preceding equipment and technology have been integrated fully within the last four years to directly support our strategic initiatives of providing our students with the most current up-to-date technological knowledge and skills to be able to attain high paying jobs within our community and to help regional employers source their skilled labor needs. The department, through planning and grant supplements, is continuing to acquire and integrate into its curriculums cutting edge technology to support such initiatives. Our plans include the attainment of a full Supervisory Control and Acquisition Data System (SCADA) Laboratory similar to common systems that are found in refineries, chemical plants, Utilities stations, and many other automation-utilizing organizations. However, two challenges are preventing us from completing this task. The equipment required is very expensive and lab/room space is severely limited.

Campus Climate

In keeping with our strategic initiatives of campus climate, our graduates are thoroughly trained and have proven to be shining examples and good ambassadors of the department and college. We stress safety very heavily to all of our students through extensive safety training in our lab sections. Our program has an excellent reputation in the industry for quality instruction. We often collaborate with other departments to foster student interaction and collegiality. For instance, we collaborated with the automotive, welding, machining, mathematics, and physics departments to build the STEM Solar powered golf cart that included many added electronic systems. This collaboration project provided all students with invaluable skills that will certainly help propel them to success in their careers. Our students are continuously involved in the promotion of our programs that are held on campus by showcasing and demonstrating the projects which they have built to potential students to get them interested in pursuing a career in the electricity/electronics field.

Partnerships

We have been actively expanding our industry advisory committee membership to include a variety of local organizations that would potentially hire our graduates as well as provide an enrollment stream of students who are current employees of these firms and are encouraged to obtain a certification through this College. These organizations include California Steel Industries, Amazon, Target, Waste Management, Fed Ex, United Parcel Service, General Atomics, General Photonics, Fibertronics and others. We have established direct agreements with California Steel and Fed Ex to include our students in their internship programs. We also have an agreement with the Mountain View Power Plant for a tour of the plant to show our students what that job entails. We continue to seek to establish internship opportunities for students with major employers within our local area to provide a solid, effective path for our graduates to career advancement and employment.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

While the program lists numerous certification, partnership, and articulation agreements these are not linked to overall departmental planning efforts. Although other areas of this report provide trends within the electrical and electricity industries and occupations, it is not clear in this area of the report how the various listed memberships, certification, and partnerships, among others affect or are related to the planning efforts of the department.

Address, in detail and with specific examples, how this deficiency was resolved:

By referring to our latest EMP, you can see that seeking industry partnerships is an integral part of our goals and thus, our planning strategies. It continues to be essential because it serves our programs in three ways. First, it helps us obtain current industry trends that are in high demand so that we could adjust and modify our curriculum to meet those needs and to update our certification offerings. Second, it helps us provide career pathways for our continuing student or graduates in the form of internships. Third, it would help increase enrollment in our programs because these organizations have required their current non-certified employees to pursue a degree or program within our department. For example, we have had many students from Target and Amazon, enroll in our General Electricians program. Another example in regards to internships, we have established agreements with California Steel Industries and FedEx to offer our qualified students internship opportunities in the Industrial Automation field. A third example of how our planning efforts tie into our certifications is that many of these industry partners, who sit on our advisory committee have helped us in identifying certain technologies related to the automation industry such as PLC and PAC systems. As a result, we have developed specific classes and the Industrial automation certification to fill this critical need.

**Program Efficacy Team Report
Spring 2017**

Name of Department: **ENGLISH/ESL**

Efficacy Team: **Shalita Tillman, Stacy Meyer, Kent Melancon**

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

The department did a good job of addressing each category. The document articulates collaboration, intervention methods, program development forecasting as well as various opportunities to access courses within the department. Overall demonstrating how the program is meeting the college and department objective contributing to student success.

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

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The department has meet the demographics and pattern of service. Analyzed the demographics providing good information comparing the department demographics to the campus demographics. I would like to recommend acronyms be spelled out and referenced

somewhere in document for readers. Provides detail of how the pattern of service impacts all students with a variety of course offering opportunities.

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program does not provide an adequate analysis of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes (SLOs) | Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete . | Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete . |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The department has met the Data analysis and SLO's. Provides good data analysis. The department does a good job of discussing the collaborative evaluation process to reevaluate the effectiveness of SLO's and how they contribute to students learning achievements. Extra data submitted by department gave a deeper insight of the program.

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness – Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The mission statement demonstrates the departments purpose and is in alignment of the campuses mission statement. The productivity has been explained very well and provides evidence of growth of student enrollment in course offerings for the program. The Relevance, Currency and Articulation area demonstrate the departments concern with meeting the needs of the students by tracking and keeping course offerings updated along with seeking qualified candidates to facilitate course work in the classroom.

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|---|---|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The department did a good job of providing details of how they incorporate all areas in their planning process to meet the needs of student’s success. Example, the department shares how they are helping students overcome some textbook expense by implementing a new program to cover the cost of the textbook for certain courses in the department.

| Strategic Initiative | Institutional Expectations | |
|--|---|--|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

All areas are strong with good detail reflecting on and off campus collaboration and relationships.

| Part VI: Previous Does Not Meets Categories |
|--|
| <p>Program addressed each area, by either describing how the program has remedied deficiencies, or if these areas have been discussed elsewhere in this current document, provided the section where these discussions can be located.</p> |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

N/A

**Program Efficacy
2016 – 2017**

Complete this cover sheet as the first page of your report.

Program Being Evaluated

English/ESL

Name of Division

Arts & Humanities

Name of Person Preparing this Report

Diane Hunter

Extension

8634

Names of Department Members Consulted

Horace Alexander, Mary Copeland, Paula Ferri-Milligan, Dahim Fozouni, Diane Hunter, EJ Jones, Judy Joshua, Joel Lamore, Dirkson Lee, Yvette Lee, Alma Lopez, Dolores Moreno, Joel Murphy, Joe Notarangelo, Michael Slusser, Julie Tilton, Elena Kellogg.

Names of Reviewers

S. Meyers, S. Tillman, K. Melancon

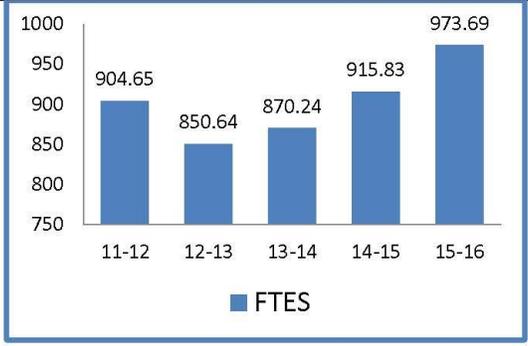
| Work Flow | Date Submitted |
|---|----------------------------|
| Initial meeting with department | 2/6, 3/6/17 |
| Meeting with Program Review Team | 3/3/17 |
| Report submitted to Program Review co-chair(s) & Dean | by NOON on March 21 |

Staffing

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

| Classification | Number Full-Time | Number Part-time, Contract | Number adjunct, short-term, hourly |
|-----------------------|-------------------------|-----------------------------------|---|
| Managers | 1 | 0 | 0 |
| Faculty | 17 | 0 | 54 |
| Classified Staff | 0 | 0 | 0 |
| Total | 18 | 0 | 54 |

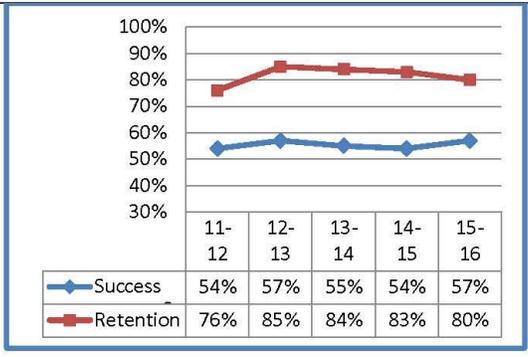
PROGRAM: INSERT YOUR RECENT EMP FROM FALL 2016



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

| | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|-----------------------|-------|-------|-------|-------|-------|-------|
| Duplicated Enrollment | 6,999 | 6,894 | 6,461 | 6,679 | 7,024 | 7,462 |
| FTEF | 64.91 | 65.83 | 63.58 | 64.10 | 68.23 | 72.23 |
| WSCH per FTEF | 423 | 412 | 401 | 407 | 403 | 404 |

Assessment: From 2013/14-2015/16 there has been a significant increase in FTES of 130. This 12% increase paired with consistent WSCH, retention, and success rates indicate a strong, stable department that is able to grow and keep classes full while meeting student needs without compromise. Though not sustainable over time, the 12% increase was achieved with no additional full-time faculty. The increase in FTEF is consistent with the need increases in FTES and enrollment and supports the need to hire more full-time faculty: current load for 36 full-time faculty vs. current # of actual FT faculty-17. It is expected that the department WSCH will always be lower than the college norm due to contractually set class caps that the WSCH formula does not consider. Online courses are still 12% of offerings, which means more online sections due to rise in FTES/classes offered overall. The number of AA-T English degrees has increased 500% indicating the department's degree program is maturing and the department's outreach is successful.



Department Goals: **1.** Hire 2 FT, tenured faculty; **2.** Promote AA-T English Degree, expand Lit. course offerings; **3.** Create course, career, transfer pathways for English majors; **4.** Increase reassigned time for Lead Writing Center instructor, and increase Writing Center budget to \$80,000.00; **5.** Explore possibility of pre/post assessment workshops; **6.** Prepare for CAI and Canvas, and OEI; **7.** Create 2nd Puente cohort; **8.** Promote college-wide minimum academic writing standard; **9.** Explore the possibility of expanding summer bridge. **10.** Maintain technical support for dept. laptops in B213. **(corresponding actions are listed below)**

Challenges: Not enough classrooms to accommodate number of sections needed; the current FT to PT ratio is below 51% currently 48%; not sufficient administrative support to function effectively & efficiently with a large department of 50 PT faculty and 17 FT faculty. **Opportunities:** CAI, OEI, and Canvas; Strong Workforce, SSSP; non-credit offerings; 2nd Puente Program cohort by FA17.

| | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | |
|-------------------------------------|-------|-------|-------|-------|-------|-------|--|
| Sections | 260 | 260 | 257 | 270 | 282 | 304 | Action Plan: 1. Submit program review request for 2 FT faculty; 2. Increase # of literature classes to expand lit. offerings and maintain updated Bb community to promote AA-T Degree; 3. Create career information sheets for students and counselors; 4. Submit Program Review requests for Writing Center budget & reassigned time; 5. Form assessment sub-committee, meet with colleagues in Math and Reading; 6. Encourage faculty to attend training; 7. Work with counseling to identify and train 2 nd counselor and English faculty team, attend Puente training; 8. Facilitate Prof. Dev. workshops to direct faculty to the <i>Brief Digital Guide to Academic Writing</i> developed by English faculty; 9. Form sub-committee to work with Counseling and Student Services to create an academically focused English component of the Summer Bridge program. 10. Submit Program Review requests for laptop cart technical support. |
| % of online enrollment | 9% | 9% | 11% | 10% | 12% | 12% | |
| Degrees awarded | N/A | N/A | N/A | 2 | 2 | 10 | |
| Certificates awarded | N/A | N/A | N/A | N/A | N/A | N/A | |
| Data includes: SBVC, SOFF and SBBHS | | | | | | | |

Part I: Questions Related to Strategic Initiative: Access

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

SBVC Strategic Initiatives:

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

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

| Demographics - Academic Years - 2014-15 to 2015-16 | | |
|--|----------------------|-------------|
| Demographic Measure | Program: English/ESL | Campus-wide |
| Asian | 4.9% | 4.8% |
| African-American | 15.6% | 12.8% |
| Hispanic | 65.4% | 64.2% |
| Native American | 0.8% | 0.2% |
| Pacific Islander | 0.5% | 0.3% |
| White | 11.8% | 14.0% |
| Unknown | 0.9% | 0.4% |
| Female | 62.7% | 56.9% |
| Male | 35.7% | 42.9% |
| Disability | 5.0% | 6.3% |
| Age Min: | 15 | 14 |
| Age Max: | 67 | 78 |
| Age Mean: | 28 | 24 |

| Demographics - Academic Years - 2013-14 to 2015-16* | | |
|---|--------------|-------------|
| Demographic Measure | Program: ESL | Campus-wide |
| Asian | 20% | 4% |
| African-American | 5% | 13% |
| Hispanic | 64% | 65% |
| Native American | 0% | 0% |
| Pacific Islander | 0% | 0% |
| White | 10% | 14% |
| Unknown | 2% | 0% |
| Female | 65% | 58% |
| Male | 35% | 42% |
| Age Min: | 19 | 14 |
| Age Max: | 82 | 82 |
| Age Mean: | 35 | 26 |

*excludes summer terms

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

DEMOGRAPHICS:

The program **provides an analysis** of the demographic data and provides an interpretation in response to any identified variance.

In general, the English Department program reflects the college's population. However, noteworthy in our analysis is the data that we serve a slightly higher population of Hispanic, African American, and female populations than college demographics, both in the English program and the ESL program, and show a lower percentage of Caucasian and male students than the college as a whole.

Specifically, the slightly higher percentage of Hispanic students (65.4% when compared with 64.2% campus) served by our program is likely the result of these students enrolling in our ESL program, which indicates second language learners taking more ESL classes in preparation for our mainstream composition course sequence. Disaggregation of ESL from campus-wide data indicates that the percentage of ESL students who are Hispanic (64%) very closely align to the college average (65%). It should be noted that although the number of students who enroll in the ESL classes is significantly small in comparison to the college as a whole (approximately 168 ESL students versus the college total of unduplicated students, 17,044 (2014-2015 Student Demographics)), the data indicates that the ESL program is serving a proportionately relevant number of English language learners of the college, a significant number of whom are Hispanic.

Additionally, the higher percentage of African American students in English classes (15.6% compared with 12.8% college wide) could be the result of recently implemented SSSP and Equity programs, such as Valley Bound, First Year Experience, Foster Youth, and Tumaini providing African American students the opportunity and support resources to attend SBVC and enroll in English classes in their first two semesters. In comparison to the ESL program, there are significantly fewer African American students (5%) who are enrolled in the ESL classes than the campus-wide average (13%). This can be attributed to the nature of

the course itself since ESL classes are not developed for mainstream English speakers, many of whom are Caucasian and African American.

Native American, Pacific Islander, and Unknown numbers are in line with campus percentages at 0-1%. The numbers for Asian students are also in line with campus percentages at 4.9% compared with campus-wide 4.8%. In terms of the ESL program, the percentage of Asian students (20%) is significantly higher than the campus-wide average of Asian students (4%). This can be attributed to the ESL program being the gateway program that many Asian students use to gain the skills needed to progress academically in the college milieu. Furthermore, since the ESL program is small (i.e. five credit courses offered per semester, with courses ranging from 20 to 28 students), this can account for the seemingly higher percentage in Asian students in the program in comparison to the college as a whole.

Where White students are concerned, the percentage of students for English seems to be slightly lower than the college-wide numbers at 11.8% compared with 14.0%. This shift seems to be in line with the increase in the number of African American students enrolled in English classes compared with the campus numbers. Overall, the campus has experienced a decline in the total number of White students since our last efficacy (2013), going from 21% to 14%, and this is also reflected in the number of White students enrolling in English classes. In regards to the ESL program, there are fewer White students (10%) who attend the ESL classes in comparison to the campus-wide data (14%). The explanation for this phenomenon is similar to that of African American students in that the ESL program is not designed to target students who are native English speakers, many of whom are White, and more specifically Caucasian, students. However, what should be noted is that the college data does not take into account Middle Eastern students. This population of students may classify themselves as "White." However, their needs for language development are vastly different from their American or European born counterparts. Further refining of the way that the college collects this data may be crucial in pinpointing specific sub populations in order for the college not to inadvertently marginalize these potentially at risk groups.

The data indicates a higher percentage of female students enrolling in English classes (62.7%) compared with campus-wide numbers at 56.9%. The data also indicates fewer male students enrolling in English classes (35.7%) compared with college-wide numbers (42.9%). The data for the ESL program shows similar trends of the percentage of female students (65%) as higher than the campus-wide data (58%) and the percentage of males who are enrolled in the ESL program (35%) is significantly less than the campus-wide data (42%). We can interpret from this that female students enroll in our English classes and even more female students enroll in our ESL classes, which is reflective of our college's diverse student population, community, culture, and current economic climate in that these ESL students are learning English, both conversation and written, in order to begin an educational path or in order to more effectively participate in their children's education and the community in general. Given the local job market, it is likely that more of our male students have found employment which is also reflected in the number of male students attending the college and taking English classes.

Based on student reports and classroom survey data, especially in the ESL 907, 930 and 931 classes, many of the female students have indicated that they are seeking to improve their English skills either for personal enrichment or for job attainment. For instance, one female ESL student indicated "One of my main goals that I hope to achieve by attending San Bernardino Valley College is reading and speaking fluently English and then I can be join to my main major is graphic design." Based on classroom survey data in the beginning ESL credit based classes, a number of males have reported that they are interested in learning English in order to pursue a career in the Career and Technical fields. One male ESL student wrote, "My main goals is finish the Electricity Program and get the certificate."

Additionally, with the increased number CTE programs and a focus on workforce development, the higher percentage of male students college-wide seems to reflect this trend, as they likely are enrolling in these classes rather than in English classes. However, the department will explore the role of English classes

and the number of male students who enroll specifically within CTE programs to see how we can support the students in those programs. However, in order to have a greater understanding of this phenomenon of the disparity between genders in terms of college attendance, a greater concerted effort may need to be taken by the college's research department to conduct an environmental and workforce study to have a better understanding of how job attainment affects student enrollment in college.

The data indicates only slight differences between minimum age and disability, which indicates the department numbers are in line with college-wide numbers. The maximum age difference between English/ESL (67) and the campus (78) is likely because most adults of retirement age and older do not return to college for career retraining or to enter a transfer program requiring them to take an English class. It is the department's opinion that such students are more likely here to take classes for personal enrichment, such as art, music, or yoga. In terms of the ESL program, it appears that there is a discrepancy between the average ages of students in the ESL program (35 years of age) versus the campus-wide average of 26. However, closer examination of the data provides a greater understanding of this report. The maximum age of students in the ESL program is exactly the same as that of the campus-wide report (i.e. 82 years of age). This might be explained in that students of all ages may enroll in ESL classes for reasons such as personal growth and enrichment. However, there is a discrepancy in terms of the age minimum. More specifically, the minimum age of students enroll in the ESL program is 19. However, the campus-wide minimum is 14. This can be explained in that the predominant number of students who enroll in the ESL classes do so after they have graduated from high school which on average is 18 years or higher. The college minimum takes into account students who are in middle college or in concurrent enrollment, a population of students who typically do not take ESL classes since they get their English learning needs met at their educational institutions (e.g. high school). When this is taken into account, it portrays a more nuanced picture in that the ESL program at SBVC does in fact cater to the needs of a wide range of ages.

In short, we believe the department demographics accurately reflect the diverse population of students in our college community as well as the current economic climate.

Pattern of Service

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

The English department offers classes at a wide variety of day/time patterns to meet the needs of a wider range of student schedules and situations. The English Department is able to offer day and time patterns to meet the demand and enrollment needs of our students. We currently offer classes in the more traditional two day per week pattern (M/W, T/TH) in 6 week, 8 week, 13 week, 14 week, and 18 week formats. We offer 17% of our courses in a pattern other than 18 week. The department plans to increase the number and variety of late start (13 or 14 week) classes for fall 2017 semester. We also offer classes one day per week, including Monday nights, Tuesday nights, Wednesday nights, and Thursday nights as well as Friday only classes and Saturday only classes, both morning and afternoon/evening for the weekend classes. Although enrollment in Friday and Saturday classes has decreased in the last two semesters, the department will continue to offer sections on Fridays and Saturdays, provided that resources, such as library, cafeteria, tutoring services, etc. for our weekend students are available. We utilize all available times of day, including 7:00am classes, the full range of morning and afternoon classes, and classes that begin

at 3:00, 4:00, 5:30, and 6:00 pm going to 9:30 pm. To meet the needs of our community, we offer 38% of our classes after 4:00 pm., 20% of classes in less than 18 week formats. Combined with these multiple day/time patterns are the alternate deliveries of a portion of our classes, including ITV. We offer at least one class per semester in this format for our students in Big Bear. We also offer a portion, ranging from 11% – 15% of our classes in the online format, which tend to fill usually within hours of registration opening. This indicates we are serving the needs of our online students. The English Department also offers classes as a part of the Honors Program, although with more funding, we could offer more than the current two honors sections.

We continue to offer a core of ESL classes ranging from ESL 907, Basic Conversational English to ESL 941, Composition Based ESL Level 4 – Advanced, but due to budget and section restrictions, we have not been able to add sections in this area to grow the ESL Program. The times and days that the credit ESL classes have been offered are also on a two day per week pattern (e.g. M/W or T/TH). They are typically offered between the periods of 9 A.M. and 1:50 P.M. Since the ESL program is relatively small in size, a concerted effort has been taken to ensure that the days and times that the classes are offered align with the students' schedules. For instance, if students are taking an ESL 930 class on a T/TH format during the time period of 9 A.M. to 10:50 A.M., for the following semester, these same students who successfully complete the course can take the next course in the ESL sequence on the same days and at the same times. This is to promote the persistence of these students in continuing with their educational pathways in that they do not need to make major changes to their personal schedules. This has proven to be relatively successful in helping these students to continue taking the sequence of ESL classes. In an effort to help our ESL community, we have created a series of non-credit ESL classes ranging from Citizenship classes to ESL composition classes meant to bridge second language learners to our core ESL composition classes mentioned above. We have consistently offered at least one non-credit ESL class per semester for the past four years, and continue to monitor the fill rates as well as the needs of the community in deciding which level to offer and at which days and times to best meet the needs of our students and community. Specifically, the department plans to survey ESL students to see if offering evening sections would also meet the needs of our ESL students. Two years ago, we had offered both credit and non-credit ESL courses in the evening (start time after 4pm), but the classes did not fill. Furthermore, the department has tried to offer ESL credit classes during the summer (i.e. 2014); however, the class was cancelled due to low enrollment. Other areas we are looking into include advertising and marketing to ensure the community and our ESL students are aware of the course days and times.

Overall, the wide variety of class day/time/delivery patterns meets the needs of our diverse student population, including working students, high school students, middle college students, returning students, and those attending multiple institutions. In particular, we have been very supportive of weekend classes by offering multiple sections of all of our core classes on Fridays and Saturdays (8am – 5pm) for those working students who also have family or other obligations. Doing so allows these students to complete the sequence of English classes without having to come to campus during the week.

The Writing Center is an additional program under the English department that serves the composition needs of students from across the disciplines. It offers tutoring support from Monday through Saturday. Typical times in which the center is open are from 9 A.M. to 7 P.M. from Monday through Thursday and from 10 A.M. to 3 P.M. on Fridays and Saturdays. This range of tutoring availability is purposefully planned to effectively serve students and their varied schedules. The Writing Center also offers tutoring services during the 1st and 2nd summer sessions if funding permits. To better serve the SBVC online students, the Writing Center offers online tutorial services for students from all college-level courses in which it provides students with a 24 to 48 hour turn-around time for them to receive feedback on their papers. In addition to one-on-one tutoring that the center typically provides, the center also hosts a number of workshops on topics such as composition, grammar, ESL issues (e.g. pronunciation, and idiom awareness), personal statements for scholarships, and resume writing.

Part II: Questions Related to Strategic Initiative: Student Success

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data. | Program <u>provides an analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes (SLOs) | Program <u>has not demonstrated</u> that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is <u>missing or incomplete</u> . | Program <u>has demonstrated</u> that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is <u>complete</u> . |

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded")

Data Analysis

As indicated in the EMP report, there has been a steady increase in the number of FTES each year since our last efficacy in 2012/2013, going from 850.64 (2012/2013) to 973.69 (2015/2016), an increase of 12%. Though not sustainable over time, the 12% increase was achieved with no additional full-time faculty. The increase in FTES is likely the result of an improved budget situation, likely resulting from the passage of Proposition 30. With the District's improving budget, the department has been able to add English sections each semester, leaving us with approximately 145 to 148 sections per semester this academic year, which is back to pre-budget decline numbers. Not surprisingly, the enrollment numbers have also climbed significantly since our last efficacy increasing from 6,461 (2012/2013) to 7,462 (2015/2016). We expect it is likely that these enrollment numbers will continue on an upward trend, provided we are able to maintain and increase course offerings. In analyzing the data, our strong enrollment could also be due to legislative changes that now require students to have an Educational Master Plan, Mandatory Assessment and Orientation, and declaration of a major. We believe more students are beginning to acknowledge the importance of taking the core communication and computation classes, like English and Math first in their educational careers rather than the previous culture where students waited until their last semester to take their English requirements. We also believe that with the implementation over the past few years of English prerequisites and departmental advisories being added to other discipline courses there may be an increase in the number of students trying to enroll in our ENGL 914, ENGL, and ENGL 101 classes, which further emphasize the importance of maintaining and increasing the number of English sections.

To further increase our FTES, the department is working on ways to increase the number of students who enroll in our literature classes by actively reaching out to incoming students who are declared English majors. For instance, in response to an English Major student poll, we offered both levels of our World Literature classes, ENGL 280 (fall semester) and ENGL 281 (spring semester) for the first time in years. Data from the office of Research and Planning indicates 85 new declared English majors this semester. We have added these students to our existing English Majors Blackboard community to provide them with resources, information, open communication, and mentoring. It is our hope that we are able to increase the number of students who enroll in the literature courses, specifically those required for the AA-T English Degree. This active recruitment will also help the department continue the increase in AAT-English Degrees awarded.

The increase in FTEF is consistent with the increases in FTES, and enrollment and supports the need to hire more full-time faculty: current load for 36 full-time faculty vs. current # of actual FT faculty-17. With the increases in enrollment, FTES, and FTEF, it has become necessary for the department to continue meeting the increased demands for courses by hiring more part-time faculty, currently at 54 active part-time instructors, with the necessity of hiring 3-5 additional instructors to meet the needs for fall 2017.

The EMP data shows a slight increase in WSCH since our last efficacy. With the active recruitment of English majors, there is expected to be an increase in the number of students enrolling in our literature classes, which in turn, should increase our WSCH. However, it is expected that the department WSCH will always be lower than the college norm due to contractually set class caps set at 25 that the WSCH formula does not consider.

Based on the EMP data, despite our concerns over the accuracy of the current assessment/placement test, the English Department has experienced a slight increase in success rates, going from 55% (2013-2014) to 57% (2015/2016), while retention rates have slightly decreased, going from 83% to 80% between 2014 and 2016. Our interpretation of this data includes the following contributing factors:

*Students better understand how withdrawing from classes impacts their overall success and educational progress, which may explain the slight reduction in retention rates and the increase in success rates.

*There is now additional pressure placed on students by the Mandatory Educational Plan requirement, which hopefully causes them to view English course requirements as foundational for all other courses, which in turn, motivates them to succeed.

*Increased success rates may include the fact that students are fully aware of, and concerned about the 90-unit cap and Bog Waiver Reform that limits the number of units students can take as well as requires them to pay back financial aid should they go over the unit limitation or are placed on academic probation.

*Additionally, there are shifts in priority registration that come with going over the maximum number of 90 units.

*The increase in success rates can be connected to the increase in the number of AAT-English Degrees awarded, going from two (2014/2015) to ten (2015/2016).

With all of these factors in mind, students are motivated to succeed or risk losing their place in the priority registration process. Many of these student concerns are not something that the English Department can necessarily control, yet they directly impact English classes. The department will continue to maintain open communications with our students and colleagues to further support student success within the parameters of these new regulations the resulting student concerns.

As seen on the EMP data, online courses are still 12% of offerings, which means more online sections have been added to maintain that 12% as the FTES/classes offered overall have both increased. The department has tried to maintain a controlled growth in its online offerings, allowing for us to increase online sections as we add qualified instructors to teach them while also meeting the needs of online students.

The number of AA-T English degrees has increased from 2 to 10, indicating the department's degree program is maturing and the department's active outreach is successful. Further illustrating successful outreach is the fact that this semester, we have 85 new declared English majors whom we have added to our Blackboard community of English majors (noted above). The increase in degrees awarded is also in line with the increase in the department success rate. We anticipate an increase in the number of AA-T English degrees awarded in the coming years.

All of the increases indicated by the EMP data paired with consistent WSCH, retention, and success rates indicate a strong, stable department that is able to grow and keep classes full while meeting student needs without compromise.

Supplemental Data

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

As indicated in the data below, English is the third largest transfer major (single major not combined with any other option) to the UC schools during 2011 – 2016. This data further explains the increase in FTES and supports the department’s active pursuit of its goal to increase the number of English majors and mentor English major students, as well as illustrates the number of successful transfer students. (Noted above, on EMP and in section IV below).

Report taken from SBCCD “Institutional Effectiveness, Research & Planning” newsletter, Vol 4 Spring 2016 prepared by Keith Wurtz

Table 2: San Bernardino Valley College Transfers to the University of California from 2011-2012 to 2015-2016 Top 10 Majors Sorted in Descending Order.

| Major (2 Digit CIP Code) | Academic Year | | | | | Total |
|---|---------------|---------|---------|---------|----------|-------|
| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16* | |
| SOCIAL SCIENCES | 4 | 4 | 12 | 6 | 9 | 35 |
| ENGINEERING | 2 | 4 | 8 | 4 | 6 | 24 |
| BIOLOGICAL AND BIOMEDICAL SCIENCES | 3 | 2 | 6 | 3 | 9 | 23 |
| ENGLISH LANGUAGE AND LITERATURE/LETTERS | 1 | 0 | 3 | 2 | 3 | 9 |
| PSYCHOLOGY | 2 | 1 | 4 | 1 | 1 | 9 |
| MATHEMATICS AND STATISTICS | 2 | 0 | 2 | 3 | 1 | 8 |
| PHILOSOPHY AND RELIGIOUS STUDIES | 1 | 1 | 2 | 3 | 1 | 8 |
| VISUAL AND PERFORMING ARTS | 1 | 1 | 2 | 2 | 2 | 8 |
| FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS | 2 | 1 | 2 | 1 | 1 | 7 |
| PHYSICAL SCIENCES | 3 | 2 | 0 | 0 | 2 | 7 |

*2015-16 data does not include the full academic year.

Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. This section is required for all programs.

The English Department has actively continued to meet its annual goals of the three-year assessment plan for SLOs. Each semester, we submit to our dean the confirmation of this plan as well as progress achieved on the assessment of SLOs. Faculty members regularly discuss the plans for assessment, success, and possible revision of student learning and all SLOs for all courses. A typical example of this is the year-long meetings and discussion regarding ENGL 015, the curriculum, the final exam processes, procedures, rubric, and SLOs. To illustrate the department’s commitment to on-going SLO creation, analysis, and revision, for this particular course, there is a standing committee working on these areas and ENGL 015 is a standing agenda item at our monthly department meetings, and discussions are recorded in the minutes of each meeting. Often, there are additional sub-committee discussions that occur outside of our monthly department meetings. The goal of these discussions and revisions is that more students will succeed this level and move on to college writing, which is a graduation requirement, and transfer to their four-year institution. The slight increase in student success rates 57% (up from 54% in 2014/2015) indicates progress is being made toward this goal. Often, other discussions about SLOs and student success occur informally in faculty offices and through emails as well as our English Faculty Blackboard community where all full-time and part-time English faculty are members.

Typically, for our core classes, ENGL 914, 015, 101, 102, the discussions about student learning and SLOs take place at department meetings or at sub-committee meetings while the discussions about student learning for courses taught by only one or two instructors, such as ESL or literature classes, take place informally in faculty offices.

More specifically, in regards to how the SLOs for the ESL classes are assessed, each semester, faculty members who are assigned to teach their respective ESL class(es) are informed on the following points: what the SLOs for their ESL course are; how to best assess the SLOs for their particular course; how to collect the data for the SLOs; as well as how to report the SLO data that has been collected. The ESL programs has already completed its course SLO summary evaluation report in the spring of 2015. The SLO data can be found in the SLO cloud. In addition, the course summary reports can also be found as an attachment to this document. The lead ESL faculty member, who also happens to be the only full time faculty member teaching ESL classes, assesses the SLO data that have been collected and if deficiencies are noted, he discusses with the ESL faculty member who assessed the SLOs on how best to address and improve student performance on the curriculum in future courses. For instance, based on the SLOs that were collected for the ESL 930 and 931 courses, it was noted that a number of students were struggling to meet all the points of two of the SLOs for the course (i.e. SLOs 1 and 3 of the ESL 930 and 931 courses). It was surmised that the SLOs were requiring skills that would be best assessed in higher level ESL courses. Therefore, the SLOs in question were revised and updated in the fall of 2014. It should be noted that there is still fluctuation in terms of student performance on some of the SLOs for at least the lower level ESL courses; however, this may be attributed to other factors, such as the lack of prerequisites for these courses, or it may indicate the need for an assessment tool to prepare students for courses (e.g. noncredit courses) that are intended to prepare students for the credit ESL classes.

In terms of the mainstream English courses, based on the three-year plan, the SLO assessment data is gathered for the courses, and then the results are discussed by the faculty in the department. We adjust or modify the SLOs as necessary if the data and discussion determines the SLO is not an accurate measurement of success. For example, ENGL 914 SLO #2 and criteria have been modified to reflect the importance of grammatically correct sentences and the need for students to respond to readings, which are both elements of the assessment method agreed upon by the department. With the SLO and criteria now aligned with the course outline of record as well as the assessment method, we will have a clearer and more accurate measure of student success. Sometimes the SLO discussions lead to faculty adjusting their instructional techniques and assignments as was the case with ENGL 102, ENGL 032/232, and Journalism 022/122. In some cases, as with ENGL153, the SLOs were rewritten to more accurately reflect discipline trend and content being taught. Another example of using SLOs to improve student learning is our department-wide revision of the ENGL 015 final exam structure, rubric, and curriculum, which is evaluated each semester by the department faculty. One example of how the English department is addressing the data generated from the SLO reports is by offering workshops to help faculty to be aware of the challenges that students face and how to support them through best practices in the classroom. For instance on July 27, 2016, a workshop was hosted to prepare both full time and adjunct faculty for the English 015 exam.

The English Department has made steady, successful progress in the writing, assessing, and revising of its course SLOs over the past three years. Despite outside factors, we find that our student success rates have improved as noted previously, 54% to 57%. We credit some of this success to the collaboration, evaluation, and continual assessment among department faculty, both part-time and full-time, of SLOs and connecting these with what we teach in the classroom.

Below is the most recent plan for our SLO three-year report. It should be noted that due to the need to create rotation cycles for all of our literature courses, SLOs may not have been assessed recently because the courses have not been offered or were cancelled. (These are noted on the plan.)

| Division: Arts and Humanities | | | | | | |
|-------------------------------|--------|-----------------|-----------------|-------|-------|----------------------------------|
| Department - English | | | Next Assessment | | | Comments |
| Discipline | course | Last Assessment | 16/17 | 17/18 | 18/19 | |
| ENGL | 911 | FA15 | | X | | |
| ENGL | 914 | FA15 | | X | | |
| ENGL | 015 | SP15 | | | X | |
| Division: Arts and Humanities | | | | | | |
| Department - English | | | Next Assessment | | | Comments |
| Discipline | course | Last Assessment | 16/17 | 17/18 | 18/19 | |
| ENGL | 911 | FA15 | | X | | |
| ENGL | 914 | FA15 | | X | | |
| ENGL | 015 | SP15 | | | X | |
| ENGL | 022 | SP15 | | X | | |
| ENGL | 032 | SP15 | | | X | |
| ENGL | 055 | SP16 | | | X | |
| ENGL | 061 | SP13 | X | | | |
| ENGL | 063 | FA14 | | | X | Class not offered. Will try SP18 |
| ENGL | 065 | FA13 | | | X | Class not offered. Will try FA17 |
| ENGL | 070 | FA13 | X | | | Was offered evey other yr |
| ENGL | 071 | SP13 | X | | | Was offered evey other yr |
| ENGL | 075 | SP12 | X | | | |
| ENGL | 077 | SP14 | | X | | Class was cancelled SP16 & FA16 |
| ENGL | 080 | FA13 | | X | | Not offered until FA16 |
| ENGL | 081 | SP14 | | X | | Not offered until SP17 |
| ENGL | 101 | SP16 | | | X | |
| ENGL | 101H | SP16 | | | X | |
| ENGL | 102 | FA15 | | X | | |
| ENGL | 102H | FA15 | | X | | |
| ENGL | 122 | SP15 | | X | | |
| ENGL | 123 | SP15 | | X | | |
| ENGL | 124 | SP15 | | X | | |
| ENGL | 125 | SP15 | | X | | |
| ENGL | 126 | SP15 | | X | | |

| | | | | | | |
|------|-----|------|---|---|---|----------------------------------|
| ENGL | 151 | SP12 | x | | | |
| ENGL | 153 | SP12 | | X | | Being offered SP17 |
| ENGL | 155 | SP16 | | | X | |
| ENGL | 161 | SP13 | x | | | |
| ENGL | 163 | FA14 | | | X | Class not offered. Will try SP18 |
| ENGL | 165 | FA12 | | | X | Class not offered. Will try FA17 |
| ENGL | 175 | SP12 | X | | | |
| ENGL | 222 | | | | | not offered |
| ENGL | 232 | SP15 | | | X | |
| ENGL | 270 | FA13 | X | | | Was offered every other yr |
| ENGL | 271 | SP13 | X | | | Was offered every other yr |
| ENGL | 275 | SP14 | | | X | to be analyzed FA14 |
| ENGL | 280 | FA13 | | X | | Not offered until FA16 |
| ENGL | 281 | SP14 | | X | | Not offered until SP17 |
| ESL | 601 | | | X | | Being offered FA17 |
| ESL | 602 | | | | | not offered |
| ESL | 603 | SP15 | | | X | |
| ESL | 604 | | | | X | Being offered SP17 |
| ESL | 620 | | | | | not offered |
| ESL | 645 | | | | | not offered |
| ESL | 650 | | | | | not offered |
| ESL | 651 | | | | | not offered |
| ESL | 907 | SP15 | | | X | |
| ESL | 930 | SP15 | | | X | |
| ESL | 931 | SP15 | | | X | |
| ESL | 940 | SP15 | | | X | |
| ESL | 941 | SP15 | | | X | |

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

The English Department program has included the AA-T English degree for the past three years, and has seen an increase in degrees awarded, going from two in 2013/2014 to ten in 2015/2016. We also have a standing sub-committee for our AA-T English degree with a standing place on our monthly meeting agenda. With the completion of this first three-year degree cycle, we held a department-wide discussion of our Program Level Outcomes most recently at the February 2017 department meeting. All members engaged in discussion and analysis of PLOs where the success rate is 82% or higher on all three PLOs over 3 years. A motion was passed unanimously reflecting faculty satisfaction with this percentage and directing English faculty to keep in mind the discussion and success rate when reporting future course SLOs. The department will re-evaluate PLOs in three years or sooner as curriculum revisions to the program and AA-T English Degree warrant.

(INSERT COURSE MAP IF AVAILABLE)—Contact Dr. Celia Huston if you need assistance.

| Courses | English AA for Transfer | Write clear, organized, well-supported prose for a number of purposes and audiences, including research essays that demonstrate mastery of the conventions of MLA citation format | Identify the elements of fiction, poetry, drama and the essay and analyze and evaluate their employment in a wide range of literary works | Appreciate the ethnic, cultural, social, economic and historical foundations of literary works and understand and evaluate their influences on the writing and reception of those works. |
|-----------------------|-------------------------|---|---|--|
| ENGL 102 or ENGL 102H | I | | B | B |
| ENGL 151 | | | B | B |
| ENGL 270 | | | I | I |
| ENGL 271 | | | I | I |
| ENGL 280 | | | I | I |
| ENGL 281 | | | I | I |
| ENGL232 | | | I | |
| ENGL 153 | | | B | B |
| ENGL 155 | | | B | B |
| ENGL 161 | | | B | B |
| ENGL 163 | | | B | B |
| ENGL 165 | | | B | B |
| ENGL 175 | | | B | B |
| ENGL 275 | | | I | I |

Key: B = Basic or introductory work in the area. I = Intermediate or continued development in the area.

While writing clear, organized essays is required in all English and literature classes listed here, the department has used the above legend to indicate that the focus of literature courses is more specific to literary interpretation and literary analysis rather than focused research paper writing noted in ENGL 102.

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|--|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness - Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/JC, if appropriate. <u>Out of date course(s) that were not launched into CurricUNET by Oct. 1, 2016 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Mission and Purpose:

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

What is the mission statement or purpose of the program?

It is the mission of the English Department to provide a quality education for our diverse community of learners through use of instructional design emphasizing both spoken and written comprehension to produce clear and effective communication and enhance cultural awareness of our students who are preparing to transfer to four-year universities and those entering the workforce.

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

Our mission is directly related to the mission statement of the college, and this mission is reflected in the demographics of the students we serve and the variety of English composition and ESL courses that the department offers in response to those diverse student learners. More specifically, the ESL courses address the

mission statement of the program in that they provide a clear and carefully planned pathway for English language learners to gain the communicative skills necessary to perform not only in mainstream English classes, but in classes of various disciplines.

Productivity

Provide additional **analysis and explanation** of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

As indicated in the EMP report, there has been a steady increase in the number of FTES each year since our last efficacy in 2012/2013, going from 850.64 (2012/2013) to 973.69 (2015/2016), an increase of 12%. Though not sustainable over time, the 12% increase was achieved with no additional full-time faculty. The increase in FTES is likely the result of an improved budget situation, likely resulting from the passage of Proposition 30. With the District's improving budget, the department has been able to add English sections each semester, leaving us with approximately 145 to 148 sections per semester this academic year, which is back to pre-budget decline numbers. Not surprisingly, the enrollment numbers have also climbed significantly since our last efficacy increasing from 6,461 (2012/2013) to 7,462 (2015/2016).

The increase in FTEF is consistent with the increases in FTES, and enrollment and supports the need to hire more full-time faculty: current load for 36 full-time faculty vs. current # of actual FT faculty-17. With the increases in enrollment, FTES, and FTEF, it has become necessary for the department to continue meeting the increased demands for courses by hiring more part-time faculty, currently at 54 active part-time instructors, with the necessity of hiring 3-5 additional instructors to meet the needs for fall 2017.

The English Department's productivity numbers also indicate that department productivity has increased overall as noted in our WSCH 403 in 2014/2015 and 404 in 2015/2016. This slight increase is in direct correlation to the total number of sections and students being served by this department and state course caps for each class.

As noted above in section II, while the EMP data shows a slight increase in WSCH since our last efficacy, it is expected that the department WSCH will always be lower than the college norm due to contractually set class caps (25) that the state WSCH formula does not consider.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

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

In addition to the questions answered below, it should be noted that the English Department is currently researching, discussing, and working to update our AA-T English degree to align with the CSU updates. We have had an initial meeting in February 2017, formed a sub-committee, and plan to continue working on revising the degree and courses with the goal of submitting the updated review to CurricUNET in the fall 2017.

CURRICUNET REPORT:

| Arts & Humanities | | | | |
|------------------------------|---|---------------|----------------------------|-------------------------|
| English | | | | |
| | Course | Status | Last Content Review | Next Review Date |
| | ENGL 015 Preparation for College Writing | Active | 04/15/2013 | 04/15/2019 |
| | ENGL 022 Journalism Production: Introduction | Active | 10/29/2012 | 10/29/2018 |
| | ENGL 032 Creative Writing | Active | 05/11/2015 | 05/11/2021 |
| | ENGL 055 Children's Literature | Active | 10/10/2016 | 10/10/2022 |
| | ENGL 061 Women Writers | Active | 05/14/2012 | 05/14/2018 |
| | ENGL 063 Chicano Literature | Active | 10/10/2016 | 10/10/2022 |
| | ENGL 065 African-American Literature | Active | 03/30/2015 | 03/30/2021 |
| | ENGL 070 English Literature: Middle Ages to 18th Century | Active | 10/29/2014 | 10/29/2020 |
| | ENGL 071 English Literature: 18th Century to Present | Active | 12/06/2016 | 12/06/2022 |
| | ENGL 075 Literature and Religion of the Bible | Active | 10/29/2014 | 10/29/2020 |
| | ENGL 077 Shakespeare | Active | 10/10/2016 | 10/10/2022 |
| | ENGL 080 World Literature: To 17th Century | Active | 11/14/2011 | 11/14/2017 |
| | ENGL 081 World Literature: 17th Century to Present | Active | 11/14/2011 | 11/14/2017 |
| | ENGL 101 Freshman Composition | Active | 10/30/2012 | 10/30/2018 |
| | ENGL 101H Freshman Composition-Honors | Active | 10/30/2012 | 10/30/2018 |
| | ENGL 102 Intermediate Composition and Critical Thinking | Active | 10/29/2012 | 10/29/2018 |
| | ENGL 102H Intermediate Composition and Critical Thinking - Honors | Active | 10/29/2012 | 10/29/2018 |
| | ENGL 122 Journalism Production: Introduction | Active | 10/29/2012 | 10/29/2018 |
| | ENGL 123 Journalism Production: Intermediate | Active | 10/29/2012 | 10/29/2018 |
| | ENGL 124 Journalism Production: Advanced | Active | 10/29/2012 | 10/29/2018 |
| | ENGL 125 Literary Magazine Production | Active | 10/29/2012 | 10/29/2018 |
| | ENGL 126 Literary Magazine Production - Advanced | Active | 10/29/2012 | 10/29/2018 |
| | ENGL 151 Freshman Composition and Literature | Active | 10/29/2014 | 10/29/2020 |
| | ENGL 153 Literature and Film | Active | 05/11/2015 | 05/11/2021 |
| | ENGL 155 Children's Literature | Active | 10/10/2016 | 10/10/2022 |
| | ENGL 161 Women Writers | Active | 05/14/2012 | 05/14/2018 |
| | ENGL 163 Chicano Literature | Active | 10/10/2016 | 10/10/2022 |
| | ENGL 165 African-American Literature | Active | 03/30/2015 | 03/30/2021 |

| | | | | |
|--|---|--------|------------|------------|
| | ENGL 175 The Literature and Religion of the Bible | Active | 11/03/2014 | 11/03/2020 |
| | ENGL 222 Independent Study in English: Literature | Active | 10/29/2014 | 10/29/2020 |
| | ENGL 223 Independent Study in English: Writing | Active | 10/29/2014 | 10/29/2020 |
| | ENGL 224 Independent Study in English: Production | Active | 10/29/2014 | 10/29/2020 |
| | ENGL 232 Creative Writing | Active | 05/11/2015 | 05/11/2021 |
| | ENGL 270 English Literature: Middle Ages to 18th Century | Active | 12/08/2014 | 12/08/2020 |
| | ENGL 271 English Literature: 18th Century to Present | Active | 12/06/2016 | 12/06/2022 |
| | ENGL 275 Shakespeare | Active | 10/10/2016 | 10/10/2022 |
| | ENGL 280 World Literature: To 17th Century | Active | 11/14/2011 | 11/14/2017 |
| | ENGL 281 World Literature: 17th Century to Present | Active | 11/14/2011 | 11/14/2017 |
| | ESL 601 ESL Beginning Level 1 - Introduction to Basic English Literacy | Active | 10/29/2012 | 10/29/2018 |
| | ESL 602 ESL Beginning Level 2 - English at Home and School | Active | 10/29/2012 | 10/29/2018 |
| | ESL 603 ESL Beginning Level 3 - English for Work and Leisure | Active | 10/29/2012 | 10/29/2018 |
| | ESL 604 ESL Beginning Level 4 - English for Work and Education | Active | 10/29/2012 | 10/29/2018 |
| | ENGL 615 Preparation and Remediation for English 015 | Active | 11/21/2016 | 11/21/2022 |
| | ESL 620 English Pronunciation | Active | 10/29/2012 | 10/29/2018 |
| | ESL 645 Idioms: The Secret Language | Active | 10/29/2012 | 10/29/2018 |
| | ESL 650 Citizenship Preparation - Part 1: Basic English Listening, Speaking, Reading, and Writing | Active | 10/29/2012 | 10/29/2018 |
| | ESL 651 Citizenship Preparation - Part 2: Civic Principles and Fundamentals of U.S. History | Active | 10/29/2012 | 10/29/2018 |
| | ESL 907 Basic Conversational English | Active | 12/01/2014 | 12/01/2020 |
| | ENGL 911 Basic Grammar and Usage Review | Active | 05/11/2015 | 05/11/2021 |
| | ENGL 914 Basic Writing | Active | 10/29/2012 | 10/29/2018 |
| | ESL 930 Composition Based ESL Level 1 – Beginning | Active | 12/01/2014 | 12/01/2020 |
| | ESL 931 Composition Based ESL Level 2 – Beginning | Active | 12/01/2014 | 12/01/2020 |
| | ESL 940 Composition Based ESL Level 3 - Intermediate | Active | 12/01/2014 | 12/01/2020 |
| | ESL 941 Composition Based ESL Level 4 - Advanced | Active | 12/01/2014 | 12/01/2020 |

Articulation and Transfer

| List Courses above 100 where articulation or transfer is not occurring | With CSU | With UC |
|---|----------|---------|
| None | None | None |

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

All courses currently articulate, and there are no exceptions.

Currency

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

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

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

The catalog information is correct, except that we have a new full-time faculty member, Judy Joshua. In Fall 2016, there was a request sent to the Instruction Office requesting to add this faculty member to the list of full-time faculty members listed in the catalog. This will be done for the next academic year's catalog, 2017/2018.

The information above is correct, but it should be noted that the following courses are currently in the work flow path in CurricUNET for content review, even though they are not due until fall 2017:

ENGL 080

ENGL 280

ENGL 081

ENGL 281

We hope that these will reach the full Curriculum Committee for approval in early September.

Additionally, there is a newly approved non-credit course listed above, ENGL 615, that will be offered for the first time in Fall 2017 semester.

It should also be noted that the following noncredit ESL courses have not been offered in the course schedule recently due to budget constraints and challenges with finding qualified faculty to teach these courses.

ESL 620

ESL 945
 ESL 950
 ESL 951

However, it is important to note that these courses are still relevant to our student population as there are requests from students concerning when they will be offered. With growing institutional interest in noncredit courses and with the recent appointment of a noncredit coordinator, it is our plan to offer these courses in the near future.

Part IV: Planning

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|---|--|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

Trends

The English Department maintains the belief that staying aware of current trends in our discipline, college, district region, and state provide us with opportunities to evaluate and modify our courses, program, and partnerships to always improve student success and align with the college's strategic initiatives. Our focus is to study the trends most relevant to our program and work those into the planning and goals for the department and our students' success.

Guided Pathways/Strong Workforce: The English Department is closely monitoring the developments in this area to evaluate what the most appropriate role is for our program to play before planning a course of action.

Open Educational Resource (OER): (trend and accomplishment) The college recently received a grant and appointed Romana Pires as faculty coordinator to focus on developing a plan for Open Educational Resources to provide more students in more classes with free materials so they don't have to purchase books. The OER program goal is to increase the number of classes participating in OER each semester. In response to the Academic Senate's request for faculty participation in a pilot program, several English faculty members have begun using these resources that are free for their students. For example, instructors are currently using OER in ENGL 015 and 102 classes, which results in zero textbook costs for students. As the growth of OER takes place on our campus, the English Department will continue to collaborate with colleagues across campus who have found that using OER is beneficial to their students and helps their students succeed in their courses. In regards to the ESL program, the lead faculty for ESL is currently collaborating with another faculty member who teaches higher level ESL courses to discuss how open educational resources can be implemented in those courses. In the fall of 2017, open educational type resources will be piloted in the ESL 941 class with possible further expansion in other levels of ESL credit courses once we have evaluated the results of the pilot.

Online Education Initiative (OEI): (trend and challenge) In December 2016, SBVC decided to participate in the OEI, appointing English faculty member Joe Notarangelo as coordinator to begin the process of aligning our DE and online courses with this initiative. While this initiative is in the very early stages, the English Department anticipates this trend to provide the opportunity for us to further develop our curriculum and online course offerings to take advantage of the state-wide OEI community and in the process better serve our own online students. While there are potentially wide ranging implications for increased enrollment and success, the department will have to work closely within the OEI and ACCJC parameters to ensure our courses qualify, which may present some challenges. Other challenges include the college-wide infrastructure which will also be evolving as the college establishes its participation in OEI.

Non-Credit courses: (trend and accomplishment): While the campus has recently assigned a faculty Non-Credit Coordinator this semester, English Department faculty have been researching exploring the idea of non-credit course development since 2009 and created non-credit ESL classes in 2012 in an effort to help the non-English speakers in our community as well as provide a pathway to our lowest level credit ESL class, ESL 930. With no prerequisite for ESL 930, it was the department's hope that students completing non-credit ESL classes, such as ESL 601 Beginning Level 1, ESL 602 Beginning Level 2, ESL 603, or ESL 604 Beginning Level 4 would be better prepared for the composition-based ESL 930 class, which is the first of a four-sequence series designed to prepare students with the composition skills needed to be successful in mainstream English classes. We decided on non-credit because we did not want to require students to take additional units for developmental courses. In this respect, the department was one of the first have non-credit curriculum approved as well as offer non-credit classes. Additionally, we have offered ESL 650, a non-credit Citizenship preparation class. Since 2012, we have offered at least one non-credit ESL course in the basic sequence each semester. The English Department has made partnerships with institutions in the community in order to expand the awareness of and increase the growth of the ESL program. For instance, from the fall of 2014 to the spring of 2015, the noncredit courses were offered at the McKinley Elementary school in the city of Colton. Through this partnership, it opened opportunities for the parents of students who attended this elementary school to not only gain basic English skills, but exposure to the SBVC campus through on site tours of the college and through orientations. Since the addition of the non-credit ESL classes, there was not a significant shift in FTES or overall enrollment, but as noted above, the department will continue to evaluate these non-credit ESL classes and further study how to meet the needs of the community with regard to non-credit ESL class meeting patterns.

Additionally, the English Department created a non-credit ENGL 615 class in response to our previous analysis of student success in ENGL 015 classes where a department final exam serves as the SLO for the class. The non-credit course was locally approved by the SBVC Curriculum Committee in November, 2016 and it has received state approval as well. We will offer this class in fall 2017. The goal of this non-credit class is to help

students who are in 015 classes, have taken an 015 class before, or who are going to take an 015 class improve the reading, writing skills and critical thinking skills needed to succeed on the final exam. The department will be gathering and evaluating data on this non-credit English class the next few semesters, including enrollment numbers, curriculum (SLOs), and student success, looking for any parallels to increased success rates in ENGL 015 classes over time.

We are currently exploring the possibility of offering our ENGL 914 (Basic Writing) and ENGL 911 class (grammar brush-up) classes as a non-credit class in the future.

Common Assessment Initiative (CAI): The department has sent faculty members to State CAI workshops so we can stay informed about the assessment test that will be implemented across California Community Colleges. Early in the process, the majority of our full-time English faculty participated in state-wide surveys and evaluations of model assessment test content and levels of student preparedness. Although the state has delayed the roll-out and implementation of this common assessment tool, we continue to keep abreast of the progress and maintain two faculty members on the Matriculation Committee under which assessment issues are addressed and decisions made. Once the CAI is implemented, the English Department plans to design a writing sample component for this assessment test, which we have discussed informally and at the Matriculation Committee level. While there is no way to predict any changes in enrollment or student success with the new assessment tool, the English Department plans to carefully evaluate and set our cut scores of this new tool to closely align them with our course curriculum. We will continue to gather assessment data each semester to evaluate and make recommendations to the Matriculation Committee about the placement accuracy of the state's assessment test. It should be noted that any changes in success rates will likely not be immediate.

Where enrollment numbers are concerned, it is unclear if the CAI will impact the number of students taking English classes although any significant changes might be more connected to the Assessment Center and the college's ability to seamlessly transition from AccuPlacer to the new assessment/placement test. As with the data about student success, the department will also closely monitor the number of students taking the assessment test and their placement results.

Canvas: (trend and challenge) With Canvas being selected as the college's next LMS, members of the English Department, both full-time and part-time, have been attending Canvas workshops and are pursuing self-paced training resources in preparation for a fall 2017 implementation of this change. In the planning and schedule development for fall 2017 online English classes, we have addressed the change from Blackboard to Canvas with our instructors and have provided them with the Canvas training schedule offered by Professional Development. Also part of the planning for the fall 2017 schedule and implementation of Canvas is the selection of part-time English instructors who are already trained in Canvas through their work at neighboring community colleges. Challenges for the campus include whether the college-wide infrastructure will be able to transition and integrate Canvas with our current systems, including Datatel, Web Advisor, The Help Desk, and overall routine maintenance of Canvas. Additionally, we anticipate another college-wide challenge in students becoming familiar with Canvas.

While it is unclear how the switch from Blackboard to Canvas will affect enrollment or success, the English Department will be monitoring both as both students and faculty become more familiar with the LMS. We see this change (trend) as an opportunity to further discuss within the department ways to improve the success of our online students and will explore these opportunities next semester.

Increasing number programs that require English pre-requisites: As indicated in the report below, 39 courses college-wide currently require English course prerequisites, with a majority of the remainder of courses listing Departmental Advisories for completion of English courses prior to enrolling. The report below from the SBVC Office of Instruction lists the courses that now require English pre-requisites and Departmental Advisories of English classes for their courses that are not English courses. This trend illustrates the need to hire more full-time English faculty as the demand for English classes will likely be greater as even more departments add these

advisories and pre-requisites and as students become aware of the English pre-requisites and departmental advisories.

This data also supports another reason there has been an increase in our enrollment, FTES, and success rates.

"Requisite Enforcement Report" from Instruction Office March, 2017.

| Name | Printed Text |
|---|--|
| G25G466B1:G26B1:G27B1:G29B1:G31B1:G33B1:G36B1: G39BB1:G406 RTVF-104 | PREREQUISITE: ENGL 914. |
| RTVF-106 ENGL-153 | PREREQUISITE: ENGL 914 PREREQUISITE: ENGL 101 or ENGL 101H. |
| GEOG-114 | DEPARTMENTAL ADVISORIES: MATH 942 and ENGL 015. |
| ASTRON-120 | DEPARTMENTAL ADVISORIES: MATH 090 and ENGL 015 or eligibility for ENGL 101 as determined by the SBVC assessment process. |
| OCEAN-101 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 as determined by the SBVC assessment process and MATH 942. |
| PHYSIC-101 | PREREQUISITE: MATH 090 or eligibility for MATH 095 or higher as determined by the SBVC assessment process. |
| PHYSIC-150A | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 01H. PREREQUISITES: PHYSIC 101 and MATH 103 or eligibility for MATH 151 or higher as determined by the SBVC assessment process and ENGL 015 or eligibility for ENGL 101 or ENGL 101H or higher as determined by the SBVC assessment process. |
| READ-102 | PREREQUISITE: ENGL 101 or ENGL 101H. |
| MUS-105 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H through the SBVC assessment process. |
| MUS-133 | DEPARTMENTAL ADVISORIES: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by SBVC assessment process. |
| REALST-100 | DEPARTMENTAL ADVISORIES: ENGL 015 or eligibility for ENGL |

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| PHYSIC-200 | 101 or 101H as determined by the SBVC assessment process and MATH 942 or eligibility for a higher level math class as determined by the SBVC assessment process. PREREQUISITES: PHYSIC 101 and ENGL 015 or eligibility for ENGL 101 or ENGL 101H or higher as determined by the SBVC assessment process and MATH 250 or COREQUISITE: MATH 250. |
| ENGL-077 | PREREQUISITE: ENGL 914 or eligibility for ENGL 015 as determined by SBVC assessment process. |
| ENGL-271 | PREREQUISITE: ENGL 101. |
| ENGL-275 | PREREQUISITE: ENGL 101. |
| PHIL-102 | PREREQUISITE: ENGL 101. |
| ART-100 | DEPARTMENTAL ADVISORIES: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| BIOL-100 | PREREQUISITES: ENGL 015 or eligibility for ENGL 101 as determined by the SBVC assessment process and MATH 942 or eligibility for MATH 952 as determined by the SBVC assessment process. |
| BIOL-109 | PREREQUISITES: ENGL 015 or eligibility for ENGL 101 as determined through the SBVC assessment process and MATH 942 or eligibility for MATH 952 as determined through the SBVC assessment process. |
| BIOL-109H | PREREQUISITES: ENGL 015 or eligibility for ENGL 101 as determined through the SBVC assessment process and MATH 942 or eligibility for MATH 952 as determined through the SBVC assessment process. |

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| ECON-201H | PREREQUISITES: MATH 095 and ENGL 015 or eligibility for ENGL 101 or 101H as determined by SBVC assessment process. |
| BIOL-290 | PREREQUISITES: BIOL 012 and CHEM 101 and ENGL 101 or ENGL 101H. |
| BIOL-250 | PREREQUISITES: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process and CHEM 101 |
| ENGL-080 | PREREQUISITE: ENGL 914 or eligibility for ENGL 015 as determined by SBVC assessment process. |
| ENGL-081 | PREREQUISITE: ENGL 914 or eligibility for ENGL 015 as determined by SBVC assessment process. |
| ENGL-280 | PREREQUISITE: ENGL 101 or ENGL 101H. |
| ENGL-281 | PREREQUISITE: ENGL 101 or ENGL 101H. |
| RTVF-240 | PREREQUISITES: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process and RTVF 131 and RTVF 132 or RTVF 133. |
| BIOL-012 | PREREQUISITES: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process and MATH 942 |
| BIOL-292 | PREREQUISITES: ENGL 101 or ENGL 101H and BIOL 012 and CHEM 101 |
| PS-101 | PREREQUISITES: MATH 952 or eligibility for MATH 090 as determined by the SBVC assessment process and ENGL 914 or eligibility for ENGL 015 as determined by the SBVC assessment process. |
| ENGL-061 | PREREQUISITE: ENGL 914 or eligibility for ENGL 015 as determined by SBVC assessment process. |
| ENGL-161 | PREREQUISITE: ENGL 101 or ENGL 101H. |

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| CHEM-110 | PREREQUISITE: ENGL 914 or eligibility for ENGL 015 as determined by the SBVC assessment process. |
| ENGL-022 | PREREQUISITE: ENGL 914 or eligibility for ENGL 015 as determined by the SBVC assessment process. |
| ENGL-122 | PREREQUISITE: ENGL 101 or ENGL 101H. |
| ENGL-125 | PREREQUISITE: ENGL 914 or eligibility for ENGL 015 as determined through the SBVC assessment process. |
| ENGL-123 | PREREQUISITE: ENGL 122. |
| ENGL-124 | PREREQUISITE: ENGL 123. |
| ENGL-126 | PREREQUISITE: ENGL 125. PREREQUISITE: ENGL 914 or eligibility for ENGL 015 as determined by the SBVC assessment process. |
| SDEV-016 | COREQUISITES: HIST 138 and ENGL 914. Take HIST-138 and ENGL-914 |
| CD-105H | PREREQUISITE: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| CD-115 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. PREREQUISITES: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process and MATH 102. |
| CS-110 | COREQUISITE: MATH 102. |
| ENGL-101 | PREREQUISITE: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined through the SBVC assessment process. |
| ENGL-101H | PREREQUISITE: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined through the SBVC assessment process. |
| ENGL-102 | PREREQUISITE: ENGL 101 or ENGL 101H. |
| ENGL-102H | PREREQUISITE: ENGL 101 or ENGL 101H. |

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| PSYCH-118 | PREREQUISITE: PSYCH 100 or PSYCH 100H. DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| CHEM-101 | PREREQUISITES: ENGL 914 or eligibility for ENGL 015 or higher as determined by the SBVC assessment process and MATH 090 or eligibility for MATH 095 or higher as determined by the SBVC assessment process. PREREQUISITES: ENGL 914 or eligibility for ENGL 015 as determined through the SBVC assessment process and MATH 942 or eligibility for MATH 952 as determined by the SBVC assessment process. |
| GEOL-101 | DEPARTMENTAL ADVISORY: GEOL 111. |
| PS-112 | PREREQUISITE: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| THART-165 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or 101H as determined by SBVC assessment process. |
| PSYCH-111 | PREREQUISITE: PSYCH 100 or PSYCH 100H. DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| ACCT-200 | DEPARTMENTAL ADVISORIES: MATH 090 and CIT 101 or CIT 114 and ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by SBVC assessment process. |
| ENGL-015 | PREREQUISITE: ENGL 914 or eligibility for ENGL 015 as determined through the SBVC assessment process. |
| SDEV-015 | COREQUISITE: ENGL-015. |
| PSYCH-102 | PREREQUISITE: PSYCH 100 or PSYCH 100H. |

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| | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| GEOG-118 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| THART-105 | PREREQUISITE: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| MUS-101 | COREQUISITE: MUS 101L. DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| ART-126B | PREREQUISITE: ART 126A. DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by SBVC assessment process. |
| ART-126C | PREREQUISITE: ART 126B. DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by SBVC assessment process. |
| ART-270B | PREREQUISITE: ART 270A. DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| MUS-117B | PREREQUISITE: MUS 117A. DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| MUS-134A | PREREQUISITE: MUS 133. DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| MUS-117C | PREREQUISITE: MUS 117B. DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 |

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| | or ENGL 101H as determined by the SBVC assessment process. |
| MUS-134B | PREREQUISITE: MUS 134A. DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| ART-175B | PREREQUISITE: ART 175A. DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| ART-175C | PREREQUISITE: ART 175B. DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| ART-212B | PREREQUISITE: ART 212A. DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| ART-212C | PREREQUISITE: ART 212B. DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| DANCE-105B | PREREQUISITE: DANCE 105A. DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| DANCE-106B | PREREQUISITE: DANCE 106A. DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| DANCE-200 | PREREQUISITE: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |

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| ANTHRO-102H | PREREQUISITE: ENGL 015 or eligibility for ENGL 101 or 101H as determined by the SBVC assessment process. |
| ARCH-100 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 100 or 100H as determined by the SBVC assessment process. |
| MUS-100 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by SBVC assessment process. |
| MUS-154X4 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by SBVC assessment process. |
| CORREC-101 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| CORREC-102 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| CORREC-103 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| CORREC-104 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| CORREC-105 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| CORREC-106 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| PSYCH-100 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| PSYCH-100H | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |

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| PSYCH-110 | <p>PREREQUISITE: PSYCH 100 or PSYCH 100H. DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process.</p> |
| PSYCH-112 | <p>PREREQUISITE: PSYCH 100 or PSYCH 100H. DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process.</p> |
| ANTHRO-108 | <p>DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or 101H as determined by the SBVC assessment process.</p> |
| CD-108 | <p>DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process.</p> |
| CD-137 | <p>DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process.</p> |
| CIT-160 | <p>PREREQUISITES: CIT 101 and ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process.</p> |
| ENGL-223 ENGL-224 | <p>PREREQUISITE: ENGL 101 or ENGL 101H. PREREQUISITE: ENGL 101 or ENGL 101H.</p> |
| GEOG-130 | <p>DEPARTMENTAL ADVISORIES: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process and MATH 942.</p> |
| LIB-063 | <p>PREREQUISITE: LIB 064. COREQUISITE: LIB 064. DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process.</p> |
| LIB-070 | <p>DEPARTMENTAL ADVISORIES: ENGL 015 or eligibility for ENGL</p> |

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| ASTRON-222 | 101 or ENGL 101H as determined by the SBVC assessment process and LIB 064. PREREQUISITE: ASTRON 120. DEPARTMENTAL ADVISORY: ENGL 101 or ENGL 101H. |
| BUSAD-110 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by SBVC assessment process. |
| BUSAD-112 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by SBVC assessment process. |
| BUSAD-105 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by SBVC assessment process. |
| BUSAD-106 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by SBVC assessment process. |
| BUSAD-120 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by SBVC assessment process. |
| BUSAD-127 | PREREQUISITE: ENGL 101 or ENGL 101H. |
| BUSAD-151 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by SBVC assessment process. |
| CIT-101 | DEPARTMENTAL ADVISORIES: CIT 010, ENGL 015 or CIT 031, and MATH 090. |
| LIB-110 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. PREREQUISITE: PHYSIC 101. |
| PHYSIC-222 | DEPARTMENTAL ADVISORY: ENGL 101 or ENGL 101H. |
| ANTHRO-100 | DEPARTMENTAL ADVISORY: ENGL 015 or eligible for ENGL 101 or |

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| ANTHRO-102 | ENGL 101H as determined by the SBVC assessment process. DEPARTMENTAL ADVISORY: ENGL 015 or eligible for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| ANTHRO-106 | DEPARTMENTAL ADVISORY: ENGL 015 or eligible for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| ANTHRO-106H | DEPARTMENTAL ADVISORY: ENGL 015 or eligible for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| ANTHRO-109 | DEPARTMENTAL ADVISORY: ENGL 015 or eligible for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| ANTHRO-110 | DEPARTMENTAL ADVISORY: ENGL 015 or eligible for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| ANTHRO-222 | DEPARTMENTAL ADVISORY: ENGL 015 or eligible for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| CIT-116 | DEPARTMENTAL ADVISORIES: CIT 100 or CIT 101 and ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| CIT-118 | DEPARTMENTAL ADVISORIES: CIT 105 and ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| CS-190 | PREREQUISITES: CS 110 and ENGL 015. |
| ENGL-070 | PREREQUISITE: ENGL 914 or eligibility for ENGL 015 as determined by SBVC assessment process. |
| ENGL-075 | PREREQUISITE: ENGL 914 or eligibility for ENGL 015 as determined by SBVC assessment process. |
| ENGL-151 | PREREQUISITE: ENGL 101 or ENGL 101H. |
| ENGL-175 | PREREQUISITE: ENGL 101 or ENGL 101H. |
| ENGL-222 | PREREQUISITE: ENGL 101 or ENGL 101H. |

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| ENGL-270 | PREREQUISITE: ENGL 101. |
| HIST-107 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| HIST-137 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| HIST-138 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| HIST-139 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| HIST-140 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| HIST-170 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| HIST-171 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| PHIL-101 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process and READ 015. |
| PHIL-101H | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 as determined by SBVC assessment process and READ 015. |
| PHIL-103 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 as determined by SBVC assessment process and READ 015. |
| PHIL-105 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 as determined by SBVC assessment process and READ 015. |
| PHIL-112 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 |

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| PHIL-180 | as determined by SBVC assessment process. DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 |
| POLIT-100 | as determined by SBVC assessment process and READ 015. DEPARTMENTAL ADVISORIES: ENGL 015 or eligibility for ENGL 101 as determined by SBVC assessment process and READ 015. |
| THART-131 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 as determined by SBVC assessment process. |
| RELIG-100 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 as determined by SBVC assessment process. |
| RELIG-100H | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 as determined by SBVC assessment process. |
| RELIG-101 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 as determined by SBVC assessment process. |
| RELIG-110 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 as determined by SBVC assessment process. |
| RELIG-135 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 as determined by SBVC assessment process. |
| RELIG-150 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 as determined by SBVC assessment process. |
| RELIG-175 | PREREQUISITE: ENGL 101 or ENGL 101H. |
| RELIG-176 | PREREQUISITE: ENGL 015 or eligible for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| RELIG-180 | DEPARTMENTAL ADVISORY: ENGL 015 or eligible for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |

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| SOC-100 | <p>DEPARTMENTAL ADVISORIES: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process and MATH 962 or eligibility for MATH 090 as determined by the SBVC assessment process.</p> <p>PREREQUISITE: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process.</p> <p>DEPARTMENTAL ADVISORY: MATH 962 or eligibility for MATH 090 as determined by the SBVC assessment process.</p> |
| SOC-100H | |
| SOC-130 | <p>DEPARTMENTAL ADVISORIES: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process and MATH 962 or eligibility for MATH 090 as determined by the SBVC assessment process.</p> |
| SOC-135 | <p>DEPARTMENTAL ADVISORIES: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process and MATH 962 or eligibility for MATH 090 as determined by the SBVC assessment process.</p> |
| SOC-141 | <p>DEPARTMENTAL ADVISORIES: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process and MATH 962 or eligibility for MATH 090 as determined by the SBVC assessment process.</p> |
| SOC-150 | <p>DEPARTMENTAL ADVISORIES: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process and MATH 962 or eligibility for MATH 090 as determined by the SBVC assessment process.</p> |

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| SOC-110 | DEPARTMENTAL ADVISORIES: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process and MATH 962 or eligibility for MATH 090 as determined by the SBVC assessment process. |
| PHT-062 | PREREQUISITES: BIOL 155 or BIOL 250 and BIOL 251 or BIOL 260 and BIOL 261. DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. PREREQUISITE: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| SOC-110H | DEPARTMENTAL ADVISORY: MATH 962 or eligibility for MATH 090 as determined by the SBVC assessment process. |
| SOC-145 | DEPARTMENTAL ADVISORIES: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process and MATH 962 or eligibility for MATH 090 as determined by the SBVC assessment process. |
| BIOL-141 | PREREQUISITE: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| HIST-176 | PREREQUISITE: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| ARCH-145H | PREREQUISITE: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| ARCH-146H | PREREQUISITE: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |

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| BIOL-205 | <p>PREREQUISITE/COREQUISITE: CHEM 150 or CHEM 150H. PREREQUISITE: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. DEPARTMENTAL ADVISORY: ENGL 101 or ENGL 101H or eligibility for ENGL 102 OR 102H as determined by process. DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process.</p> |
| ARCH-145 | <p>DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process.</p> |
| ARCH-146 | <p>DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process.</p> |
| ENGL-065 | <p>PREREQUISITE: ENGL 914 or eligibility for ENGL 015 as determined by SBVC assessment process.</p> |
| ENGL-165 | <p>PREREQUISITE: ENGL 101 or ENGL 101H.</p> |
| BIOL-206 | <p>PREREQUISITE: BIOL 205 and CHEM 150 or CHEM 150H and MATH 095 or eligibility for MATH 102 as determined by the SBVC assessment process. DEPARTMENTAL ADVISORY: ENGL 101 or ENGL 101H or eligibility for ENGL 102 or ENGL 102H as determined by the SBVC assessment process.</p> |
| ECON-200H | <p>PREREQUISITES: MATH 095 and ENGL 015 or eligibility for ENGL 101 or ENGL 101H or eligibility. PREREQUISITES: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process and LIB 064.</p> |
| LIB-065 | <p>COREQUISITE: LIB 064.</p> |
| ECON-201 | <p>PREREQUISITE: MATH 090. DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process.</p> |

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| ENGL-032 | PREREQUISITE: ENGL 914 or eligibility for ENGL 015 as determined by SBVC assessment process. |
| ENGL-232 | PREREQUISITE: ENGL 101 or ENGL 101H. |
| HIST-100 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| HIST-100H | PREREQUISITE: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| HIST-101 | DEPARTMENT ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. |
| HIST-101H | PREREQUISITE: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. PREREQUISITES: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process and MATH 090. |
| BIOL-260 | DEPARTMENTAL ADVISORY: BIOL 100. |
| BIOL-270 | PREREQUISITES: BIOL 205 or CHEM 101. DEPARTMENTAL ADVISORIES: BIOL 100 and ENGL 101 or ENGL 101H. |
| CHEM-105 | PREREQUISITES: ENGL 914 and MATH 090. PREREQUISITE: PSYCH 100 or PSYCH 100H and MATH 108 or PSYCH 105. |
| PSYCH-201 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined through the SBVC assessment process. |
| MUS-152X4 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 as determined by the SBVC assessment process. |

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| BIOL-207 | <p>PREREQUISITE: BIOL 205 and MATH 095 or eligibility for MATH 102 as determined by the SBVC assessment process and CHEM 150 or CHEM 150H.</p> <p>DEPARTMENTAL ADVISORY: ENGL 101 or ENGL 101H or eligibility for ENGL 102 or ENGL 102H as determined by the SBVC assessment process.</p> |
| CD-272 | <p>PREREQUISITES: CD 105 or CD 105H and CD 126.</p> <p>DEPARTMENTAL ADVISORIES: CD 271 and ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process.</p> |
| CIT-102 | <p>PREREQUISITE: CIT 101.</p> <p>DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process.</p> |
| CIT-232 | <p>PREREQUISITE: CIT 101.</p> <p>DEPARTMENTAL ADVISORY: ENGL 015.</p> |
| LIB-066 | <p>PREREQUISITE: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process.</p> <p>COREQUISITE: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process.</p> |
| POLICE-002 | <p>DEPARTMENTAL ADVISORIES: READ 015, ENGL 015 or eligibility for ENGL 101 as determined by SBVC assessment process and MATH 952.</p> |
| POLICE-100 | <p>COREQUISITES: POLICE 002, POLICE 101, POLICE 102 and POLICE 103.</p> <p>DEPARTMENTAL ADVISORIES: READ 015, ENGL 015 or eligibility for ENGL 101 as determined by SBVC assessment process and MATH 952.</p> |

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| POLICE-101 | <p>COREQUISITES: POLICE 002, POLICE 100, POLICE 102 and POLICE 103.</p> <p>DEPARTMENTAL ADVISORIES: READ 015, ENGL 015 or eligibility for ENGL 101 as determined by SBVC assessment process and MATH 952.</p> |
| POLICE-102 | <p>COREQUISITES: POLICE 002, POLICE 100, POLICE 101, and POLICE 103.</p> <p>DEPARTMENTAL ADVISORIES: READ 015, ENGL 015 or eligibility for ENGL 101 as determined by SBVC assessment process and MATH 952.</p> |
| POLICE-103 | <p>COREQUISITES: POLICE 002, POLICE 100, POLICE 101 and POLICE 102.</p> <p>DEPARTMENTAL ADVISORIES: READ 015, ENGL 015 or eligibility for ENGL 101 as determined by SBVC assessment process and MATH 952.</p> |
| WELD-047 | <p>PREREQUISITE: WELD 046.</p> <p>DEPARTMENTAL ADVISORY: ENGL 914 or eligibility for ENGL 015 as determined by the SBVC assessment process.</p> |
| SDEV-102 | <p>DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process.</p> |
| SDEV-103 | <p>DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process.</p> |
| MUS-122 | <p>DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 as determined by the SBVC assessment process.</p> |
| MUS-122H | <p>PREREQUISITE: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process.</p> |
| MUS-124 | <p>PREREQUISITE: MUS 123.</p> <p>DEPARTMENTAL ADVISORY: ENGL 015 ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined</p> |

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| | by SBVC assessment process. |
| MUS-131 | PREREQUISITE: MUS 130. DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by SBVC assessment process. |
| MUS-135 | PREREQUISITES: MUS 134X3 and MUS 102 and MUS 102L or an audition with the instructor. DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by SBVC assessment process. |
| MUS-153X4 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by SBVC assessment process. |
| HVAC/R-057C | DEPARTMENTAL ADVISORY: ENGL 914. |
| HVAC/R-060C | DEPARTMENTAL ADVISORY: ENGL 914. |
| HVAC/R-061C | DEPARTMENTAL ADVISORY: ENGL 914. |
| HVAC/R-062C | PREREQUISITES: HVAC/R 060C and HVAC/R 061C. DEPARTMENTAL ADVISORY: ENGL 914. |
| HVAC/R-065C | DEPARTMENTAL ADVISORY: ENGL 914. |
| HVAC/R-066C | DEPARTMENTAL ADVISORY: ENGL 914. |
| HVAC/R-067C | DEPARTMENTAL ADVISORY: ENGL 914. |
| HVAC/R-068C | DEPARTMENTAL ADVISORY: ENGL 914. |
| MUS-162X4 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 015 as determined by SBVC assessment process. |
| MUS-166X4 | DEPARTMENTAL ADVISORY: ENGL 015 or eligibility for ENGL 101 as determined by SBVC assessment process. |

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

Accomplishments and Strengths:
The English Department strives to support the education of all SBVC students. One way we do this other than in our classes is to actively participate in as many college-wide activities and events, as well as

committees and sub-committees as we can. The results include the following accomplishments that illustrate our dedication to life-long learning:

ESL Success: In order to increase the success of ESL students, many of whom begin in levels 5 to 6 levels below transfer, in the fall of 2014, there was an attempt to create an accelerated learning cohort with ESL 930 and ESL 931 (the first two levels of a four-course sequence of ESL courses). The results of the pilot study indicated that this format was not appropriate for beginning level ESL students. There has since been discussions on how to create an accelerated learning cohort with higher ESL courses in order to shorten the time that students need to complete their required coursework in order to reach transfer level readiness (e.g. English 101).

015 summer workshop for instructors: During summer 2016, the English Department held a workshop for full-time and part-time faculty members focusing on improving student success for ENGL 015 classes. During the workshop, faculty reviewed and discussed best practices, models for reading and summarizing, and special focuses for ESL students. In addition, faculty reviewed the 015 exam rubric and scoring guide. The department will likely hold similar workshops in the future while we continue to monitor the success rates of the 015 final exam and overall course success rates.

Non-Credit courses: The noncredit ESL courses were developed to provide a pathway for students with limited English skills to gain the language skill abilities needed to not only advance to credit ESL composition courses but ultimately to mainstream courses. There have been a number of attempts to increase community awareness of these classes, some of which include partnerships with local elementary schools. A new non-credit English class, ENGL 615 – intervention, supplemental for pre-015, current 015, and repeat 015 students--was created to help improve student success in ENGL 015. This new class will be offered in fall 2017 for the first time to coincide with the midterm portion of the semester, hoping that students will take advantage of this non-credit class, which in turn will help them succeed in their ENGL 015 class without accruing additional units. We will continue to collect data to monitor student success and plan to add sections of ENGL 615 as the demand increases.

SI program: (Modified Supplemental Instruction Program) # of English faculty participating & success rates (currently 7 English faculty participating) For instance, according to the SI data from spring 2016, the success rate of English 015 students who participated in SI was 14.2% higher than students who did not participate in SI. For students in ESL 931 and 941, the success rate was 76% and the retention was at 92% for ESL 931 and 100% for ESL 941. Although the success of students who participated in SI was lower for the ESL 930 class (66.7%) than those of ESL 931 and 941, the retention for the course was still high (92.6%). The lower percentage of success can be attributed to the absence of a prerequisite for the course which allows for a wider range of skill levels, some of which cannot be properly addressed in the ESL 930 course.

Writing Center: The Writing Center has experienced continued high performance in Service Area Outcome measures (e.g. 92% to 97% on SAOs 1 and 2) (Data collected from fall 2014 to present).

The SAOs measured are as follows:

1. Students served by the Writing Center will self-report that they have gained skills to help them become better writers and/or English learners.
2. Students who use the services provided by the Writing Center will self-report that they have received quality service by supportive tutors.
3. Students from a variety of disciplines will use the Writing Center services.

The Writing Center serves students from 35 to 44 disciplines per semester.

(Complete SAO reports are below in the Appendix of this document.)

AA-T English degree: The English Department has a standing sub-committee whose focus is the AA-T English degree. Each semester, the department holds activities for our English majors and AA-T students where we provide students with important information about classes, their degree, transfer, and mentoring. In particular, we have held successful information workshops and open houses (spring 2016, fall 2016), and have the next English Major open house scheduled for April 6, 2017. Additionally, we maintain an active Bb community for our English majors that provides students with information and resources about the AA-T English degree, courses, transfer, and possible careers for English majors. This has proven successful in surveying students for planning and scheduling classes and building a sense of community and network for these students. We believe that continued work in this area will increase the number of students enrolling in literature classes, which will increase the WSCH, and should increase FTES as well as increase the number of AA-T English Degrees awarded.

For example, we will be revising the AA-T English degree beginning in fall 2017 to align with CSU changes to the degree. We have created a Science Fiction literature course and a Mystery Fiction literature course that we plan to add to the AA-T English Degree. Both courses are currently in the work flow in CurricUNET. We anticipate that these course additions will further help us to increase the number of English majors as well as the number of degrees awarded.

Puente Program 30th celebration: In December 2016, The college and community celebrated The SBVC Puente Program's 30th year. Puente Program Co-Coordinator and English professor, Alma Lopez was instrumental to the success of this community-wide celebration. In attendance were notable community members, such as former San Bernardino Mayor, Judith Valles and best-selling novelist and former SBVC Puente student, Alex Espinoza. Also attending the celebration were past Puente students who spoke of their experiences in the program and their current successes, largely attributed to their participation in the SBVC Puente Program. The English Department is working with the Counseling Department to plan for our fall 2017 cohorts to further continue the Puente legacy on our campus.

English faculty serve as key leaders across campus:

One important accomplishment is that our faculty serve students and the campus as key leaders, providing the department with important connections across campus that help the department stay informed and active in the decision-making of the college, which, in turn, contributes to the planning within the department.

- 5-7 English faculty serving as division reps. on Academic Senate (routinely)
- DE Coordinator
- Co-Chair Program Review
- Co-Chair Curriculum Committee
- Co-Chair Basic Skills Committee
- Coordinator Honors Program
- Co-Chair Arts, Lectures, Diversity (2012-2016)
- Member of the Hispanic Serving Institution Task Force

Additionally, English faculty serve as club advisors: Writers Block, Puente Club, Middle Eastern Club (forming fall 2017)

English Faculty Blackboard Community: In an effort to develop a network of communication within our large department (17 full-time faculty, 54 part-time faculty), we have established a faculty community for our full-time and part-time faculty members to exchange ideas, provide information (curriculum development, planning, SLOs, 015 final, best practices, etc.), and support our instructors.

Arrowhead News: Since its creation in the 1960s, the English Department is proud to continue the practice of publishing a college newspaper that is student produced through our Journalism classes. In recent

years, the college newspaper has gone from the traditional newspaper format to a news magazine format to its current online format. While the journalism classes are held on campus, the decision to move the publication to an electronic publication was made by the department as a strategy to offer students multiple ways to expose students to technology and enhance their technical skills while learning the traditional concepts of journalism. This decision aligns with the college Strategic Initiative 3.2 (Technology). Students, faculty, and staff have responded positively to the electronic newspaper. The SLOs for both basic skills level and college levels illustrate student success and contribute to the overall success rate for the department. ENGL 022 (basic skills level) three-year SLOs indicate 85.71% of students met the SLO while 86.67% of ENGL 122, 100% of ENGL 123, and 100% of ENGL 124 journalism students have met the SLO for these classes, further contributing to the department's increase in student success.

Shakespeare's 400th Celebration: The Shakespeare 400 Festival at SBVC was one of many celebrations throughout the world commemorating the 400th anniversary of William Shakespeare's death. On 20th April 2016, from 2-4 pm, the SBVC English Department reveled in the Bard's art by reading, reciting, acting, showing passages from plays and poetry. Students eagerly participated by reading Shakespearian sonnets and/or their own, hurling Shakespearian insults, and playing a Shakespearian version of the Mexican game Lotteria. Great fun and Shakespearian fortune cookies were enjoyed by all, thus contributing to an upbeat student morale and positive campus climate. This is one of several student-centered events held by the English Department each semester to foster student interest in reading, writing, and world events.

Arts, Lectures, & Diversity: The English Department faculty members have been the driving force for the Arts Lectures & Diversity Committee for many years, which is a great accomplishment as it is directly in line with the College's Mission Statement and continues to ensure the college's goal to provide a diverse, academic, cultural climate. In particular, in fall 2016 Professor Yvette Lee secured Asian author Aimee Phan to discuss her two most recent books focused on the Asian experience, specifically through diasporic literature. Other examples include bringing Los Angeles' Poet Laureate Luis Rodriguez to campus in December 2016 to discuss his poetry and experiences as a Latino American in Southern California and Michael Eric Dyson who recently spoke to the campus (March 2017) about racial harmony in today's world.

English faculty also contribute substantially to the monthly Book Club Discussions, including Yvette Lee, Michael Slusser, Dolores Moreno, Mary Copeland, Joel Lamore, Horace Alexander, EJ Jones, Sheela Free, Paula Ferri-Milligan, and Diane Hunter to name a few of the recurring facilitators and participants. These last two accomplishments illustrate outstanding faculty dedication to our students and to establishing an academic climate here at SBVC that our students need. The connection to planning is that many times our students are unsure how to function in an academic environment, yet their exposure to these many Arts and Lectures experiences provides them a safe place in which they can participate as academics and learn about the other cultures and perspectives. Quite often, English faculty connect these Arts and Lectures presentations and material, whether the SBVC Professor Lecture Series or the Open Poetry Readings, with the curriculum being taught in their English classes, which strengthens our program.

Challenges

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

CHALLENGES:

The English Department approaches challenges with a positive outlook, believing that collaboration, analysis, and evaluation can lead to overcoming the challenge or to a new approach.

More English courses being taught by part-time faculty: As noted in the data analysis above, there are currently more English courses taught by part-time faculty (51%), with the percentage trending upward for fall 2017. While this is a challenge that is created by budgetary matters in the college and district, the English Department faculty members maintain a strong, cohesive department and currency in all areas of Program Review, including annual Needs Assessment requesting additional full-time faculty, current approved cycles in SLOs, PLOs, SAOs, Curriculum Content Review, Course development, and tutorial services in the Writing Center. Although we will continue to maintain a strong program, we anticipate this lack of full-time faculty to remain a challenge until more full-time faculty are hired.

Classroom space: With the current increase in our FTES (up 12%) and increase in students, increasing from 6,461 (2012/2013) to 7,462, finding classrooms for our classes becomes increasingly more challenging. We work closely with our dean and manage a schedule of course offerings efficiently to utilize the space we have so that there is minimal impact on our classes and students. However, at some point, we believe the college will need to address this challenge at a more global level, especially with the college poised for growth.

Increasing the number of ESL students: While this is less a challenge and more an opportunity, we are planning to survey our ESL students and potential students in the community to see what their needs are for classes, both credit and non-credit, days and times, so we can meet those needs while increasing this aspect of our program.

Non-credit as a pathway: As noted above, the English Department has created and offers a complete sequence of ESL non-credit classes and has begun to explore possible English non-credit classes. The challenge is in the organization of a college-wide structure to manage the non-credit program growth while maintaining course creation, scheduling, and instructional aspects of these classes with the discipline experts, the faculty. The department currently has three active faculty members working closely with the new Online Coordinator to help minimize these challenges.

One of the primary challenges that the noncredit ESL courses has faced and still faces is properly assessing students in noncredit courses that are best suited for their skill level. There have been a number of attempts to address this dilemma. One of the solutions to this issue involves adopting an assessment tool that can best assess beginning level English language learners. The program that has been proposed in CASAS. In the fall of 2015, the lead faculty for ESL met with members of the Matriculation Committee to discuss the possibility of adopting an assessment tool for noncredit ESL. It was decided that this issue would need further study in light of the common assessment issued by the California Community College Chancellor's Office which has plans to include an assessment for noncredit ESL levels. Currently, there are still plans on adopting a tool to properly assess students in noncredit ESL classes. However, this will depend on the tools and skill sets that the common assessment ultimately includes.

Another challenge that noncredit ESL courses faces is offering a robust program with a variety of levels for students to select each semester. Due to budgetary constraints and lack of proper infrastructure for

noncredit programs to thrive, currently only one ESL course is offered per semester. It is the plan of the English department for the noncredit ESL program to grow, and by doing so, it can cater to the needs of a greater number of the community who are not yet prepared for credit ESL courses and mainstream English courses.

Writing Center challenges: Over the years, the Writing Center has experienced a steady and substantial increase in the number of students who use the Writing Center services.

This growth can be depicted in the following data (Note that the data presented includes the fall, spring and summer sessions. It also only reports the one-on-one tutoring services of the Writing Center.):

| Academic Year: | Total number of students tutored in one-on-one sessions (duplicated headcount): |
|----------------|---|
| 2012-2013 | 5,295 |
| 2013-2014 | 5,374 (Increase of 79 students in comparison to the previous year) |
| 2014-2015 | 5,655 (Increase of 281 students in comparison to the previous year) |
| 2015-2016 | 6,448 (Increase of 793 students in comparison to the previous year) |

Since use of the Writing Center services is not required by the majority of instructors, the steady increase in Writing Center use seems to indicate that students understand the importance of the Writing Center as a service that can positively impact their academic performance.

Furthermore, the responsibilities and duties for the Writing Center lead instructor have increased over time as well. With increase number of students there comes an increased workload for the lead instructor that necessitates reassigned time. This increased workload includes finding funding to support the increased need for tutoring services such as finding and hiring additional tutors, increasing advertising of the Writing Center's services, finding funding to purchase resources to support tutors and students who use the Writing Center services, and completing paperwork required for reporting purposes. The department has submitted the appropriate Program Review Needs Assessment Documents requesting additional time and/or support so that we can continue to provide services to students across camps, not just students in English classes.

Another challenge that the Writing Center continues to face is the need for an additional stable source of funding in order to support the increasing demand for tutors to support students. Although factors such as wages and benefits for tutors has increased over the years, the primary source of funding to support tutors and the Writing Center as a whole have not increased. This has stifled the growth of the Writing Center in order to adequately meet the needs of the student population that it is meant to serve. These are issues that the English Department will continue to address in documents such as the Needs Assessment process, and with key institutional stakeholders.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

SBVC Strategic Initiatives:

[https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/documents/17-
efficacy/strategic-initiatives.pdf](https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/documents/17-efficacy/strategic-initiatives.pdf)

| Strategic Initiative | Institutional Expectations | |
|--|---|--|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

TECHNOLOGY:

The English Department's philosophy on technology is that we strive to consistently provide our students with multiple ways to use technology successfully in all of their classes, not just their English classes, as a way for them to succeed in the academic world, the workplace, and the community. Our goal is to help students utilize technology in ways to improve their reading, writing, and communication skills. This section illustrates our current and future plans and use of technology to meet these goals and the college's strategic initiatives.

Technology-enhanced English Classes

B213: Last year, the English Department partnered with Student Services to create a classroom with laptop computers for our basic skills students. The classroom (B-213) was identified, the hardware/software purchased, and we began holding classes in this room in fall 2016. Our goal was to improve student success in basic skills classes while introducing some of our least prepared students to technology. As part of the planning process, we selected particular faculty members who expressed interest in integrating technology into their pedagogy for ENGL 914, ENGL 015, and ENGL 022 classes.

Successes: English instructors, both full- and part-time, are using computer lab classrooms to improve engagement and certainly in the near future success rates. It is too early to consider improvement in success rates in basic skills English courses (English 914 and 015) because instructors in B213 have not been surveyed on how much they use the technology during class time, Wifi issues curtailed use during fall 2016, and unknown attendance rates for students who have class in B213. Furthermore, the laptops are a first step in bridging the Digital Divide which affects some of our basic skill students.

One major success, which is anecdotally proven at this time, is the increased engagement of students who use the laptops. B213 instructors provided information on the myriad ways that they use the laptops to engage basic skills students: Valley Library's Learning Express; Grammar Bytes; Grammar Girl; Purdue Owl; Grammar CCC; educational You Tube videos; MLA format; Written Center links; use of Blackboard and Canvas; online and interactive writing workshops; video conference training; formative

assessments on Kahootit; Socrative.com for short discussion responses. Furthermore, students ask questions during lectures (via email or ConferZoom Chat). Students are also able to assess e-books and open source textbooks during class. Thus, instructors are guiding these students to resources which improve their grammar, writing, visual, technological, and digital literacy.

College-level English courses are also benefitting from in depth online analyses of rhetoric (bias, ethos, pathos, and logos), which are notoriously difficult to teach from a traditional textbook. Students also benefit from having the instructor guide them in starting their essays in class, which are then posted on discussion boards so students can continue writing at home or in the library.

Trends: Based on anecdotal information from approximately half a dozen English instructors who use lab classrooms, the engagement of basic skills students in computer-mediated grammar and sentence writing appears to show promise. This trend may be because of how computers in the classroom can appeal to other learning styles such as visual, tactile, etc.

Thus, while we have not yet begun to collect "hard data," once we survey instructors of computer labs on how they are using the laptops, the English Department will be able to address other issues such as success rates.

Challenges: One challenge is certainly collecting good data on the benefits of lab classrooms like B213 because of many complicated issues such as student attendance and completion of homework; another will be funding for the maintenance of computer labs. Currently, however, there is not a significant amount of data to analyze or make any clear determinations. The department plans to continue to gather data on the classes held in the technology enhanced classroom.

Arrowhead News: Since its creation in the 1960s, the English Department is proud to continue the practice of publishing a college newspaper that is student produced through our Journalism classes. In recent years, the college newspaper has gone from the traditional newspaper format to a news magazine format to its current online format. While the journalism classes are held on campus, the decision to move the publication to an electronic publication was made by the department as a strategy to offer students multiple ways to expose students to technology and enhance their technical skills while learning the traditional concepts of journalism. This decision aligns with the college Strategic Initiative 3.2 (Technology). Students, faculty, and staff have responded positively to the electronic newspaper. The SLOs for both basic skills level and college levels illustrate student success and contribute to the overall success rate for the department. ENGL 022 (basic skills level) three-year SLOs indicate 85.71% of students met the SLO while 86.67% of ENGL 122, 100% of ENGL 123, and 100% of ENGL 124 journalism students have met the SLO for these classes, further contributing to the department's increase in student success.

As part of our planning process, the department faculty are currently meeting with the college's Marketing and Public Relations department to explore a partnership with them with the goal of utilizing the PR department's expertise and technology to deliver the student newspaper to a larger reader base throughout the college, district, and community. The department plans to continue the electronic college newspaper.

Additionally, the *Arrowhead News* is partnering with Associated Student Government, Marketing and Public Relations, and KVCR to spotlight student events and successes on campus. Episode one (February 2017) was titled, "Black History Month."

Blackboard communities: As noted above, the English Department utilizes technology to facilitate mentoring and communication establishing Blackboard communities for our student English majors and our faculty members.

OER: As noted above, the English Department is participating in OER to provide greater student access (free textbooks) and further develop student's technical skills.

Online English classes: The English Department currently offers 12% of total course offerings in the online format, allowing for a wider range of student schedules. It is expected that this trend will continue provided that the college training and transition to Canvas are successful.

PARTNERSHIPS:

The English Department's philosophy on partnerships is that we strive to continuously explore partnerships within our college community and the greater community (including neighboring universities and colleges) that we believe will lead to student success both inside and outside the classroom. The types of partnerships include those that we hope lead to improved tutorial services for students, improved access for students, and increased success for students that result in transfer or a career. This section illustrates our current and future partnerships to meet these goals and the college's strategic initiatives.

Student services: The English Department recently sent three faculty members to First Year Experience training (Feb. 2017) in Atlanta. As a follow up to this training we are planning to send one faculty member as a part of a team from SBVC to further FYE training in Washington state in July. Additionally, we are participating in the newly formed FYE Work group to help plan fall 2017 and spring 2018 FYE cohorts and classes for these learning communities. One example of our participation is the current planning for an English 101 and Anthropology or possibly Political Science pairing, as well as possible ENGL 101 and Sociology 100 pairings. As the FYE program evolves, the English Department will monitor and evaluate student success in the English classes participating in this program.

Additionally, the English department currently partners with the Counseling Department in our highly successful Puente Program, which celebrated its 30th anniversary in December, 2016. We are currently having on-going meetings to evaluate the English Instructor/Counselor team and explore the possibilities of a second cohort for a possible fall 2017 start date.

CTE/Diesel: We are currently exploring the possibility of partnering with the Diesel Tech. Department that has recently added ENGL 015 as a requirement to their AA Degree. The goal of such a partnership is to have students complete the AA degree and move on to employment in the diesel industry.

Arts, Lectures, Diversity Committee: Several English Department faculty currently serve on the Arts, Lectures, and Diversity committee where they routinely contribute to as facilitators, organizers, promoters, and panelists, often resulting in cross-discipline collaborations that benefit and enrich the education of all students. (noted previously in the document)

Arrowhead News: The *Arrowhead News* is partnering with Associated Student Government, Marketing and Public Relations, and KVCR to spotlight student events and successes on campus. Episode one (February 2017) was titled, "Black History Month." We plan to continue with this partnership for fall 2017.

Non-Credit ESL courses: As reported earlier in this document, SBVC established a partnership with the McKinley Elementary school from fall of 2014 to spring of 2015 in which the elementary school served as a satellite campus for some of our noncredit classes. This partnership proved fruitful in not only addressing the developmental language needs of the community surrounding the McKinley Elementary school, but it provided a gateway for students to be exposed to and learn more about SBVC. Some of these students self-reported that they made the transition to SBVC to take courses at the main campus. However, since noncredit ESL course offerings are limited, more course offerings and more research concerning how students advance from noncredit ESL courses to credit ESL courses will need to be conducted in order to have a better understanding of the role that noncredit plays in terms of influencing the academic advancement of English language learners.

Writing Center: The Writing Center has developed partnerships across the campus with a variety of disciplines, including but not limited to STEM programs (e.g. Biology and Chemistry), Pharmacy Technology, and Student Services. These partnerships have been fruitful in increasing usage of the Writing Center's services. It has also been advantageous in increasing temporary funding for the Writing Center in order to support its increased student usage (i.e. Student Equity Funding). As part of the partnership with Student Services, it was requested that the Writing Center implement practices that increase support for students who are not able to make appointments for tutoring. In order to address this issue, adjustments to the appointment schedule were made to accommodate these students. This in turn has helped to

increase the efficiency and productivity of the Writing Center. The data for the service of drop-ins is as follows:

| Academic Year: | Total number of drop-ins tutored in one-on-one sessions (duplicated headcount): |
|----------------|---|
| 2012-2013 | 1,077 |
| 2013-2014 | 1,134 (Increase of 57 students in comparison to the previous year) |
| 2014-2015 | 1,437 (Increase of 303 students in comparison to the previous year) |
| 2015-2016 | 1,497 (Increase of 60 students in comparison to the previous year) |

As can be depicted in the data above, prior to 2014, the Writing Center was only able to serve approximately 1,100 drop-in students per academic year. However, after the change in scheduling, there was a notable increase in the number of drop-ins that the Writing Center was able to serve. This number has continued to grow moderately since the change in scheduling practice was implemented.

The Writing Center also provides academic support in a variety of areas and has developed specific workshops to increase student achievement: APA format (social sciences), MLA format, resume writing, scholarship essay writing, test taking, grammar, composition, ESL relevant topics (e.g. pronunciation, idiom awareness).

Social Sciences: The English Department has partnered with the Philosophy and Religious Studies Department on our ENGL 175 Literature and Religions of the Bible class, which is cross listed with RELIG 175. This collaboration includes curriculum development and content review, SLO development and evaluation, scheduling courses, and online delivery. This contributes to our goal of helping students transfer by providing them with either the "RELIG" or "ENGL" prefix on their transcripts, depending on their major and the institution to which they are transferring.

Veterans From Combat to the Classroom: CSUSB recently received a grant that provides support for our veterans returning to college or entering college for the first time after serving. Two English faculty members, Joe Notarangelo and EJ Jones, currently serve on the CSUSB panel that holds events and monthly workshops and discussion groups for veterans where literary works are read and discussed, focusing on students' interpretations, often bringing to light the students' own combat and service experiences. This is one way to help our underserved veteran population succeed in re-integrating into our society as well as the college community. There is also collaboration with the SBVC Veterans Resource Center.

AWP: Several English Department faculty participate annually in the week-long AWP exam grading sessions that occur each summer. This is where English instructors from all over the nation come together to read and score the high school AP English Writing and Composition exams and the AP English Literature exams. Another annual grading session that our faculty participate in is the Berkeley Big Read. This is where English faculty from all over California read the placement essays of incoming freshman. The several faculty who participate in these grading sessions bring back invaluable information to our department and help to keep SBVC's English department current with assessment techniques and placement tools as well as the skills of our incoming students.

Big Bear: The English Department schedules classes each semester that are held at Big Bear High School. Our instructors work directly with the Big Bear coordinator at Big Bear High School on the ITV classes each semester. The department plans to continue this partnership as it provides one more access point for students in our mountain communities who may not have transportation to the SBVC campus.

CAMPUS CLIMATE:

The English Department philosophy is that we enhance the culture and campus climate in everything we do, and to that end, our faculty members are highly active across campus by serving as organizers, facilitators, and mentors. We believe that these events and activities embrace the diversity of our students, faculty, and staff, providing a culturally rich, academic atmosphere for our students.

The following are ways in which the department faculty contribute to our campus climate and directly address strategic initiatives 3.1.1., 3.1.2, 3.1.3, 3.12:

English faculty serve as club advisors:

Writer's Block faculty advisor – weekly club meetings and campus-wide enrichment activities each semester.

Arrowhead News faculty advisors – at least 5 issues published each semester with 5-10 articles in each issue.

Phileas Literary Magazine faculty advisor – published each spring in conjunction with Humanities Day.

Puente Club advisor – weekly meetings and activities that provide students the opportunity become active on current issues on campus and in the community.

Middle Eastern Club advisor (fall 2017)

(Most previously described in this document.)

English faculty organizing and facilitating key campus-wide events:

Open Student Poetry Readings, Faculty and Staff Poetry Readings (3-4 each semester): Students, faculty, and staff share their poetry with the campus in a safe, welcoming environment that provides all (participants and audience) with often deep connections and a common ground with which to understand another person's ideas, fears, and struggles. Providing such an environment is critical to the academic and cultural climate of SBVC.

Annual Humanities Day Celebration: Each spring the Arts and Humanities Division celebrates the core of our division disciplines with activities that focus on Humanities courses and our student successes as well as potential for students' futures. The day-long series of events is anchored by the release of our student literary magazine, *Phineas*, which is a student created and showcases SBVC student poetry, essays, fiction, photography, and artwork. As a part of the planning for this event, the English Department plays a key role and all members of the department participate each spring. The contribution of Humanities Day to our campus climate is a positive one in which students, staff, and faculty from all areas of the college are able to enjoy and appreciate the outstanding work of our students, and these students are recognized for their successes. There isn't a better way to engage the campus community and provide a positive and enriching atmosphere.

Arts, Lectures, Diversity: workshops, presentations, events, book signings, panel discussions,
(previously discussed in detail)

International Movie night (each semester): Created and sponsored by the English Department, we are now in our third semester of the International Movie night, the most current to begin in April 2017. This is an amazing opportunity for students to be exposed to other countries and their cultures through film—a medium most enjoyed by our students. At the conclusion of the film, students are given the opportunity to ask questions of a pre-determined expert panel of faculty members from all disciplines to help them understand either the film's context and make connections and/or tap into what makes humans vulnerable. Student exposure to international works is critical in their development and education. This is another positive and substantial contribution to the culturally rich and academic climate at SBVC.

Poetry Under the Stars (fall 2017): Held outside literally under the stars, this event gives students the opportunity to share their poetry and hear the poetry of classmates in a free and open forum. Making connections with others without the boundaries of a building provides a wonderful climate for tolerance and understanding.

Shakespeare 400 Celebration (noted above)

Horror and Candy night (read-a-thon) (each fall semester): Created and facilitated by English faculty, this read-a-thon provides the safe environment for some of our least prepared and least confident students to practice reading out loud with peers who also might share some of the same fears and concerns about their reading and language skills. Students take turns reading with the help and coaching of English faculty members, which often results in many teaching moments without students even noticing. To help maintain an atmosphere of fun, students are encouraged to come in costume and all readers are given as much candy as they wish, which seems to go over very well. In the end, this event provides a caring and upbeat climate in which students often gain more confidence in their reading skills.

The scheduling and planning of these events and others that contribute to our campus climate are included in department meeting discussions, and advertised in our Bb communities (faculty and students).

Appendix:

Writing Center SAO Reports

SAO Data Collection Sheet

(Due to the Division Office, Dean Kay Weiss)

REQUIRED DATA IS MARKED BY ▶

| | |
|---|---|
| Faculty Name: ▶ Dirkson Lee Department: ▶ ENGLISH Semester/Year Assessed: ▶ Fall 2015 | Program: ▶ The Writing Center Section: ▶ N/A Units: ▶ N/A |
|---|---|

| | |
|---|--|
| Outcomes | <p>SAO #1: Students served by the Writing Center will self report that they have gained skills to help them to become better writers and/or English learners.</p> <p>SAO #2: Students who use the services provided by the Writing Center will self report that they have received quality service by supportive tutors.</p> <p>SAO #3: Students from a variety of disciplines will use the Writing Center services.</p> |
| Assessment Methods | <p>SAO #1 and 2 will be assessed through the "Writing Center Survey."</p> <p>SAO #3 will be assessed through the eSars reporting system.</p> |
| Criteria – what is "good enough"? (Attach department or faculty rubric or use the generic rubric below) | <p>The standard of "good enough" for SAOs 1 and 2 is as follows. Of the students polled through the "Writing Center Surveys," a majority of the tutees will indicate that they "Agree" or "Strongly Agree" that they benefited from the Writing Center tutoring sessions and that their tutor helped them with their learning needs.</p> <p>The criteria for what constitutes "good enough" is to score at least 70% or greater for SAOs 1 and 2.</p> <p>The standard of "good enough" for SAO 3 is as follows: Students from at least 3 of the college's disciplines will use the Writing Center.</p> |
| Enter the distribution of student SAO assessment | <p>SLO 1 (FA15 – 97.61%), (SP15 – 94.95%), (FA14 – 98.49%)</p> <p>SLO 2 (FA15 – 96.32%), (SP15 – 95.33%), (FA14 – 97.49%)</p> |

| | |
|---|---|
| results. Is this distribution satisfactory? | <p>SLO 3 (FA15 – 44 disciplines), (SP15 – 41 disciplines), (FA14 – 37 disciplines)</p> <p>The SAO results for the fall 2015 semester indicate that the services in the Writing Center are above the satisfactory percentage of performance.</p> |
|---|---|

| <i>SAO RUBRICS</i> | Total number of students assessed (Note: Total may include duplicate student headcount.) | Percentage of students who met the SAO | Percentage of students who did not meet the SAO | Percentage of students who did not assess |
|--|--|--|---|--|
| <u>SAO 1</u> Students served by the Writing Center will self report that they have gained skills to help them to become better writers and/or English learners. | ▶335 | ▶97.61% | ▶2.24% | ▶0.30% |
| <u>SAO 2</u> Students who use the services provided by the Writing Center will self report that they have received quality service by supportive tutors. | | ▶96.32% | ▶3.38% | ▶.30% |
| | Total number of unduplicated students assessed by course | | | Total number of disciplines/Courses |
| <u>SAO 3</u> Students from a variety of disciplines will use the Writing Center services. | ▶1,444 | | | ▶Disciplines: 44 Disciplines that used the Writing Center at least 10 times during the semester: Administration of Justice, Art, Biology, Chemistry, Child |

| | | | | |
|--|--|--|--|--|
| | | | | Development, Communication Studies, English, ESL, Foods and Nutrition, Geology, History, Human Services, Nursing, Political Science, Psychology, Reading, and Student Development. |
| <p>Reflect and comment on the successes and challenges in this class. Did you:</p> <ul style="list-style-type: none"> • Try new strategies? • Add content? • See notable improvement in class performance? • Identify any learning gaps? <p>In future will you</p> <ul style="list-style-type: none"> • Try new strategies? • Make recommendations for content, assessment, or SAO modification? | | <p>Reflection:</p> <p>This semester, the usage of the Writing Center was greater than the spring 2015 semester. The data indicates that student satisfaction of the Writing Center services was comparable to the previous semester.</p> <p>Recommendations:</p> <p>The results from the assessments meet expectations. Therefore, no recommendations will be made at this time.</p> | | |

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

All categories were designated "meets" in the 2012-13 efficacy report.

SAO Data Collection Sheet
(Due to the Division Office, Dean Kay Weiss)

REQUIRED DATA IS MARKED BY ►

| | |
|--|--|
| Faculty Name: ►Dirkson Lee Department: ►English Semester/Year Assessed: ►Fall 2016 | Program: ►Writing Center Section: ►N/A Units: ►N/A |
|--|--|

| | |
|--|--|
| Outcomes | <p>SAO #1: Students served by the Writing Center will self report that they have gained skills to help them to become better writers and/or English learners.</p> <p>SAO #2: Students who use the services provided by the Writing Center will self report that they have received quality service by supportive tutors.</p> <p>SAO #3: Students from a variety of disciplines will use the Writing Center services.</p> |
| Assessment Methods | <p>SAO #1 and 2 will be assessed through the “Writing Center Survey.”</p> <p>SAO #3 will be assessed through the eSars reporting system.</p> |
| Criteria – what is “good enough”? (Attach department or faculty rubric or use the generic rubric below) | <p>The standard of “good enough” for SAOs 1 and 2 is as follows. Of the students polled through the “Writing Center Surveys,” a majority of the tutees will indicate that they “Agree” or “Strongly Agree” that they benefited from the Writing Center tutoring sessions and that their tutor helped them with their learning needs.</p> <p>The criteria for what constitutes “good enough” is to score at least 70% or greater for SAOs 1 and 2.</p> <p>The standard of “good enough” for SAO 3 is as follows: Students from at least 3 of the college’s disciplines will use the Writing Center.</p> |
| Enter the distribution of student SAO assessment results. Is this distribution satisfactory? | <p>SLO 1 (FA16 – 92.4%), (SP16 – 98%), (FA15 – 97.61%), (SP15 – 94.95%), (FA14 – 98.49%)</p> <p>SLO 2 (FA 16 – 93%), (SP16 – 97%), (FA15 – 96.32%), (SP15 – 95.33%), (FA14 – 97.49%)</p> <p>SLO 3 (FA16 – 39 disciplines), (SP16 – 35 disciplines), (FA15 – 44 disciplines), (SP15 – 41 disciplines), (FA14 – 37 disciplines)</p> <p>The SAO results for the fall 2016 semester indicate that the services in the Writing Center are above the satisfactory percentage of performance.</p> |

| <i>SAO RUBRICS</i> | Total number of students assessed (Note: Total may include duplicate student headcount.) | Percentage of students who met the SAO | Percentage of students who did not meet the SAO | Percentage of students who did not assess |
|--|--|--|---|---|
| <u>SAO 1</u> Students served by the Writing Center will self report that they have gained skills to help them to become better writers and/or English learners. | ▶ 357 | ▶ 92.4% | ▶ 7.6% | ▶ N/A |
| <u>SAO 2</u> Students who use the services provided by the Writing Center will self report that they have received quality service by supportive tutors. | | ▶ 93% | ▶ 7.0% | ▶ N/A |
| | Total number of unduplicated students assessed by course | | | Total number of disciplines/Courses |
| <u>SAO 3</u> Students from a variety of disciplines will use the Writing Center services. | ▶ 1,337 | | | ▶ Disciplines: 39 Disciplines that used the Writing Center |

| | |
|--|---|
| <p>Reflect and comment on the successes and challenges in this class. Did you:</p> <ul style="list-style-type: none"> • Try new strategies? • Add content? • See notable improvement in class performance? • Identify any learning gaps? <p>In future will you</p> <ul style="list-style-type: none"> • Try new strategies? | <p>Reflection:</p> <p>This semester, the Writing Center switched its data collection tool from a paper based format to an online format using Google docs. A primary difference between the two formats besides the actual interface is that the paper based format used pictures (e.g. smiley faces and sad faces) to help students to identify positive responses versus negative responses. The Google docs form does not allow for this type of graphics. Therefore, this might have played a significant role in helping to explain the “perceived” decrease in Writing Center performance. With the help of one of the college’s researchers, it was noted that many of the negative responses had positive comments. This indicates</p> |
|--|---|

| | |
|--|--|
| <ul style="list-style-type: none"> • Make recommendations for content, assessment, or SAO modification? | <p>that there is indeed a discrepancy between the quantitative aspect of the survey and the qualitative aspect of the survey. It should also be noted, that the data submitted in this report includes 11 surveys which were for testing purposes. The responses in the testing surveys included both positive and negative responses. This accounted for approximately 3.08% of the collected data which can also help to explain the “perceived” decrease in Writing Center performance.</p> <p>Recommendations: Since the performance of the Writing Center still ranges well above 90% in terms of student satisfaction despite the discrepancy of the data, the only factor that will require addressing is providing students with clearer instructions on how to complete the Writing Center online survey.</p> |
|--|--|

SAO Data Collection Sheet
(Due to the Division Office, Dean Kay Weiss)

REQUIRED DATA IS MARKED BY ►

| | |
|--|--|
| Faculty Name: ►Dirkson Lee Department: ►English Semester/Year Assessed: ►Fall 2016 | Program: ►Writing Center Section: ►N/A Units: ►N/A |
|--|--|

| | |
|---|---|
| Outcomes | SAO #1: Students served by the Writing Center will self report that they have gained skills to help them to become better writers and/or English learners. SAO #2: Students who use the services provided by the Writing Center will self report that they have received quality service by supportive tutors. SAO #3: Students from a variety of disciplines will use the Writing Center services. |
| Assessment Methods | SAO #1 and 2 will be assessed through the “Writing Center Survey.” SAO #3 will be assessed through the eSars reporting system. |
| Criteria – what is “good enough”? (Attach department or faculty rubric or use the generic rubric below) | The standard of “good enough” for SAOs 1 and 2 is as follows. Of the students polled through the “Writing Center Surveys,” a majority of the tutees will indicate that they “Agree” or “Strongly Agree” that they benefited from the Writing Center tutoring sessions and that their tutor helped them with their learning needs. |

| | |
|--|--|
| | <p>The criteria for what constitutes “good enough” is to score at least 70% or greater for SAOs 1 and 2.</p> <p>The standard of “good enough” for SAO 3 is as follows: Students from at least 3 of the college’s disciplines will use the Writing Center.</p> |
| Enter the distribution of student SAO assessment results. Is this distribution satisfactory? | <p>SLO 1 (FA16 – 92.4%), (SP16 – 98%), (FA15 – 97.61%), (SP15 – 94.95%), (FA14 – 98.49%) SLO 2 (FA 16 – 93%), (SP16 – 97%), (FA15 – 96.32%), (SP15 – 95.33%), (FA14 – 97.49%) SLO 3 (FA16 – 39 disciplines), (SP16 – 35 disciplines), (FA15 – 44 disciplines), (SP15 – 41 disciplines), (FA14 – 37 disciplines)</p> <p>The SAO results for the fall 2016 semester indicate that the services in the Writing Center are above the satisfactory percentage of performance.</p> |

| <i>SAO RUBRICS</i> | Total number of students assessed (Note: Total may include duplicate student headcount.) | Percentage of students who met the SAO | Percentage of students who did not meet the SAO | Percentage of students who did not assess |
|--|--|--|---|---|
| <u>SAO 1</u> Students served by the Writing Center will self report that they have gained skills to help them to become better writers and/or English learners. | ▶357 | ▶92.4% | ▶7.6% | ▶N/A |
| <u>SAO 2</u> Students who use the services provided by the Writing Center will self report that they have received quality service by supportive tutors. | | ▶93% | ▶7.0% | ▶N/A |
| | Total number of unduplicated students assessed by course | | | Total number of disciplines/Courses |
| <u>SAO 3</u> | ▶1,337 | | | ▶Disciplines: 39 |

| | | | | |
|--|--|--|--|---|
| Students from a variety of disciplines will use the Writing Center services. | | | | Disciplines that used the Writing Center |
|--|--|--|--|---|

| | |
|--|---|
| <p>Reflect and comment on the successes and challenges in this class. Did you:</p> <ul style="list-style-type: none"> • Try new strategies? • Add content? • See notable improvement in class performance? • Identify any learning gaps? <p>In future will you</p> <ul style="list-style-type: none"> • Try new strategies? • Make recommendations for content, assessment, or SAO modification? | <p>Reflection:</p> <p>This semester, the Writing Center switched its data collection tool from a paper based format to an online format using Google docs. A primary difference between the two formats besides the actual interface is that the paper based format used pictures (e.g. smiley faces and sad faces) to help students to identify positive responses versus negative responses. The Google docs form does not allow for this type of graphics. Therefore, this might have played a significant role in helping to explain the “perceived” decrease in Writing Center performance. With the help of one of the college’s researchers, it was noted that many of the negative responses had positive comments. This indicates that there is indeed a discrepancy between the quantitative aspect of the survey and the qualitative aspect of the survey. It should also be noted, that the data submitted in this report includes 11 surveys which were for testing purposes. The responses in the testing surveys included both positive and negative responses. This accounted for approximately 3.08% of the collected data which can also help to explain the “perceived” decrease in Writing Center performance.</p> <p>Recommendations:</p> <p>Since the performance of the Writing Center still ranges well above 90% in terms of student satisfaction despite the discrepancy of the data, the only factor that will require addressing is providing students with clearer instructions on how to complete the Writing Center online survey.</p> |
|--|---|

ESL Course 3-Year Summary Reports

Course SLO Summary Evaluation Form

Division: Arts & Humanities

Department: English

Course: ESL 907

Semester Evaluated: Spring 2015

Next Evaluation: Spring 2018 (unless earlier assessment is warranted)

| | |
|--------------------------|--|
| Student Learning Outcome | SLO #1: Students will be able to begin, maintain, and end simple conversations about daily life. |
|--------------------------|--|

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| | <p>SLO #2: Students will be able to use correct syntax in order to respond orally to Yes/No questions and Wh-questions from fellow students.</p> <p>SLO #3: Students will be able to write and say sentences that demonstrate the ability to give directions, state information, and make requests both politely as well as directly.</p> |
| Section(s) assessed and rationale for section selection if appropriate | <p>Spring 2015, Fall 2014, Spring 2014, Fall 2013</p> <p>ESL-907-01 2015SP, ESL-907-01 2014FA, ESL-907-01 2014SP, ESL-907-01 2013FA</p> |
| SLO Assessment Methodology | <p>Students were assessed for the respective SLOs through fill-in-the-blank and questions/answer type assessment tools. The data for SLOs #1 and #3 were collected through a final examination that assessed the SLOs stated in row #1. The data for SLO #2 were collected from two oral presentations given in the class.</p> |
| Criteria – What is “good enough”? Rubric | <p>Students who meet these criteria exemplify 70% to 100% competency in questions asked in the SLO assessment tools.</p> |
| What % of students met the criteria? Is this % satisfactory? | <p>SLO 1 (SP15 – 87%), (FA14 – 86%), (SP14 – 85%), (FA13 – 95%) SLO 2 (SP15 – 100%), (FA14 – 91%), (SP14 – 89%), (FA13 – 92%) SLO 3 (SP15 – 81%), (FA14 – 68%), (SP14 – 75%), (FA13 – 79%)</p> |
| Were trends evident in the outcomes? Are there learning gaps? | <p>The SLOs from the previous four semesters indicate that students are scoring satisfactorily in order to meet the objective of the SLOs. For SLOs 1, 2 and 3, students have been showing steady increases in terms of reaching the SLOs measured.</p> <p>The content and pacing over the past three semesters was uneven due to a reduction of 10 to 15 minutes per class session beginning in the spring of 2014. In the spring of 2015, the time allotment of the course was returned to one hour and fifty minutes which seems to be the necessary amount of time needed in order to address all of the course content required for the class.</p> <p>Teaching strategies have remained largely the same as in prior semesters. A growing trend in the beginning ESL classes (e.g. ESL 907 and 930) is that there is an increasing number of students with disabilities (e.g. learning disabilities and/or deaf and hard of hearing). Although the instructor in the course tries to make accommodations and provides these students with ways to get assistance for the course, the curriculum is not designed for students with disabilities, in particular</p> |

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| | learning disabilities, and therefore, the pass rate of these students is significantly lower than those of the rest of the ELL student population. |
| What content, structure, strategies might improve outcomes? | <p>1) Some of these issues can be address by giving students greater foreknowledge of what the ESL 907 class entails (i.e. through the noncredit classes).</p> <p>2) Providing courses that are better suited for beginning English language learners, such as noncredit courses, are recommended to address the language learning needs of these students.</p> <p>3) A recommendation from the previous SLO report was to talk with the DSP&S counselors to help them to better inform students with disabilities of courses that can best address their learning needs. Earlier in the spring 2015 semester, a meeting between a full time ESL faculty member and DSP&S counselors was conducted to discuss how students with disabilities could be advised and possible courses that these students could take, such as noncredit or possibly adult school was also discussed.</p> <p>4) To increase the academic success and language acquisition of the students in this course, resources have been provided, such as supplemental instruction tutoring, Writing Center tutoring and Writing Center workshops.</p> |
| Will you change assessment method and or criteria? | No changes to the assessment or assessment criteria need to be made at this time. |
| Evidence of Dialogue (Attach representative sample of dialogue) | <p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> |
| Will you rewrite the Course SLO? | No. Based on the satisfactory performance of the SLOs assessed, no changes will need to be made to the SLOs at this time. |
| Response to Student Learning Outcome evaluation and assessment? | <p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>Continuation of evaluation of assessment tools will be conducted to assess their appropriateness and accuracy in measuring SLOs for the course.</p> |

Course SLO Summary Evaluation Form

Division: Arts & Humanities

Department: English

Course: ESL 603

Semester Evaluated: Spring 2015

Next Evaluation: Spring 2018 (unless earlier assessment is warranted)

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| <p>Student Learning Outcome</p> | <p>SLO #1: Students will be able to name and describe places in one's neighborhood, home and work environment both through writing and oral communication.</p> <p>SLO #2: Students will be able to create sentences and questions in the simple present, past and future tenses.</p> <p>SLO #3: Students will be able to make work related decisions based on identifying and drawing conclusions about job-related requirements.</p> <p>SLO #4: When given a reading passage, students will be able to demonstrate comprehension by writing their answers to questions about the passage in clear and complete simple sentences.</p> |
| <p>Section(s) assessed and rationale for section selection if appropriate</p> | <p>Fall 2014, Fall 2013</p> <p>ESL-603-01 2014FA, ESL-603-01 2013FA</p> |
| <p>SLO Assessment Methodology</p> | <p>Two different assessment methodologies were used to assess the SLOs for this course.</p> <p>Fall 2013: The students were assessed for the respective SLOs via question/answer assessment tools. The data for the SLOs 1 and 2 were collected through oral presentations created and delivered in class. The data for SLO 3 was collected through a student-teacher interview. The data for SLO 4 was collected through a final examination.</p> <p>Fall 2014: The SLOs were assessed through a formal assessment which consisted of quizzes, mid-term, final exam, and an oral exam, in addition to an informal assessment which consisted of observations of class discussions and group work.</p> |
| <p>Criteria – What is “good enough”? Rubric</p> | <p>The students who met the criteria exemplified 70% to 100% competency in questions asked in the SLO assessment tools.</p> |

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| <p>What % of students met the criteria? Is this % satisfactory?</p> | <p>SLO 1: (FA14 – 88%), (FA13 – 38%) SLO 2: (FA14 – 76%), (FA13 – 38%) SLO 3: (FA14 – 92%), (FA13 – 100%) SLO 4: (FA14 – 76%), (FA13 – 92%)</p> <p>Based on the results of the assessments, the percentage of students who met the criteria seem satisfactory. However, it is important to note that the tools used to assess these SLOs were different depending on the instructor.</p> |
| <p>Were trends evident in the outcomes? Are there learning gaps?</p> | <p>Since this class can still be categorized as experimental and new, assessment tools will need to be standardized in order to better gauge how well students performed on the SLOs assessed.</p> |
| <p>What content, structure, strategies might improve outcomes?</p> | <p>According to the data, an area which can be improved is in the skill area of writing sentences. One of the instructors of the course noted that students should be given more writing practice throughout the course as this was a notable area of weakness for a number of students.</p> <p>According to instructor feedback, the textbook adopted for the course was “very comprehensive and useful” as a resource. Therefore, the course will continue to use the same textbook(s) for the course.</p> |
| <p>Will you change assessment method and or criteria?</p> | <p>Given the vastly different methods of assessing the SLOs for this particular ESL noncredit course, a more standardized assessment tool will need to be adopted in order to bring some uniformity to the evaluation of the SLOs.</p> |
| <p>Evidence of Dialogue (Attach representative sample of dialogue)</p> | <p><i>Check any that apply</i> <input type="checkbox"/>E-mail Discussion with <input type="checkbox"/>FT Faculty <input type="checkbox"/>Adjunct Faculty. Date(s): <input type="checkbox"/>Department Meeting. Date(s): <input type="checkbox"/>Division Meetings. Date(s): <input type="checkbox"/>Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: An informal discussion has held between the full time ESL faculty member and with one of the adjunct faculty members to discuss the appropriateness of the SLOs for the noncredit class in the spring of 2015.</p> |

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| Will you rewrite the Course SLO? | Given the experimental nature of the noncredit courses at this time, the SLOs will not be rewritten until the adoption of a formal assessment tool is implemented and when the courses are offered on a regular basis. |
| Response to Student Learning Outcome evaluation and assessment? | <input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources Continuation of evaluation of assessment tools will be conducted to assess their appropriateness and accuracy in measuring SLOs for the course. |

Course SLO Summary Evaluation Form

Division: Arts & Humanities

Department: English

Course: ESL 930

Semester Evaluated: Spring 2015

Next Evaluation: Spring 2018 (unless earlier assessment is warranted)

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| Student Learning Outcome | <p>SLO #1: Students will be able to compose grammatically sound simple sentences as well as Yes/No and Wh-questions in the simple present, past and future tenses by using correct syntax, punctuation, capitalization, and word order.</p> <p>SLO #2: Given a reading passage, students will be able to demonstrate comprehension by correctly responding to questions about the passage in clear and complete sentences.</p> <p>SLO #3: Students will demonstrate the ability to compose a paragraph of at least 8 sentences about a central topic that contains an introduction, a body and a conclusion.</p> |
| Section(s) assessed and rationale for section selection if appropriate | <p>Spring 2015, Fall 2014, Spring 2014, Fall 2013</p> <p>ESL-930-01 2015SP, ESL-930-01 2014FA, ESL-930-02 2014FA, ESL-930-01 2014SP, ESL-930-01 2013FA</p> |
| SLO Assessment Methodology | <p>Students were assessed for the respective SLOs through questions/answer type assessment tools. The data for SLOs #1 and #3 were collected through a final examination. The data for SLO #2 were collected through a midterm examination.</p> |
| Criteria – What is “good enough”? Rubric | <p>Criteria for SLO 1: The criteria for competency entails students being able to write clear and complete sentences and questions in the simple</p> |

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| | <p>present and past tenses by using correct syntax, punctuation, capitalization, and word order.</p> <p>Students who meet these criteria exemplify 70% to 100% competency in questions asked in the SLO assessment tool.</p> <p>Criteria for SLO 2: The criteria for competency entails students being able to demonstrate reading comprehension by answering questions pertaining to a written work.</p> <p>Students who meet these criteria exemplify 70% to 100% competency in questions asked in the SLO assessment tool.</p> <p>Criteria for SLO 3: The criteria for competency entails students being able to demonstrate the ability to write an organized paragraph that contains an introduction with a thesis statement, a body of three supporting reasons, and a conclusion.</p> |
| <p>What % of students met the criteria? Is this % satisfactory?</p> | <p>SLO 1 (SP15 – 69%), (FA14 – 77%/85%), (SP14 – 80%), (FA13 – 74%)</p> <p>SLO 2 (SP15 – 78%), (FA14 – 54%/61%), (SP14 – 68%), (FA13 – 65%)</p> <p>SLO 3 (SP15 – 38%), (FA14 – 61%/69%), (SP14 – 44%), (FA13 – 56%)</p> |
| <p>Were trends evident in the outcomes? Are there learning gaps?</p> | <p>The results of the distribution of student performance on the SLOs for the ESL 930 course indicate that in previous semesters there has been a great deal of fluctuation in the success rates of students meeting SLOs. This may be attributed to two factors namely that there is not a prerequisite for students to enter the class. This is supported in the wide range of student academic preparedness ranging from students who are academically prepared for the course versus students who may benefit more from a lower level basic skills language course. Another factor that may explain the fluctuating nature of the SLO results is the very small population of students in each of the courses. Although the distribution is not satisfactory, they can be explained by the two factors stated above.</p> <p>Based on the data provided, more emphasis needs to be placed on sentence and paragraph writing in order to increase student performance of SLOs 1 and 3.</p> <p>The results for SLO 2 indicate that students need to develop stronger reading skills before and during their taking of ESL 930.</p> |
| <p>What content, structure, strategies might improve outcomes?</p> | <p>1) Semester trends indicate that a substantial number of students who take ESL 907 enter ESL 930 the following semester, in order to prepare</p> |

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| | <p>students better for SLO 1, the instructor for ESL 907 should provide ESL 907 students with course material that they could study during the semester in order to prepare them for ESL 930.</p> <p>2) Noting that SI tutoring does play a beneficial role in helping students to achieve academically, in the fall 2015 semester, greater emphasis in the weighing of grades should be placed to encourage students to seek tutoring with the SI tutor.</p> <p>3) To increase student performance of SLO 3, more writing assignments will need to be administered during the semester.</p> <p>4) To increase student preparedness for SLO 2, a stronger connection between students taking reading courses and ESL courses need to be developed. In addition, prior to students taking ESL 930, they can develop stronger reading skills in a noncredit ESL or reading course.</p> <p>5) In order to address the issues of students being misplaced in ESL courses, greater communication needs to be made with the counseling department and the DSP&S office in order to ensure that students who enroll in the ESL courses can benefit from the instruction provided in these courses.</p> <p>Note: In the fall of 2014, an accelerated ESL 930/931 format course was piloted. The instructor noted that the retention rate was high. In addition, the students were able to learn and employ a larger variety of sentence patterns with single texts compared to the range of sentence patterns in an 18-week course. The instructor used a variety of teaching methods to impart information such as Total Physical Response (TPR). Being that this was the first time that the instructor taught an accelerated course, the assessment tools may not have been developed adequately to accurately assess the students' abilities in the SLOs measured, particularly in SLO 2.</p> |
| <p>Will you change assessment method and or criteria?</p> | <p>A biannual evaluation of the appropriateness of the SLOs and the tools used to assess the SLOs is conducted. The last change to the rubric to measure the SLOs was made in 2013. The updates to the rubric entailed the following components:</p> <ol style="list-style-type: none"> 1) The rubric for SLO #1 was modified to emphasize on the key grammatical components of the course. 2) The assessment tool used to measure SLO 2 was changed from a reading packet to making it a component in a midterm examination. |

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| | <p>3) The rubric for SLO 3 was modified to emphasize on student proficiency of the construction of an academic paper.</p> <p>Since that time, the rubrics have been found to be appropriate. However, with the upcoming implementation of the updated SLOs in the fall of 2015, rubrics may be need to be updated to properly measure the SLOs for this course.</p> |
| <p>Evidence of Dialogue (Attach representative sample of dialogue)</p> | <p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> |
| <p>Will you rewrite the Course SLO?</p> | <p>The SLOs for ESL 930 have been updated in the fall of 2014 and will be put into effect beginning in the fall 2015 semester.</p> |
| <p>Response to Student Learning Outcome evaluation and assessment?</p> | <p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>Continuation of evaluation of assessment tools will be conducted to assess their appropriateness and accuracy in measuring SLOs for the course.</p> |

Course SLO Summary Evaluation Form

Division: Arts & Humanities

Department: English

Course: ESL 931

Semester Evaluated: Spring 2015

Next Evaluation: Spring 2018 (unless earlier assessment is warranted)

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| <p>Student Learning Outcome</p> | <p>SLO #1: Students will be able to compose grammatically sound simple and compound sentences and questions in the present, past and future continuous tenses by using correct syntax, punctuation, capitalization, and word order.</p> |
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| | <p>SLO #2: Given a reading passage, students will be able to demonstrate comprehension by correctly responding to questions about the passage in clear and complete sentences.</p> <p>SLO #3: Students will be able to compose a supported paragraph of 8 or more sentences about a central topic that contains an introduction, a body and a conclusion.</p> |
| Section(s) assessed and rationale for section selection if appropriate | <p>Spring 2015, Fall 2014, Spring 2014, Fall 2013</p> <p>ESL-931-01 2015SP, ESL-931-01 2014FA, ESL-931-02 2014FA, ESL-931-01 2014SP, ESL-931-01 2013FA</p> |
| SLO Assessment Methodology | <p>Students were assessed for the respective SLOs through questions/answer type assessment tools. The data for SLOs #1 and #3 were collected through a final examination. The data for SLO #2 were collected through a midterm examination.</p> |
| Criteria – What is “good enough”? Rubric | <p>Criteria for SLO 1: The criteria for competency entails students being able to write clear and complete simple and compound sentences, as well as questions in the present and past continuous tenses by using correct syntax, punctuation, capitalization, and word order.</p> <p>Students who meet these criteria exemplify 70% to 100% competency in questions asked in the SLO assessment tool.</p> <p>Criteria for SLO 2: The criteria for competency entails students being able to demonstrate reading comprehension by answering questions pertaining to a written work.</p> <p>Students who meet these criteria exemplify 70% to 100% competency in questions asked in the SLO assessment tool.</p> <p>Criteria for SLO 3: The criteria for competency entails students being able to demonstrate the ability to write an organized paragraph that contains an introduction with a thesis statement, a body of supporting reasons, and a conclusion.</p> |
| What % of students met the criteria? Is this % satisfactory? | <p>SLO 1 (SP15 – 68%), (FA14 – 60%/68%), (SP14 – 75%), (FA13 – 80%)</p> <p>SLO 2 (SP15 – 75%), (FA14 – 84%/87%), (SP14 – 100%), (FA13 – 80%)</p> <p>SLO 3 (SP15 – 47%), (FA14 – 36%/58%), (SP14 – 68%), (FA13 – 53%)</p> |

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| <p>Were trends evident in the outcomes? Are there learning gaps?</p> | <p>The results of the distribution of student performance on the SLOs for the ESL course indicate that although the success rate of this SLO seem to have decreased in the past two years, student performance seem to have stabilized. For SLO 2, there is a need for greater reading emphasis for ESL students. For SLO 3, teaching students how to write multi-sentence compositions continues to be a challenge for students to acquire and master.</p> |
| <p>What content, structure, strategies might improve outcomes?</p> | <p>1) Noting that SI tutoring does play a beneficial role in helping students to achieve academically, in the fall 2015 semester, greater emphasis in the weighing of grades should be placed to encourage students to seek tutoring with the SI tutor.</p> <p>2) To increase student performance of SLO 3, more writing assignments will need to be administered during the semester in order to provide students with adequate practice with writing compositions.</p> <p>3) To increase student preparedness for SLO 2, a stronger connection between students taking reading courses and ESL courses need to be developed. In addition, prior to students taking ESL 930, they can develop stronger reading skills in a noncredit ESL or reading course.</p> <p>4) In order to address the issues of students being misplaced in ESL courses, greater communication needs to be made with the counseling department and the DSP&S office in order to ensure that students who enroll in the ESL courses can benefit from the instruction provided in these courses.</p> <p>Note: In the fall of 2014, an accelerated ESL 930/931 format course was piloted. The instructor noted that students who had performed lower in the prior ESL 930 class “completed the ESL 931 class with higher raw scores and grades than what they showed in ESL 930.” For SLO 1, the instructor reported that the performance was slightly lower than the performance of a similar SLO in ESL 930 due to “more demanding discursive tasks of the ESL 931 [class].” Students had to “tackle new complex meanings and grammatical structures [that were] met by writing multiple drafts, rereading them, and discussing their meaning.”</p> <p>The an SLO report, the instructor indicated that the administration of individual conferences for students after the ESL 930 and right before the ESL 931 class might have contributed to their academic success. In these conferences, the instructor shared the observations that were made of each student’s patterns of class participation and assignment completion, which allowed the students to engage in introspection concerning their own experience in the accelerated courses.</p> |

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| <p>Will you change assessment method and or criteria?</p> | <p>A biannual evaluation of the appropriateness of the SLOs and the tools used to assess the SLOs is conducted. The last change to the rubric to measure the SLOs was made in 2013. The updates to the rubric entailed the following components:</p> <ol style="list-style-type: none"> 1) The rubric for SLO #1 was modified to emphasize on the key grammatical components of the course. 2) The rubric for SLO 3 was modified to emphasize on student proficiency of the construction of an academic paper. <p>Since that time, the rubrics have been found to be appropriate. However, with the upcoming implementation of the updated SLOs in the fall of 2015, rubrics may be need to be updated to properly measure the SLOs for this course.</p> |
| <p>Evidence of Dialogue (Attach representative sample of dialogue)</p> | <p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> |
| <p>Will you rewrite the Course SLO?</p> | <p>The SLOs for ESL 931 have been updated in the fall of 2014 and will be put into effect beginning in the fall 2015 semester.</p> |
| <p>Response to Student Learning Outcome evaluation and assessment?</p> | <p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>Continuation of evaluation of assessment tools will be conducted to assess their appropriateness and accuracy in measuring SLOs for the course.</p> |

Course SLO Summary Evaluation Form

Division: Arts & Humanities

Department: English

Course: ESL 940

Semester Evaluated: Spring 2015

Next Evaluation: Spring 2018 (unless earlier assessment is warranted)

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| Student Learning Outcome | <p>SLO #1: Students will read passages, inferring meaning of unfamiliar words through context, and respond to questions about the passage.</p> <p>SLO #2: Students will be able to write well-organized and coherent paragraphs that are structured with an introduction, body and conclusion, using complex, meaningful sentences and containing clear main ideas, topic sentences, and at least three supporting details.</p> <p>SLO #3: Students will be able to write grammatically correct sentences as well as correct incomplete and ungrammatical sentences.</p> <p>SLO #4: Students will be able to write the following types of paragraphs: narrative, summary, description/illustration, and expository.</p> |
| Section(s) assessed and rationale for section selection if appropriate | <p>Spring 2015, Fall 2014, Spring 2014</p> <p>ESL-940-01 2015SP, ESL-940-01 2014FA, ESL-940-01 2014SP</p> |
| SLO Assessment Methodology | <p>The assessment methods include formal assessments (e.g. quizzes, mid-terms, final exam) and/or informal assessments (e.g. observations of class discussions and group work, exercises, assignments)</p> |
| Criteria – What is “good enough”? Rubric | <p>Students who meet the criteria of “good enough” exemplify 70% to 100% competency in questions asked in the SLO assessment tools.</p> |
| What % of students met the criteria? Is this % satisfactory? | <p>SLO 1 (SP15 – 89%), (FA14 – 79%), (SP14 – 86%)</p> <p>SLO 2 (SP15 – 90%), (FA14 – 75%), (SP14 – 93%)</p> <p>SLO 3 (SP15 – 68%), (FA14 – 89%), (SP14 – 96%)</p> <p>SLO 4 (SP15 – 78%), (FA14 – 79%), (SP14 – 93%)</p> |
| Were trends evident in the outcomes? Are there learning gaps? | <p>Student performance of SLOs 2, 3 and 4 in the spring 2014 semester seem much higher than that of subsequent semesters. However, this is predominately attributed to the instructor’s change in curricular focus that has since been realigned with the outline of record. For SLOs 1, 2, and 4, students seem to be able to demonstrate the skills that the SLOs are meant to measure. However, more instructional attention may need to be directed to address SLO 3. According to SLO reports, instructors have indicated that students have difficulty identifying sentence problems.</p> |
| What content, structure, strategies might improve outcomes? | <p>To better prepare students for the skills measured in the SLO assessments, instructors have implemented the following strategies in their courses:</p> |

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| | <p>1) Have students engage more in peer editing.</p> <p>2) Provide students with ample writing opportunities during class sessions.</p> <p>3) Have students crosscheck with previously learned lessons on sentence formation.</p> <p>4) Have students disassemble their paragraphs into individual sentences followed by reassembling of their texts.</p> <p>5) Have students engage in editing for sentence formation by reading the texts backwards.</p> <p>6) One of the instructors suggested changing the textbook from <i>Along These Lines: Sentences and Paragraphs</i> (5th edition) to one that addressed more of the SLOs for the course, in particular expository paragraphs.</p> |
| <p>Will you change assessment method and or criteria?</p> | <p>The assessment methodologies used to assess the SLOs for this course need to be standardized. This will take place in the fall 2015 semester.</p> |
| <p>Evidence of Dialogue (Attach representative sample of dialogue)</p> | <p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> |
| <p>Will you rewrite the Course SLO?</p> | <p>The SLOs for ESL 940 have been updated in the fall of 2014 and will be put into effect beginning in the fall 2015 semester.</p> |
| <p>Response to Student Learning Outcome evaluation and assessment?</p> | <p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>Continuation of evaluation of assessment tools will be conducted to assess their appropriateness and accuracy in measuring SLOs for the course.</p> |

Course SLO Summary Evaluation Form

Division: Arts & Humanities

Department: English
 Course: ESL 941
 Semester Evaluated: Spring 2015
 Next Evaluation: Spring 2018 (unless earlier assessment is warranted)

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| Student Learning Outcome | <p>SLO #1: Students will read passages, inferring meaning of unfamiliar words through context, and responds to questions about the passage.</p> <p>SLO #2: Students will be able to write organized and coherent paragraphs that are structured with an introduction, body and conclusion, using complex, meaningful sentences and containing clear main ideas, topic sentences, and at least three supporting details.</p> <p>SLO #3: Students will be able to write the following types of paragraphs: summary, process analysis, and compare and/or contrast.</p> <p>SLO #4: Students will be able to write a developed and structured five-paragraph essay that demonstrates the ability to organize ideas and present evidence to support a position, and utilizes a thesis statement, focused paragraphs, topic sentences, and supporting details.</p> |
| Section(s) assessed and rationale for section selection if appropriate | <p>Spring 2015, Spring 2014</p> <p>ESL-941-01 2015SP, ESL-941-01 2014SP</p> |
| SLO Assessment Methodology | <p>The assessment methods include quizzes (e.g. quizzes administered through Black Board), timed writings, exams, and/or take home essays.</p> |
| Criteria – What is “good enough”? Rubric | <p>Students who meet the criteria of “good enough” exemplify 70% to 100% competency in questions asked in the SLO assessment tools.</p> |
| What % of students met the criteria? Is this % satisfactory? | <p>SLO 1 (SP15 – 85%), (FA14 – N/A%), (SP14 – 81%)</p> <p>SLO 2 (SP15 – 68%), (FA14 – N/A%), (SP14 – 85%)</p> <p>SLO 3 (SP15 – 68%), (FA14 – N/A%), (SP14 – 85%)</p> <p>SLO 4 (SP15 – 78%), (FA14 – N/A%), (SP14 – 92%)</p> |
| Were trends evident in the outcomes? Are there learning gaps? | <p>Student performance of SLOs 2, 3 and 4 in the spring 2014 semester seem much higher than that of subsequent semesters. However, this is predominately attributed to the instructor’s change in curricular focus that has since been realigned with the outline of record.</p> |

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| | <p>As noted, SLOs for the fall 2014 are not applicable since the instructor for the course used different SLOs to measure student performance in the course than the ones that were officially approved.</p> <p>For SLOs 1 and 4, students seem to be able to demonstrate the skills that the SLOs are meant to measure. However, more instructional attention may need to be directed to address SLOs 2 and 3 in order to increase student performance.</p> <p>According to one instructor, a number of students fell behind in class due to poor attendance.</p> |
| <p>What content, structure, strategies might improve outcomes?</p> | <p>Some of the strategies that have been suggested by instructors who have taught the course include the following:</p> <ol style="list-style-type: none"> 1) Reintroduce the systemic nature of reading instruction in the future teaching of the course. Each lesson plan should contain one of the 7 steps of reading instruction as it relates to the writing for the course. 2) In order to reduce anxiety that students have that is caused by a structured classroom environment, students should be condition to write a response to a prompt at the beginning of each class session. 3) Increase the number of writing activities throughout the course that are not graded based on the standards of formal English. This can come in the form of informal journal entries to allow students to practice their writing. This may also come in the form of Black Board discussion groups, in-class journal writing, and the requirement of the writing mode as a means of communicating with the instructor. 4) Increase structured reading instruction that targets vocabulary work. 5) Examine the discursive and contextual aspects of texts which should help students with the lexical and syntactic improvements in paragraphs and essays. 6) Enforce penalties for failure to attend class regularly. 7) Entertain the possibility of having a supplemental instruction tutor to be assigned to meet with students in the ESL 941 class. |
| <p>Will you change assessment method and or criteria?</p> | <p>The assessment methodologies used to assess the SLOs for this course need to be standardized. This will take place in the fall 2015 semester.</p> |
| <p>Evidence of Dialogue (Attach representative sample of dialogue)</p> | <p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> |

| | |
|---|--|
| | <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: |
| Will you rewrite the Course SLO? | The SLOs for ESL 941 have been updated in the fall of 2014 and will be put into effect beginning in the fall 2015 semester. |
| Response to Student Learning Outcome evaluation and assessment? | <input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources Continuation of evaluation of assessment tools will be conducted to assess their appropriateness and accuracy in measuring SLOs for the course. |

**Program Efficacy Team Report
Spring 2017**

Name of Department: HUMAN SERVICES

Efficacy Team: Rochelle Fender, Diane Dusick, Joel Lamore

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

Continuation is recommended. Human Services is in alignment with the College’s Mission and operating expectations. Quality services are provided; however, there are some areas needing improvement/more details in future reports. Please review concerns below. For future reports, the committee recommends strengthening the process of evaluation and incorporation of comprehensive analysis in noted sections below.

Part I and Part II are the main areas needing improvement and falling into Does not Meet categories. Variances are not fully discussed in the **Demographic** section and evidence is not consistently provided and/or analyzed in the following areas:

- **Pattern of Service**
- **Data/Analysis**
- **SLO’s**

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

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Demographics: The program indicated their numbers are similar to national averages and discussed their general plan for outreach to underrepresented groups. Program provides interpretation of its variance related to women versus men, but does not recognize, nor provide reflection of Hispanic population being 18% below that of campus norm data. In future, please include an evaluation of this variance and provide a plan to address such variances.

Pattern of Service: Offerings seem to cover many patterns, but there is no data provided validating fill rates, not any other measures to demonstrate evidence that the offered patterns meet student needs.

Concern note: In future reports, please clearly evaluate, analyze and link back to the EMP. For example, the EMP indicates a drop in FTES and success, but neither of the findings are analyzed/discussed in the report.

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program does not provide an adequate analysis of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes (SLOs) | Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete . | Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete . |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Data/Analysis- Program demonstrates multiple offerings which seem to cover many patterns. It is unclear if the provided patterns meet student needs. At glance, it appears that the pattern of service is sufficient. Please provide more evidence with next report.

SLO's/SAO's- Program provides a comprehensive summary with an analysis referencing Departmental goals, but a reflection of SLO findings is not discussed and reports are not provided. There is no PLO map, nor clear evaluation of the PLOs. The report also lacks detailed analysis of outcomes/findings. Numbers on retention and success are good, but there is more of a focus on irrelevant info in this section (e.g. discussion regarding productivity and campus

climate). Concerns with findings do exist: 1) Why are there more sections if the enrollment is dropping? 2) It appears that the gain in certificates/degrees is used to counterbalance the drop in enrollment, but if the enrollment continues to drop, the pipeline for completions will likely drop as well. Some info in the supplemental area (like job outlook) is useful.

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness – Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Mission: The program provides a detailed summary and demonstrates alignment to the College.

Productivity: The program provides supportive information, although some of the information provided is irrelevant to this section. The explanation for the drop in WSCH suffices.

Relevance, Currency, Articulation: The program identified courses undergoing content review. Many courses became outdated. To avoid Does not Meet category in future, please discuss plan to prevent courses from becoming outdated.

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|---|---|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Trends/Accomplishments/Challenges: Addresses trends and provides sufficient information to support the program. Program appears to be moving in a positive direction. Strengths, accomplishments and some challenges discussed/evaluated. In future, please expand discussion on planning though. It would be helpful to discuss what actions can be instituted to build on success. Please also address faculty challenges and enrollment concerns.

| Strategic Initiative | Institutional Expectations | |
|--|---|--|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Program demonstrates extensive collaboration for partnerships. Please note, the discussion pertaining to Campus Climate discussed in the SAO section should be moved here. Technology is not discussed. Please include with future report if indicated.

| Part VI: Previous Does Not Meets Categories |
|---|
| Program addressed each area, by either describing how the program has remedied deficiencies, or if these areas have been discussed elsewhere in this current document, provided the section where these discussions can be located. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

N/A

Program Efficacy—HUMAN SERVICES

2016 – 2017

Program Being Evaluated

| |
|----------------|
| Human Services |
|----------------|

Name of Division

| |
|---|
| Social Sciences, Human Development & Physical Education |
|---|

Name of Person Preparing this Report

Extension

| | |
|---|------|
| Melinda Moneymaker, Dept Chair Human Services | 1658 |
|---|------|

Names of Department Members Consulted

| | |
|---|------|
| Brandy Nelson, Full time Faculty Human Services | 8250 |
|---|------|

Names of Reviewers

| |
|---------------------------------|
| R. Fender, D. Dusick, J. Lamore |
|---------------------------------|

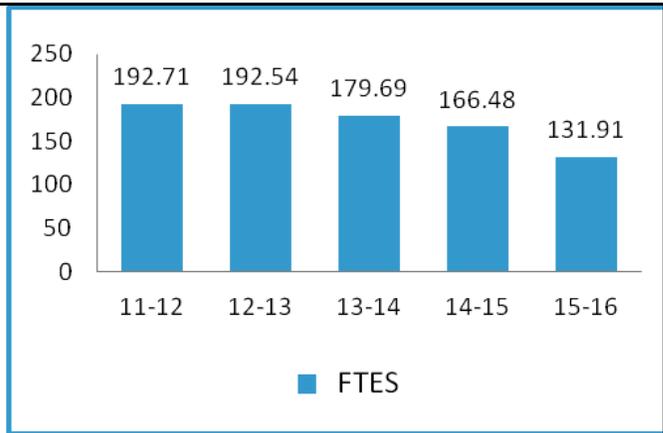
| Work Flow | Date Submitted |
|---|---|
| Initial meeting with department | February 28 th |
| Meeting with Program Review Team | Intended - Unable to meet prior due to Chair schedule |
| Report submitted to Program Review co-chair(s) & Dean | by NOON on March 21 |

Staffing

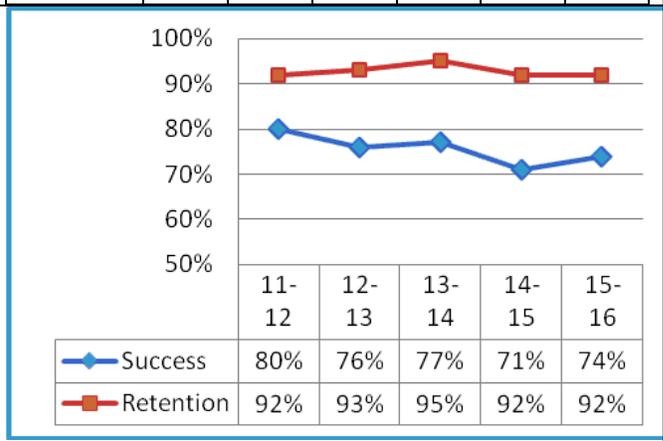
List the number of full and part-time employees in your area.

| Classification | Number Full-Time | Number Part-time, Contract | Number adjunct, short- term, hourly |
|------------------|------------------|-------------------------------|--|
| Managers | | | |
| Faculty | 2 | | 16 |
| Classified Staff | | | |
| Total | 2 | | 16 |

Human Services – 2015 to 2016 EMP DATA



| | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|-----------------------|-------|-------|-------|-------|-------|-------|
| Duplicated Enrollment | 2,928 | 2,287 | 2,296 | 2,121 | 1,962 | 1,605 |
| FTEF | 12.89 | 10.62 | 10.43 | 10.32 | 11.39 | 10.83 |
| WSCH per FTEF | 552 | 544 | 544 | 523 | 439 | 365 |



Description:

The Human Services Department provides four Vocational Educational Certificates and also an AA Degree in Human Services. Classes offer prerequisites in preparation for transfer to higher degrees and immediate career technical education for entry level jobs in fields such as Social Services, Alcohol/Drugs Counseling, Criminal Justice, plus many others. The department offers over 30 sections each semester, which means that over 75% of our program is taught by adjunct faculty. In addition full time faculty are responsible for visiting over 32 work sites each semester for our student interns.

Assessment:

On line enrollment increased to 8%, (2015)

Retention rates have remained consistent over the past 4 years with only 1-3% variation, 92% (2012) and 92% (2015) Success rates have increased by 3% over last year back on the rise after a significant drop in 2014. This was due in part to a realignment of our curriculum to changing industry standards for employment in field. Our retention and efficiency remained consistent and now we seeing a growth in success as well with more students not only completing the program but finding employment or transferring upon completion.

The FTEF and WSCH reflect college trends, due to fluctuation in enrollment. Fewer students may be attending but more are completing, passing the state exam, finding employment, and / or transferring to higher degrees.

Faculty load: The department load could support 5 full time faculty and we are now operating off 2 full time faculty.

Department Goals: To hire 2 more full time faculty. To continue to increase and expand enrollment by:

Offering more online courses, to build on our offerings of classes offered in the community, currently we have increased these County TAD office cohorts from 0 in (2013/2014) to 2 in (2015-2016). In addition we are planning concurrent enrollment at the local High Schools starting Fall 2017.

To research and develop a Behavioral Health Technician Certificate based on industry changes and trends in the work force.

To collaborate with other programs such as OER and funding opportunities such as Strong Workforce Development that relate to student success initiative and continue to increase and maintain visibility in the community with our agency partners, provide

| | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|--|-------|-------|-------|-------|-------|-------|
| Sections | 82 | 64 | 63 | 64 | 70 | 71 |
| % of online enrollment | 2% | 0% | 0% | 0% | 4% | 8% |
| Degrees awarded* | 26 | 22 | 24 | 33 | 37 | 32 |
| Certificates awarded* | 33 | 29 | 37 | 41 | 40 | 43 |
| TOP Code: 2104XX | | | | | | |
| Award Source: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx | | | | | | |
| *Data will be available in October 2016 | | | | | | |

opportunities for employment and transfer to higher degrees for our students.

Challenges & Opportunities:

To maintain the high efficiency of our program over the years with only 1-2 full time faculty. Our program offers 20-25 sections a semester, visits over 32 works experience sites as a CTE program, sit on multiple advisory and executive boards outside of teaching a full load and providing excellent service to our students. Outreach efforts to high schools and community need to be increased to continue to see an increase in enrollment. We need at least (2) additional full time faculty in the department. Despite these challenges we have continued to attend to direct student support, work on curriculum, and maintain linking Vocational Educational Certificates to present jobs in the community.

Action Plan:

Continue to update certificates aligning our courses with industry standards.

Continue to expand and increase enrollment utilizing funding made available for Professional Experts to help with community outreach efforts and new program course or certificate development.

Continue maintain and increase visibility in the community, creating new partnership agencies to offer employment opportunities for our students, recruitment of new students, and creating career pathways for our programs to higher education.

Continue to offer more online courses to serve the changing needs of our student population.

Part I: Questions Related to Strategic Initiative: Access

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

SBVC Strategic Initiatives:

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

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

| Demographics - Academic Years - 2014-15 to 2015-16 | | |
|--|-------------------------------|-----------------|
| Demographic Measure | Program: Human Services | Campus- wide |
| Asian | 1.6% | 4.8% |
| African-American | 32.0% | 12.8% |
| Hispanic | 46.2% | 64.2% |
| Native American | 0.8% | 0.2% |
| Pacific Islander | 0.8% | 0.3% |

| | | |
|------------|-------|-------|
| White | 17.1% | 14.0% |
| Unknown | 1.6% | 0.4% |
| Female | 74.6% | 56.9% |
| Male | 23.5% | 42.9% |
| Disability | 10.3% | 6.3% |
| Age Min: | 15 | 14 |
| Age Max: | 70 | 78 |
| Age Mean: | 32 | 24 |

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

The percentage shifts for the department in regards to ethnicity are consistent in most areas with the college. We have fewer Asians, Native Americans, Pacific Islander's consistent with the college and more Hispanics in the program than in 2012, also consistent with the college. The exceptions would be in African American students in the program in (2012-2014) of African American students of 34.7% dropped only 2.7% to 32% in (2014-2016) compared to College Campus in (2012-2014) at 20.3% and dropping to 12.8% (2014-2016). Whites are also represented at a 1% higher rate in the department than in 2012, and college wide the population of White students has dropped from 21% to 14% since 2012. These numbers are not surprising and are consistent with Human Services and helping professions overall in terms of employment in our community, particularly in Social Services. We also have a slightly higher percentage of students with a disability in our program again reflective of the service industry professions as many who enter the vocational programs to help others do so because they themselves have experienced difficulties in life, (including challenges with substance abuse).

The largest disparity between the college campus enrollment and the Human Service program continues to be a student population which is predominantly female. The disparity of males is consistent with Statewide and National trends of those working in the helping professions. Males underrepresented in Human Service professions because of long held perceived beliefs: 1) that the helping field is mainly for females and 2) that men entering the vocational field of helping is the belief that they will not make a comparable living. In today's society we are looking at some changing stereotypical beliefs about gender roles and other trends that may make the field more attractive to males such as: increased academic requirements for Human Service and Alcohol and Drug counseling positions resulting in higher salaries, and parity with in the fields of Alcohol and Substance Counseling, (now referred to as a clinical disorder and therefore known as Substance Use Disorder Counseling), and Mental Health Counseling. These changes are due in part to 50-60% of the populations served display both mental health and substance use disorders. The increased academic requirements for the field are reflected in the creation of C-ID courses for addiction now with a transfer degree in the future. The Alcohol and Drug certificate all ready shares similar requirements with programs such as Psychiatric Technician and

Registered Nurses. The three similar requirements are: 1) they have approximately the same amount of education (2yrs), 2) they require internships, and 3) they must take a state test for certification and belong to a professional organization keeping current annually with proof of continuing education.

The department is and will continue to watch the fluctuation from females at 70% and males at 30% in (2012-2014) to females at 74.6% and males at 23.5% in (2014-2016). While it is again consistent with the under-representation of males in this vocation, it is not consistent with the campus displaying a 17.7% gap for females and 19.4% for males. We will continue to advertise, promote and outreach our classes in the community in an effort to increase these changes in our fields by using male figures on our brochures and placing those advertisements in more diverse settings campus-wide and in the community. We will also continue to recruit qualified male instructors who can act as role models and mentors to attract male students. Since the retirement of the full time faculty in the department who was male and replacement with a female full time faculty, we are particularly focused in both the recruitment of qualified male faculty and in bringing in guest speakers from agencies in the community who are male and can share their story with students. Some are Directors or CEO's of organizations in the community who may have started as Alcohol and Drug counselors or Case Managers, some are Riverside and San Bernardino County Program Administrators, others are social workers, educational leaders and entrepreneurs who inspire both male and female students alike.

We continue to target and reach out to males and other underrepresented groups by inviting them to participate in the Human Services Club and the All of Us or None Club, encouraging them to run for leadership positions. This year our Club president of the All of Us or None Club is a male, and has attracted other males to become members. Research has continually displayed a link between campus involvement outside of the classroom setting, and completion of the academic goal.

Pattern of Service

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

The Human Services Department is open Monday through Friday, with course offerings Monday through Saturday and in the evenings. The full-time Professors teach normally from 10:00am to 9:00pm, both on campus and in the community at the local Technical Assistance Dept for the County of San Bernardino. Currently we have two different cohorts running at two different offices, one in downtown San Bernardino and one in Fontana. We will be offering our first classes out at the local High Schools in the Fall of 2017. The Human Service program offers students more than employment, with an introduction to the helping professions as a career and a clear path towards higher education and degrees. Though many of our courses are skill based and require face to face interaction with students, the department full time faculty have been reviewing our courses and a total revision and reformatting of courses was completed in Curricunet, including the on line format necessary to begin offering some courses on-line. We have increased our online course offerings from 0% in 2013-2014 to 8% in 2015-2016. To accommodate the needs of the students, we offer classes in different formats, day and evening classes, face to face, Hybrid or on line courses, full 18 week, 14 week, 8 week semester classes, and specialized courses on

Fridays and Saturdays, which can count for continuing education units in a specific field of study, new technique of population, and also provide as feeder courses to our program. These courses are taught by professionals working in the field that the course is about, (e.g. Human Trafficking, Motivational Interviewing, Program Funding, Dual Diagnosis/Co-Occur Disorders, and AIDS, HIV and other Communicable Diseases). Several of our one (1) unit classes are offered on two Saturdays, and are two (2) unit classes typically run four Fridays and four Saturdays eight hours each session. These are just a few of the scheduling alternatives we offer to accommodate and to accommodate as many student needs as possible. We accomplish all of this with the consideration that students may take all classes without them overlapping or conflicting with other certificate or degree course requirements.

Part II: Questions Related to Strategic Initiative: Student Success

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program does not provide an adequate analysis of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes (SLOs) | Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete . | Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete . |

Provide an analysis of the data and narrative from the program’s EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded”)

The department has undergone faculty changes since the last program review efficacy report in 2012. The two full time faculty in the department in 2012 set goals in that report to update curriculum and restart courses in the community at the TAD offices to help increase and expand enrollment. Since then, one full time faculty

retired in the Spring of 2014, and another full time faculty was hired in the Spring of 2016. Even with the changes in full time faculty, department chair and new full time faculty coming in, our numbers have been consistent in success and retention, certificates and degrees awarded, and increased in sections offered and on line enrollment. The department also is nearing completion of the goals set forth in the 2012 program efficacy report.

The retention rates in 2012 were 92%, and the retention rates in 2015-2016 are again at 92%. The success rates did take a drop from 80% in 2012 to 74% in 2015-2016 but the certificates awarded increased from 33 in 2012 to 43 in 2015-2016, and degrees awarded went from 26 in 2012 to 32 in 2015-2016. The department contributes this to the alignment of curriculum to higher industry standards and the cuts and the subsequent addition of sections college wide over the past 4 years. Enrollment may have decreased in the department but those enrolled are completing the program by earning a degree in Human Services, a certificate in Human Services or both, and by adding sections and course offerings, particularly in the community we hope to see enrollment increase in our program.

In 2012-2013 we contacted the County of San Bernardino Technical Assistance Department, (TAD), and began a series of meetings to discuss offering courses at their offices. The County of San Bernardino put out a survey to all of the TAD offices to see if students would be interested in enrolling in the courses if offered at the sites were they were working. The results not only overwhelmingly showed interest by the TAD workers in enrolling in courses on site, but we further learned from the County during those meetings that over 1/3 of the workforce would be retiring over the next 5-10 years and would create openings for advancement within the county. The advancement would be connected to our Case Management Certificate, in other words if the county TAD office employees completed the Case Management Certificate they would then become eligible for advancement. We started in the Fall of 2015 offering our classes out at the TAD offices, and the next year we had two separate cohorts going at two separate offices, one in San Bernardino and one in Fontana.

The students in these cohorts start their enrollment at the TAD offices by enrolling in the 4 core courses in the certificate, finishing the certificate at the college campus with their internship and general education.

This program has been a partnership with the County and surveys continue with a possible 3rd cohort opening up next Fall of 2017 or Spring of 2018. We were fortunate in the hire of the full time faculty to replace the retiring faculty member in that she started at the County TAD offices, worked her way up to Social Worker and can relate to the employees and encourage them to continue on with their education which several have done once making the transition to the college campus.

In addition to the cohorts in the community at the TAD offices, the Human Service Department will be offering Introduction courses to the local High Schools starting in the Fall of 2017, (consistent with Goal 1.2, Strategic Initiative). We hope to increase both enrollment to the college and enrollment in our program to high school students who may not know of the many opportunities in the Helping Professions and growth expected in the profession over the next 5 years in this area of 22%, (Centers of Excellence).

The department supports cultural rich learning opportunities, course offerings, and programs, (Goal 2.2, Strategic Initiative), as many of our certificates support directly helping a diverse community of people. Our specialized topic courses cover such topics as:

261B Youth Counseling

281B Dual Diagnosis/Co-occur disorders

281C Counseling in the Criminal Justice System

281D Community Based Criminal Justice Programs

281M Culture Competency

281L Diverse Populations

281E LGBTQ Population

205 HIV, AIDS and Communicable Diseases

281H Human Trafficking

281I Sickle Cell Traits

These classes are designed to provide specialized education to cover the population or topic and the students will receive a certificate of hours trained in each course. These courses are available to professionals who work in the community and wish to return for continuing education units, and also to new students who may have an interest in these specialized areas and then can learn more about the helping professions, careers and transfer opportunities.

In addition to the courses the full time faculty in the department also advise two clubs on campus the Human Services Club which exposes students to working in volunteer capacities both on campus and in the community, and the All of Us or None Club which is promotes education, advocacy and resources to those who have been formerly incarcerated and their families. These organizations help bring awareness events to the campus such as the Red Ribbon Week Campaign annually in October and the Hope For Change event in April, which bring out guest speakers, agencies and information to students, faculty and staff, helping to contribute to SBVC as an institution that is respectful and accepting of staff and student differences, (Goal 2.2). These events are co-sponsored by the Arts, Lectures and Diversity Committee which currently has a full time faculty from our department serving as a committee member. This full time faculty in her first year hosted a book discussion on campus on the book "Hidden Figures." This full time member also serves on several different committees in the community, and has been instrumental in the past bringing some of these agencies to campus for outreach fairs, (before she was a full time faculty), and now as a full time member continues to partner with these agencies in providing internship and employment opportunities for the students in our certificate programs, (Goal 4.2, Strategic Initiative), helping to create a career pathway between the campus and surrounding community.

Another way the department helps support the strategic initiative, (Goal 4.1 and 4.2), is by becoming part of the larger Strong Workforce Development Plan in the district to help provide relevant programs to the needs of employment in our area. The faculty in the Human Service Department served on the district planning process of workforce development, is part of the local consortium for CTE programs in the area, and applied for and received funding for the department this first year and is now in the application process for the next 3 year cycle.

Supplemental Data

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

Workforce development labor market info, TAD study, C-ID and standardization of CAADE and State certification process...

The projection for employment and growth in this field over the next few years, job outlook 2014-24 growth of 22%, according to the Bureau of Labor Statistics Occupational Handbook

<http://www.bls.gov/ooh/community-and-social-service/substance-abuse-and-behavioral-disorder-counselors.htm>

According to the Centers of Excellence research studies in workforce development through our own district shows supply and demand in this field over 22% growth over the next five years, with annual openings of 791 (New and Replacement).

With our certificates and degrees awarded annually averaging 77, the gap which exists in the market for jobs in the field, and the growth outlook of 22% over the next five years demonstrates that there exists a gap in jobs and qualified graduates trained personnel to fill them. This has created a good job outlook in the market for Human Service workers, community social service workers and alcohol and drug counselors in the years to come. This information supports our own department surveys of graduates from our program whom are employed directly upon graduation with their certificates, 71% self report employment in the field. The department is contacted on a regular basis by new partner agencies wishing to utilize interns from our program, and offer employment to graduates. The department posts these jobs through our alumni "jobs" email updates, and through news letter and social media outlets. We are constantly working in the community attending fundraisers, community meetings, as members of advisory boards and executive committees, and constantly inviting new agencies to our agency forums and outreach events here on campus, to speak to students in the program intern placements and job opportunities.

The Human Service department currently has 4 vocational certificates:

The Alcohol and Drug Certificate

Case Management Certificate

Career Specialist Certificate

The Human Service Certificate

In the year 2015-2016 there were 43 certificates awarded.

The Human Service department also has an AA degree in Human Services and in the year 2015-2016 there were 32 degrees awarded.

Currently there are C-ID courses being vetted through the state C-ID committee in preparation for a course transfer degree in addiction studies. Our accreditation agency CAADE, is in alignment with the State requirements for certification and has proposed state legislation on the career ladder seeking to standardize the

process and scopes of practice for alcohol and drug counseling from certificate level, to AA degree level, BA degree level and Master's level for working in addiction and substance use disorder fields. The faculty in the Human Service department serves as a member on the accreditation committee and executive board of CAADE, and also on the State C-ID committee.

Our program continues to be strong in terms of efficiency, completions, retention and graduates either finding employment, transferring on to higher education. As specified in our EMP plan, our goals are to continue to explore new opportunities to develop new Vocational Educational Certificates for future jobs, to continue outreach and recruitment efforts for our Certificates, continue to increase community partnerships, and to continue align our curriculum and our program with the highest industry standards, ensuring that our graduates are continued to be sought after as the most qualified candidates for employment.

Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. This section is required for all programs.

We are on a 3 year cycle when it comes to course SLO's. At the time of our last efficacy review we were just beginning this process, creating, implementing and accessing baseline data. The department initially assessed these early SLO's created and since then has been having regular meetings with adjunct and full time faculty regarding course SLO's, how to improve and revise them to have them more accurately align with the core competencies from each course. We have implemented through curriculum an update of most of the courses in the department and are now in the 3 year cycle getting ready to review and assess all of our courses again this year.

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

The department has held regular meetings to discuss program level outcomes. Our first priority was to update our courses and certificates through curriculum, assess all of our individual course SLO's, with over 30 sections most of them different sections with different SLO's and taught overwhelmingly by adjunct faculty it has been the priority to get these course SLO's created, updated in curriculum, and assessed, and now we are ready to begin the implementation of our Program level outcomes. The department acknowledges that this process has been slower to get started than expected. We had a full time faculty retire, leaving for a year only 1 full time faculty running the department on all fronts. Since the employment of the replacement full time faculty we are now holding regular meetings regarding curriculum, SLO's (both course and program). The department will have as a

goal to get the program level outcomes implemented in the 3 year cycle assessment phase before the next efficacy report.

(INSERT COURSE MAP IF AVAILABLE)—Contact Dr. Celia Huston if you need assistance.

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|--|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness - Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2016 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Mission and Purpose:

San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning

applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

What is the mission statement or purpose of the program?

The Human Services Department mission is to provide a quality education and excellent service that supports a diverse community of learners. We accomplish our mission by providing courses leading to vocational certificate and course work that complies with state and private credentialing organizations and often exceeds those standards in order to prepare students for entry level employment in these fields. Our program is accredited by the California Association for Alcohol and Drugs Educators (one of the first of the original three to be so distinguished). At the present time, there are no professional organizations or state requirements in Case Management, Career Specialist. There is a National Organization for Human Services for General Human Services. As a result our program far exceeds the minimum requirements for entry level employment in these areas for the County of San Bernardino and other nearby counties. Our target populations are those who have experienced difficulties with the criminal justice department, those in various recovery stages, those from abusive backgrounds, the returning student, those with disabilities and those that are making a career change all of which has a desire to be of service to others. The faculty who teach in our department, full time faculty included, have worked in professional arenas that we are training the students in, and provide a classroom environment that brings in guest speakers from the community to talk to the students about possible career opportunities and the opportunities for transfer to a four year or six year program and degree. In addition our specialized courses are designed to bring in new techniques used in the field, (The existing ASI course will now include ASAM methods of assessment for co-occur clients since the population has grown to over 60% of those who are students will encounter in a treatment arena). We have students returning to the college with a special interest (such as nurses and school counselors, Marriage and Family Therapist's, Licensed Psychologists, etc.), in gaining knowledge in addiction studies or specialized courses to fulfill their requirements for Continuing Education (CEU's). The Human Service faculty have an understanding the diverse populations both that compromise our student population, and make up the populations that they will encounter in the workforce. The faculty acknowledges all levels of students in the program, those with disabilities, (including people who are in recovery from substance abuse), the veteran population, the homeless population, those who are survivors of domestic violence and human trafficking, and those who are experiencing all forms of posttraumatic stress disorder (PTSD), and other struggles and challenges that many of them face in their own lives daily just to get to college. Some of these will be the same challenges they will be helping others to overcome. We work with students investing in time to teach them not only the coursework, but the resources on campus and in the community that they need to help themselves succeed on campus and in their internship programs.

The Human Services department has over 40 existing partnerships in the community and in surrounding communities where students can seek an internship and get hands on experience. Many of our students get hired directly from these internships, and many former students of the program are now in positions in our partnership agencies where they seek out Valley College interns. We host an agency forum outreach fair each semester which invites new and existing community partners onto the campus to speak with students regarding resources in the community, and perspective internship placement.

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

The Human Service department mission relates directly in several areas to the college's mission. As college's mission to prepare a diverse community of learners through workforce development, we are offering through our

vocational certificates and through the AA degree in Human Services preparation for immediate employment and for transfer to four-year universities. Through our community partnerships we are also fostering economic growth to improve the quality of life here in the Inland Empire.

In addition to offering courses out in the community with the County of San Bernardino TAD offices, we are preparing to offer courses in the local High Schools in the surrounding community. We are also involved in the Open Educational Resource, (OER) research and planning process for textbooks and course materials which can be used in some of our courses helping to reduce costs to students and therefore increase retention and success. We are also part of the strong workforce development grant in our district, applying for and receiving initial funds for the current year, and in the application process for the next 3 years, hoping to collaborate with other CTE programs for funding.

Productivity

Provide additional **analysis and explanation** of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

Indicated on the EMP enrollments are down and so are FTES, consistent with the college trend as we have just started to add sections back that were taken away a few years ago. When sections are cut, enrollment suffers, when we add sections quickly it takes time for us to see the percentages reflected in the statistics.

Still, we have continually produced steady retention rates and award degrees, in spite of having a faculty load which could be 5 full time faculty, when we only have 2. What suffers is the recruitment efforts and community visibility both which lead to increased and expanded enrollment. We are searching for new funding opportunities to help assist us in hiring faculty and professional experts to help with these efforts over the next few years.

Another way we keep current is by hiring professionals in the field in which they will be teaching as part-time faculty. For instance, we have an MD teaching our Medical Aspects course, lawyers teaching our Legal/Ethics courses, the Assistant Director of Riverside County Alcohol/Drug Programs teaching our Intro to Alcohol/Drugs course. Most of our part-time faculty work full-time in their field. These people come with the most up-to-date material available, and they infuse this information into our courses. Our part-time faculty also attend conferences and workshops, such as the CAADE sponsored conference annually each year. This conference provides the most current trends in research and development of techniques and information regarding addictions counseling, state and federal standards in the profession, and continuing education units for those in the field. As the majority of our classes are taught by adjunct faculty, the fact that we have outstanding and knowledgeable professional in the field teaching our students what it will take to be successful is a great asset for the department.

We have been in the past part of the Perkins Funding having met and reached all core areas of the grant. We are now part of the Strong Workforce Development grant that will allow us to continue efforts to help bridge the certificates and degree in the Human Services program current with labor trends in employment. Also currently being involved in the process of creating a course transfer degree in addiction studies, having a tiered system for higher education, pay and parity in the field will help encourage and motivate our students to transfer and continue their education at 4 year institutions. We see this trend happening currently with more and more students enrolling in our programs with the goal of transferring to Cal Baptist, UC or Cal State campus.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

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

All of courses have been updated in Curricunet or are in progress now. The courses listed below Career Specialist 207 has just been recently updated with a new number 147, and case management work experience course 198F has also been currently updated. All specialized which include both 205 AIDS, and 281A Addiction Severity index have also recently been updated, (with in the last few months) in curriculum. The Case Management, Career Specialist and Human Service certificates have been updated. The Alcohol and Drug Certificate is in progress, with alignment to the accreditation changes from California Alcohol and Drug Educators, (CAADE) and the State guidelines including the C-ID course development for Addiction studies courses in preparation for a course transfer degree. The CAADE guidelines will be in effect starting March of 2018, and the C-ID courses are currently in the vetting process. We are fortunate to have one full time faculty member who serves on both the C-ID committee and is also on the accreditation committee of CAADE.

| Social Sciences, Human Development & Physical Education | | | | |
|--|--|---------------|----------------------------|-------------------------|
| Human Services | | | | |
| | Course | Status | Last Content Review | Next Review Date |
| | HUMSV 140 Case Management in Public Service | Active | 12/03/2012 | 12/03/2018 |
| | HUMSV 167 Crisis Intervention | Active | 12/03/2012 | 12/03/2018 |
| | HUMSV 170 Introduction to Human Services | Active | 12/06/2012 | 12/06/2018 |
| | HUMSV 172 Group and Family Dynamics | Active | 12/03/2012 | 12/03/2018 |
| | HUMSV 173 Helping and Interpersonal Skills | Active | 12/03/2012 | 12/03/2018 |
| | HUMSV 179 Legal/Ethical Issues in Human Services | Active | 12/03/2012 | 12/03/2018 |
| | HUMSV 181 Alcohol/Drug Studies: Introduction | Active | 12/06/2012 | 12/06/2018 |

| | | | |
|---|--------|------------|------------|
| HUMSV 182 Alcohol/Drug: Program Modalities | Active | 12/03/2012 | 12/03/2018 |
| HUMSV 183 Alcohol/Drug: Counseling I | Active | 04/01/2013 | 04/01/2019 |
| HUMSV 184 Alcohol/Drug: Counseling II | Active | 04/01/2013 | 04/01/2019 |
| HUMSV 186 Alcohol/Drugs in the Family | Active | 03/11/2013 | 03/11/2019 |
| HUMSV 187 Adult Children of Alcoholics | Active | 04/15/2004 | 04/15/2010 |
| HUMSV 188 Alcohol/Drug: Medical Aspects | Active | 04/15/2004 | 04/15/2010 |
| HUMSV 189 Alcohol/Drug: Prevention and Intervention | Active | 04/01/2013 | 04/01/2019 |
| HUMSV 190 Drugs: Use and Abuse | Active | 04/01/2013 | 04/01/2019 |
| HUMSV 195A Human Services: Intern Seminar I | Active | 04/15/2013 | 04/15/2019 |
| HUMSV 195B Human Services: Intern Seminar II | Active | 04/15/2013 | 04/15/2019 |
| HUMSV 197A Alcohol/Drug: Intern Seminar I | Active | 04/15/2013 | 04/15/2019 |
| HUMSV 197B Alcohol/Drug: Intern Seminar II | Active | 04/15/2013 | 04/15/2019 |
| HUMSV 198A Alcohol/Drug: Field Work I | Active | 04/15/2013 | 04/15/2019 |
| HUMSV 198B Alcohol/Drug: Field Work II | Active | 04/15/2013 | 04/15/2019 |
| HUMSV 198C Human Services Field Work I | Active | 04/29/2013 | 04/29/2019 |
| HUMSV 198D Human Services Field Work II | Active | 04/29/2013 | 04/29/2019 |
| HUMSV 198E Career Specialist Field Work | Active | 04/29/2013 | 04/29/2019 |
| HUMSV 198F Case Management Work Experience | Active | 11/07/2005 | 11/07/2011 |
| HUMSV 205 AIDS: Practices, Processes, and Policy | Active | 04/15/2004 | 04/15/2010 |
| HUMSV 207 Career Specialist | Active | 04/15/2004 | 04/15/2010 |
| HUMSV 281A Selected Studies in Alcohol/Drug | Active | 04/15/2004 | 04/15/2010 |

| | | | | |
|--|---|------------|--|--|
| | HUMSV 140 Case Management in Public Service | Historical | | |
| | HUMSV 160 Human Services Aspects of Crime and Delinquency | Historical | | |
| | HUMSV 160 Human Services Aspects of Crime and Delinquency | Historical | | |
| | HUMSV 167 Crisis Intervention, Assessment, Referral, and Evaluation | Historical | | |
| | HUMSV 170 Introduction to Human Services | Historical | | |
| | HUMSV 172 Group and Family Dynamics | Historical | | |
| | HUMSV 173 Helping and Interpersonal Skills | Historical | | |
| | HUMSV 175 Introduction to Eating Disorders | Historical | | |
| | HUMSV 175 Introduction to Eating Disorders | Historical | | |
| | HUMSV 176 Treatment Modalities for Eating Disorders | Historical | | |
| | HUMSV 176 Treatment Modalities for Eating Disorders | Historical | | |
| | HUMSV 178 Medical Aspects of Eating Disorders | Historical | | |
| | HUMSV 178 Medical Aspects of Eating Disorders | Historical | | |
| | HUMSV 179 Legal/Ethical Issues in Human Services | Historical | | |
| | HUMSV 179 Legal/Ethical Issues in Human Services | Historical | | |
| | HUMSV 181 Alcohol/Drug Studies: Introduction | Historical | | |
| | HUMSV 182 Alcohol/Drug Program Modalities | Historical | | |
| | HUMSV 183 Alcohol/Drug Counseling I | Historical | | |
| | HUMSV 184 Alcohol/Drug: Counseling II | Historical | | |

| | | | | |
|--|--|------------|--|--|
| | HUMSV 186 Alcohol/Drugs in the Family | Historical | | |
| | HUMSV 189 Alcohol/Drug: Prevention and Intervention | Historical | | |
| | HUMSV 190 Drugs: Use and Abuse | Historical | | |
| | HUMSV 195A Human Services: Intern Seminar I | Historical | | |
| | HUMSV 195B Human Services Intern Seminar II | Historical | | |
| | HUMSV 197A Alcohol/Drug: Intern Seminar I | Historical | | |
| | HUMSV 197B Alcohol/Drug: Intern Seminar II | Historical | | |
| | HUMSV 198A Alcohol/Drug Work Experience I | Historical | | |
| | HUMSV 198B Alcohol/Drug Work Experience II | Historical | | |
| | HUMSV 198C Human Services Certificate Work Experience I | Historical | | |
| | HUMSV 198D Human Services Certificate Work Experience II | Historical | | |
| | HUMSV 198E Career Specialist Work Experience | Historical | | |
| | HUMSV 198G Eating Disorders Field Work | Historical | | |
| | HUMSV 198G Eating Disorders Work Experience | Historical | | |

Articulation and Transfer

| List Courses above 100 where articulation or transfer is not occurring | With CSU | With UC |
|---|----------|---------|
| | | |

| | | |
|--|--|--|
| | | |
| | | |
| | | |

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

Currency

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

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

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

The department has reviewed the catalog and it does look current. We were invited to a meeting the counseling staff at the beginning of the Fall semester 2017 to introduce our new full time faculty member and at that time went over any questions regarding the catalog or the different certificate and AA degree program options for students. We will be revising the catalog to include the changes to the Alcohol and Drug Certificate in alignment with the accreditation standards as it becomes approved in Curriculum, which we are currently working on now to have implemented by the Spring of 2018. We will also be working on changing some of the titles for specialized courses (281A-Z series), to be more culturally relevant. (eg. addiction in the gay and lesbian populations should be changed to Working in the helping professions with the LGBTQ populations: special cultural considerations).

Part IV: Planning

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|--|--|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program <u>does not identify</u> major trends, or the plans are not supported by the data and information provided. | The program <u>identifies and describes</u> major trends in the field. <u>Program addresses how trends will affect enrollment and planning.</u> Provide data or research from the field for support. |
| Accomplishments | The program <u>does not incorporate</u> accomplishments and strengths into planning. | The program <u>incorporates</u> substantial accomplishments and strengths into planning. |
| Challenges | The program <u>does not incorporate</u> weaknesses and challenges into planning. | The program <u>incorporates</u> weaknesses and challenges into planning. |

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

As a vocational program, we are held accountable by our Advisory Boards. We are required to have an Advisory Board, which provides input and oversight to our courses and programs. The Advisory Boards are made up of professionals in the fields of study and are in touch with current trends and needs especially in the workplace.

Being current is taken very seriously! Our students' futures depend on it. We have even done our own local survey of employers to find out what they are looking for in employees. Returning our classes to the TAD offices for the County of San Bernardino was a trend identified by our advisory board, followed up on by the department and implemented over the past two years and is now increasing our Case Management Certificate enrollment and the college's enrollment overall.

Our Alcohol and Drug Studies students need to pass a state required credentialing test to continue employment as alcohol/drug counselors, and are required to recertify with proof of Continuing Education every two years. We have a pass rate of over 85% on this test. In addition, our Alcohol and Drug Studies Program holds accreditation by the California Association for Alcohol and Drug Educators, (CAADE). This is the organization that gives input to the State Alcohol and Drug Programs regarding curriculum and also keeps up with the Federal recommendations found in their TAP 21 publication. We currently have a full time faculty member who sits the Board of Directors of this organization. SBVC is considered one of the finest programs in the state. The textbook used in the curriculum for the Alcohol and Drug counseling courses is a TAP 21 publication, which has been edited and contributed to from the board members who teach the courses, including our full time faculty at San Bernardino

Valley College. This helps to contribute to preparing our students to take and pass the State Certification exam, upon completion of their certificate in Alcohol and Drug studies here at Valley College.

One major trend has been the change at the state level concerning Alcohol/Drugs Studies programs. Due to the budget concerns of the State, there was change in oversight of the Alcohol and Drugs programs, the funding for those programs. The certifying organizations are now working directly with the department of (DHCS), on standardization and compliance to the certification process for substance abuse disorder counseling in the State of California. It is a priority for the State with the numbers that exist of people needing treatment of both co-occur disorders and substance abuse disorders to have a college level, trained staff. Currently state wide programs operating under state standards and who receive state funding, requiring counselors to hold state certifications, employ only approximately one-third of their counseling staff in compliance. This has provided continued enrollment in certification programs, as Alcohol and Drug programs continue to hire certified counselors, or demand their counselors seek certification.

CAADE is also the first of the State certifying agencies to have a tiered system for AOD counselors. The tiered system developed by CAADE is now pending legislation at the State level. A full time faculty member of this department have been involved in the development and now collaboration with DHCS for the legislation to be approved.

Take It To The Next Level

The CATC Tiered System

In line with our mission to promote and support **quality higher education** in addiction studies, CAADE proudly presents the Certified Addiction Treatment Counselor (CATC) Tiered System. The implementation of a tiered system rewards individuals who have obtained higher degrees from regionally accredited institutions **in addition** to meeting the minimum requirements of the CATC. CAADE maintains the highest certification standards for addiction counselors in the state of California.

Below is the list of requirements for each level of the CATC Tiered System. If you are already a CATC, you may upgrade based on the degree you have earned from a regionally accredited college/university or, if you are applying for initial CATC certification and have met the requirements, you may apply for the CATC which corresponds with your degree level. ([click here for list of regional accrediting organizations](#)).

- **CATC I**

An individual who is a CATC I has completed a CAADE accredited addiction studies program or equivalent at a **regionally accredited college or university**, has passed the CATC exam, and has completed at least 2,240 hours of supervised work in a state licensed alcohol and other drug treatment facility.

- **CATC II**

An individual who is a CATC II has an **Associate** Degree from a regionally accredited college or university, has completed a CAADE accredited alcohol and drug studies program or equivalent, has passed the CATC exam, and completed at least 2,240 hours of supervised work in a state licensed alcohol and other drug treatment facility.

- **CATC III**

An individual who is a CATC III has a **Bachelor's** Degree in Alcohol and Drug Studies or a related field from a regionally accredited college or university, has completed at least **15 units of CAADE-approved addiction studies or equivalent** (including a minimum of two internship courses), has passed the CATC exam, and has completed at least 2,240 hours of supervised work in a state licensed alcohol and other drug treatment facility.

- **CATC IV**

An individual who is a CATC IV has a **Master's** Degree in Alcohol and Drug Studies or a related field from a regionally accredited college or university, has completed at least **15 units of CAADE-approved addiction studies or equivalent** (including a minimum of two internship courses), has passed the CATC exam, and has completed at least 2,240 hours of supervised work in a state licensed alcohol and other drug treatment facility.

- **CATC V**

An individual who is a CATC V has a **Doctorate** in a related field from a regionally accredited college or university, has completed at least **15 units of CAADE-approved addiction studies or equivalent** (including a minimum of two internship courses), has passed the CATC exam, and has completed at least 2,240 hours of supervised work in a state licensed alcohol and other drug treatment facility.

- **CATC (I, II, III, IV, V) N**

An individual who is a CATC N has a **Nursing** degree in a related field from a regionally accredited college or university, has completed at least 15 units of CAADE-approved addiction studies or equivalent (including a minimum of two internship courses), has passed the CATC exam, and has completed at least 2,240 hours of

supervised work in a state licensed alcohol and other drug treatment facility. The individual will have the CATC tier that correlates with their degree level, followed by the letter N.

This system awards a higher level of certification for students who continue their education to AA, BA, Master's and Doctorate degree level, without having to re-take the state exam. It also clearly identifies scopes of practice in the different levels of certification, something that the market place values as it seeks to restructure the field of mental health disorder and substance abuse disorder since the population is now inclusive of both disorders in need of treatment. Riverside county has received a 5 year multi-million dollar grant for their work towards a universal behavior healthcare system. They have a strong partnership with our student population and have come to talk about the intern and job possibilities over the next 5 years where a student can begin paid employment as an advocate, complete certification to become a counselor, and continue on in their education process with support from the county, starting at a salary of \$18.00 an hour moving with education up to a salary of over \$30.00 to \$40.00 an hour. The department has held meeting with the Director of the Universal Health Services for the County of Riverside who indicated they are currently in need of certified counselors with this need increasing steadily over the next 5 years. This higher level of certification awards students the opportunity for higher paying employment and varied opportunities in employment in the field of Addiction studies.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

The Human Services Department was founded on the premise of "Helping people to help themselves." Our greatest strength is that we work in the community we seek to help change. As our department chair stated in the last program review report: Human Services department provides numerous services to the students of Valley College. By our very name says it all "WE SERVE PEOPLE". Following those words here is an updated snap shot of us the year 2015-2016:

The department acts as a central operations point, directing students to various services on and off campus, to include the Math, English, STAR program EOPS program, SAP program, A&R, Financial Aid DSP&S, Student Success Center, Student Health Center, and a host of others on campus. Off campus we assist students in need by referring them to agencies off campus for jobs, internships, financial assistance, and to other learning institutions. We assist them with various paperwork (i.e., add slips, modification of major forms, information regarding classes, information regarding state certification boards and conferences, information regarding CEU/H, on campus clubs, scholarship information, how to find cheap text just to name a few).

- We are currently utilizing our own department tutor to help assist students with course concepts and assignments in the department.
- We are involved with the OER, open educational resources program seeking to search out alternative for some of our courses to provide cost effective resources to the students, many who struggle with the challenges of the cost of textbooks.
- We are part of the strong workforce development grant with the district and the state to help continue to develop, cultivate and maintain a strong career technical program.
- We are committed to continuing our increase in on line courses and enrollment. Offering more sections of our courses in Hybrid or complete on line format.
- We are committed to continuing our investment in the community, offering classes our in the community, (e.g. TAD offices), and at local High Schools in an effort to increase and expand enrollment.

- We will continue to maintain and increase our community partnerships providing relevant, diverse, sustainable, and competitive employment opportunities for our students, which will intern re-invest in our community as we provide excellence in the fields of Human Services and Addiction counseling.
- We will continue to collaborate with other programs and committees on campus such as the Health Center for the Health and Wellness Fairs and events on campus and the Arts, Lectures and Diversity Committee, and our community partnerships, co-sponsoring several activities on campus, the annual Red Ribbon Week activities, guest speakers and presentations, outreach fairs and other activities, to include free food, guest speakers and plenty of community involvement, twice year we sponsor Agency Forums (agencies come on campus and talk to students about their program, and job opportunities with their agencies, we normally have 20 to 30 agency representatives at each event). The Great Teacher's retreat, with full time faculty from our Department Chair having been a facilitator of the Retreat for the past 7 years.

The Human Services Club/Association is the largest and most active club on campus, with an active membership of over 100 members. The club is involved in all the campus activities, to include student government. Members are involved in club rush, they hold bi-monthly meetings/potlucks, sponsor events, help raise monies for students to attend conferences, assist in feeding the homeless in the community with a local Human Services alumni Pastor J.J. Mack, Music changing lives and afterschool mentoring and tutoring programs. They do service in the community like "the Recovery Happens Events run in both San Bernardino and Riverside county exposing students to agencies and resources and providing them with networking opportunities for gainful employment, again with many directors of these agencies former SBVC Human Service graduates, tying the community of student, alumni, employer, and educator together. One of our full time faculty, was a graduate of the Human Services program in 1995, worked in the community, and now works with students as an instructor in the department. Several of our Adjunct faculty also serve our students in a dual capacity, as they are the CEO's, directors and employers of our students in the community. One of our biggest strengths is that we train and prepare students from the COMMUNITY, to work in the COMMUNITY, and give back to the COMMUNITY.

Challenges

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

The department will continue to strive to market our courses to males and other significant diverse gaps in the populations enrolled in our program. Though as mentioned earlier the lower percentages of male students is consistent with state and national trends we will make every effort to employ and bring in male mentors for our students who work in the helping professions.

Lack of time and staff to accomplish excellence for both the academic and very demanding vocational aspects of the program—with heavy demands for marketing and recruitment, employment needs and trends, career counseling for our students, etc. As a vocational program (in competition with ITT and other private vocational schools), the public expects to receive prompt and accurate information year round. We need to have a full compliment of full time employed in the department as the load would support 5 full time faculty, and we have only 2. We have been unable to secure funding for a professional expert who does assist with reaching to the community partners and doing surveys of our student populations and new trends on the horizon. And we are

still searching for grants which would help provide additional staffing to help with communication to our providers on a more consistent basis, (attending coalition meetings, helping with agency forums, providing immediate response to emails and phone calls, etc). These connections in the community are so important to the program in increasing enrollment for not just our program but the campus overall, and yet when deadlines have to met with only 2 full time faculty the community visibility is sometimes the sacrifice that must be made. It keeps our program in maintenance mode, instead of growth mode.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|--|---|--|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

As a CTE program our advisory board, strong workforce development involvement and collaboration with other CTE programs on campus help to foster trends in economic development, career viability, campus climate and community relevance. We do our best to continue to maintain and increase visibility in the community by doing Career Fairs at High Schools, presentations to prospective providers, having articulation agreements with the Adult Education School, where students who have completed their peer advocate program can test out and receive credit for our introduction to case management course. Below is only a partial list of some of our more recent and longstanding partnerships in the community.

Varp, Inc. (Veteran, Men and Women's Treatment Centers)

Mental Health Systems, (Drug Courts and several recovery centers through out the county)

Foothill Aids Project

Salvation Army

MFI Recovery Centers

Riverside County Universal Behavioral Healthcare Programs

Cedar House Recovery Center

U.S. Vets

G.R.I.T. (Gang Reduction Intervention Team)

San Bernardino County Gang Taskforce

San Bernardino County Probation Dept.

San Bernardino County TAD programs

Cal State Re entry center for parolees

Inland Valley Recovery Centers

Patton State Hospital

Pomona Valley Hospital

Change Health Care (formerly Hase and Associates)

Job Corp of San Bernardino

Loma Linda University - Prevention Programs and Substance Abuse Programs

Mentor Resource Network

Recovery Happens Outreach events in both San Bernardino and Riverside Counties, serve on planning boards and provide students the annual events each year.

Pastor Mac's feeding the Homeless (3 times a year we help with this event)

The Way Outreach Church – helping the homeless

Lights On After Dark – An after school event sponsored by Music Changing Lives and held at the Redlands Community Center

Family Assistance Program (in both San Bernardino and Redlands, multiple projects) most recently with the GROWE outreach program reaching out to the LBGT population of youth in the streets

Young Visionaries Youth Homeless Shelter

Time for Change Foundation

Veronica's Home for Women with Children

These are but a few of our regular partnerships we consistently maintain as opportunities for students to do service learning opportunities, internships and work experience, outreach opportunities for networking and possible employment. We will continue to focus on fostering new and existing partnerships in the community to help bridge the helping profession vocational studies with real life application of skills.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

All categories received a rating of "meets" in the 2012-13 efficacy review.

**Program Efficacy Team Report
Spring 2017**

Name of Department: **INSPECTION TECHNOLOGY**

Efficacy Team: **C. Gabriel, A. Tolstova, P. Ferri-Milligan, D. Orozco**

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

Two of six areas received a Meets status. The longtime neglect regarding the update of curriculum and SLOs is what really hurt this program, for it showed up in more than one area of this document. The author did what he could to explain this, but being a new instructor in another program, there was little history of this issue to discuss. With outdated curriculum, especially in light of it being outdated during the last Program Review cycle as well (see section IV), we chose to recommend Conditional for this program.

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

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Demographics: Meets

There were sufficient plausible interpretations as to why there were no female students in the program, and plans to increase female enrollment were discussed. These plans included expanding course times to Saturdays and improving safety conditions surrounding the classroom areas. Although other recruitment techniques, such as highlighting females in the construction industry, were not discussed, the plans that were given appear to be adequate.

It was the same with the increased White population explanation. Possible reasons for higher White enrollment in comparison with other ethnic groups are proposed, and there are plans to reach out to students and industry partners to increase enrollment within underserved populations. This is an adequate plan to increase enrollment within minority groups.

Pattern of Service: Meets

The program offers evening classes to meet the needs of most students (many students report that they are presently working day jobs) and has plans for implementing weekend and online courses. These additional course offerings should help to increase enrollment, including within underserved populations. Three to four classes are offered each semester allowing students to complete a certificate within two years.

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program does not provide an adequate analysis of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes (SLOs) | Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete . | Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete . |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Data/analysis...: Meets

There was adequate discussion and analysis of data surrounding instructional performance. Labor market data show an increase in the need for building inspectors through 2021.

SLOs: Does not meet

The SLO's and PLOs were assessed; however, there was no analysis of the little data that was provided.

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness – Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Mission/Statement of Purpose: Meets

The program has a mission that supports the college.

Productivity: Does not meet

The discussion regarding productivity is minimal and does not provide evidence of productivity at an acceptable level. The productivity measure is at its lowest in six years, 206. The FTEF is equivalent to what it was in 2012-13, but the enrollment has dropped to nearly half of what it was in 2012-13 with the

same number of sections, 7. This is thought to have occurred because of the economy and housing market, but there is no evidence of this. Plans to increase enrollment are increased outreach, improved marketing and possibly adding weekend and online classes. The out of date curriculum with regard to codes negatively impacts this program in comparison to other colleges. SBVC has the least number of students in comparison to Norco and COD, the other two area colleges offering this program. Updated codes were purchased but will not be implemented until fall 2017.

Relevance, Currency, Articulation: Does not meet

There is no evidence that the curriculum process is up to date. The last course content review was in 2009, so all courses are overdue and have not yet been launched into Curricunet. The faculty chair of this program does not teach Inspection Technology and has also been assigned to chair two other programs, despite being a new faculty member. Much work needs to be done to collaborate with the part-time faculty to update the curriculum and codes/inspection requirements.

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|---|--|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Trends: Meets

Industry trends such as Green codes and ADA focus are described and plans to update the curriculum in alignment with these are mentioned. Student enrollment increase will be in alignment with the housing industry. Increased student recruitment will begin after code and curriculum updates occur in fall 2017.

Accomplishments: Meets

The author describes the expertise of the adjunct faculty as the main program strength. It is through this expertise and stipends that curriculum will be updated by October 2017.

Challenges: Meets

Lack of full-time faculty and an out of date curriculum are the main challenges. Curriculum updates are planned for October 2017 via stipends. The low enrollment will be addressed through increased marketing and recruitment once the curriculum has been updated.

| Strategic Initiative | Institutional Expectations | |
|--|--|---|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate. Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate | Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate. Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Does not meet:

The Program does not demonstrate how it incorporates technology, merely mentions that it uses it.

For campus climate, departmental meetings would be sufficient but only if they are held regularly and with people of all campus constituencies. Perhaps a bit more discussion on the outcomes of these meetings and/or a link to minutes would be a better 'demonstration' rather than just mentioning that meetings occur.

Having faculty members who work for local businesses may increase partnerships with these businesses and code enforcement in the local industry, but partnerships with K-12's, adult schools, local organizations, and universities was not mentioned, even as a plan to implement in the future.

So, neither technology, campus climate, nor partnerships demonstrated how they are incorporated into the program.

Part VI: Previous Does Not Meets Categories

Program addressed each area, by either describing how the program has remedied deficiencies, or if these areas have been discussed elsewhere in this current document, provided the section where these discussions can be located.

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Does not meet:

Although an explanation is given and plans for curriculum and SLO revision are in motion, this still has not been done. This section should show a resolution to the previous 'Does not meet' categories and it does not.

**Program Efficacy
2016 – 2017**

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Inspection Technology

Name of Division

Applied Technology, Transportation & Culinary Arts

Name of Person Preparing this Report

Joshua Milligan

Extension

8503

Names of Department Members Consulted

Gil Estrada, Ramon Hernandez, Robert Houts

Names of Reviewers

C. Gabriel, A. Tolstova, P. Ferri-Milligan, D. Orozco

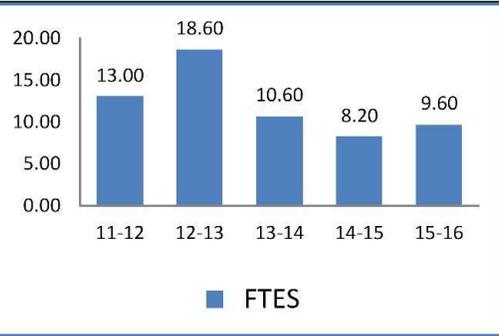
| Work Flow | Date Submitted |
|---|----------------------------|
| Initial meeting with department | March 13 |
| Meeting with Program Review Team | February 17, March 3 |
| Report submitted to Program Review co-chair(s) & Dean | by NOON on March 21 |

Staffing

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

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

PROGRAM: INSERT YOUR RECENT EMP FROM FALL 2016

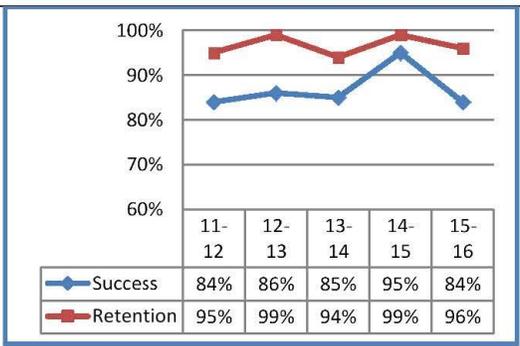


Description:
 The Inspection Technology program is based on Title 24 of the California Code of Regulations. The program provides training in construction inspection. The curriculum covers the review of construction materials, non-structural plan review, interpretation and use of building codes and related laws. It takes a minimum of two years to complete the certification program. Graduates of the program typically work as building inspectors for government agencies in building and safety or code enforcement.

| | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|-----------------------|-------|-------|-------|-------|-------|-------|
| Duplicated Enrollment | 179 | 130 | 186 | 106 | 82 | 96 |
| FTEF | 1.20 | 1.20 | 1.40 | 1.20 | 1.00 | 1.40 |
| WSCH per FTEF | 448 | 325 | 399 | 265 | 246 | 206 |

Assessment:

- The Success and Retention are high due to the specialized nature of the program.
- There has been a small increase in the FTES and enrollment because the economy and housing market have been slowly recovering.
- Due to the effect the slow recovery in the housing market has had on construction the WSCH/FTEF has continued to maintain a small drop.
- Updates: adding new construction codes into the program and High School outreach should help improve enrollment.



Department Goals:

- Update existing curriculum to industry standards including adding new code classes and revising some of the others.
- Increase enrollment by pursuing outreach to high schools to inform students of the possible opportunities in building inspection and construction
- Seek external funding through grants to pay faculty stipends in upgrading curriculums and purchase of the required reference manuals and materials needed to accommodate the updates.
- Put together an advisory board

Challenges & Opportunities:

- Low enrollment caused by the sluggish economy.
- High School outreach.
- Program updates needed to align with industry standards.
- A strong advisory board is needed to help give direction in program updates.

| | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|------------------------|-------|-------|-------|-------|-------|-------|
| Sections | 6 | 6 | 7 | 6 | 5 | 7 |
| % of online enrollment | 0% | 0% | 0% | 0% | 0% | 0% |
| Degrees awarded | 3 | 1 | 1 | 3 | 2 | 1 |
| Certificates awarded | 4 | 1 | 5 | 3 | 2 | 2 |

Action Plan:

- Pursue high school outreach.
- Put together program updates aligned with industry requirements and standards.
- Coordinate with the industry to put together an advisory board to best align with industry standards.

Award Source:
http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
 TOP Code: 095720

Part I: Questions Related to Strategic Initiative: Access

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

SBVC Strategic Initiatives:

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

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

| Demographics - Academic Years - 2014-15 to 2015-16 | | |
|--|--------------------------------|-------------|
| Demographic Measure | Program: Inspection Technology | Campus-wide |
| Asian | 3.3% | 4.8% |
| African-American | 10.0% | 12.8% |
| Hispanic | 60.0% | 64.2% |
| Native American | 0.0% | 0.2% |
| Pacific Islander | 0.0% | 0.3% |
| White | 26.7% | 14.0% |
| Unknown | 0.0% | 0.4% |
| Female | 0.0% | 56.9% |
| Male | 100.0% | 42.9% |
| Disability | 10.0% | 6.3% |
| Age Min: | 17 | 14 |
| Age Max: | 78 | 78 |
| Age Mean: | 26 | 24 |

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

The population of the program is severely lacking in the enrollment of female students with the percentage of those enrolled at 0%.

There are several factors contributing to this significant gap in the program demographics. According to data from Emsi, provided by the SBVC office of Research, Planning and Institutional Effectiveness, The Inspection industry in California only has an average of 30% female workers and a majority of 70% male workers. The Bureau of Labor Statistics has the national number of female building inspectors for the year 2016 at only 6.4%. This contributes to low enrollment of female students in inspection programs. To add to this, many of the local jobs will be in code enforcement and residential building inspection requiring inspectors to often work in communities that could be less than welcoming and possibly unsafe. This generally holds very little appeal for women.

The faculty and myself also often receive feedback from female students in the division that say they sometimes feel unsafe in the Technical buildings after dark. The two primary reasons cited for this are poor lighting and insufficient campus safety. The college might be able to increase the enrollment of female students by improving the facilities and lighting and increasing the presence of campus safety/security officers around the technical building during evening hours.

The program will try to find an instructor who can teach weekend classes to try and ensure the program is more open to all of the populations being underserved especially female students. We will also continue to be more aggressive in outreach measures to reach potential female students at the high school level and within the construction industry.

Except for the higher percentage of whites than that of the campus demographics, the rest of the program demographics are not far off from the rest of the campus coming in slightly lower in service to traditionally underserved groups but coming out a little higher in service to students with disabilities.

The percentage of white students comes out at 26.7% for the Inspection program and only 14% for the campus. For such a small program, demographics can change drastically from year to year because it only takes several students to make significant changes in a percentage. Also, Asians and Whites are traditionally more likely to enroll in more academic type programs than some of the traditionally underserved population groups. With all of the other CTE program that SBVC offers with less book work (academic instruction) and more hands on (lab) training it is expected that the Inspection program, with only lecture courses, would have a higher percentage of white students.

The program will continue to reach out to students and industry partners to make sure that typically underserved populations are aware of the importance of continuing education and the viability of a career in Building Inspection.

Pattern of Service

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

The program is currently only offering evening classes. This serves the students that enroll in the program by allowing those who work during the day to attend classes at night. We receive feedback from our students regularly that many of them have jobs. Even with evening classes, students often end up a few minutes late for class because traffic coming from work. However, it would be beneficial for some population groups, including female students, for the program to offer weekend courses during the morning or afternoons on Saturdays. We will also be exploring the option of online classes as this would further increase the flexibility of the program for all potential students.

3-4 classes are offered each semester allowing students to finish an Inspection certificate in 2 years. Students also have the option of earning an associates of science degree in Inspection Technology if they also choose to complete the general education required for completion.

Part II: Questions Related to Strategic Initiative: Student Success

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program does not provide an adequate analysis of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes (SLOs) | Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete . | Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete . |

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded")

The program maintains a high success and retention rate. The most recent EMP, on page 3 above, shows that there was a small increase in success and a significant increase in retention for the 14-15 year. The success and retention for 15-16 year, while still high, dropped back down to where it normally hovers. The sharp increase of success and retention for the 14-15 year corresponds to lower enrollment in the program. This decrease in enrollment was likely caused by the volatile nature of the construction and housing market for the past few years. The enrollment has been on a downward trend caused by economic problems with construction and housing. The slight increase in enrollment for the 15-16 year reflects the small improvements that are happening in the economy and explains the drop in success and retention rates; students receive better support on an individual basis when class size is smaller and are more likely to succeed which would explain the sharp increase for 14-15 and the decrease for 15-16.

Even with the high success and retention rates, the program had higher in the 14-15 year. One way the program could work to increase this to the 14-15 level as enrollment increases is to offer additional tutoring services to the students. This will be difficult to coordinate without the support of a full time faculty but the program will make this a part of future plans as the success of students remains the primary focus.

The success and retention rates are also high due to the knowledge and experience of the adjunct faculty who teach the classes. The faculty work in the industry as code enforcement officers and building officials for local counties which gives them extra knowledge that they pass onto their students. Because of this, our students are receiving the best possible training which causes them to want to stay and finish the program.

Completion rates are still fairly low for the program but remain steady (2 degrees and 2 certificates awarded in 14-15 and 1 degree and 2 certificates in 15-16). Many of our students will take classes that they need for a specific area of inspection and not complete the entire program. This contributes to the low completion rates. One example of this is the students working towards there "general electrician certificate" from the Electricity/Electronics department; as part of the "general electrician certificate", the students are required to take two of the inspection courses (See below for the courses required to complete the General Electrician Certificate). These students have no plan to complete a certificate or degree in Inspection Technology but are working toward a certificate from the Electricity/Electronics department. This means that the inspection program is supporting the success of their students, in that students are meeting their individual/personal goals even though the program is not seeing large numbers of degrees and certificates awarded.

GENERAL ELECTRICIAN CERTIFICATE

This certificate will allow an "Electrician Trainee" to sit for the California State General Electrician Certification examination. These courses also satisfy the continuing education requirement every three years for certified electricians

REQUIRED COURSES:
ELEC 090

UNITS:
2

| | |
|--------------------------------------|----|
| ELEC 216C | 4 |
| ELEC 217C | 4 |
| ELEC 218C | 4 |
| ELECTR 110 | 3 |
| ELECTR 111 | 1 |
| ELECTR 115 | 3 |
| ELECTR 116 | 1 |
| ELECTR 230 | 3 |
| ELECTR 235 | 4 |
| ELECTR 265 | 4 |
| INSPEC 014D | 3 |
| INSPEC 024D | 3 |
| PE 231 | 3 |
| TECALC 087 | 4 |
| TOTAL UNITS: | 46 |
| This is a Gainful Employment Program | |

Supplemental Data

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

The industry overview LMI data from Emsi shows a 6.7 increase in jobs for building inspectors in California between 2015 and 2021 and an increase of 14.6 for the nation. The average pay for building inspectors in CA for 2016 was an average of \$76,143.

Our students have decent job possibilities and good salaries upon graduation.

There are possibilities for students to take state license exams in each area of building inspection. The rates of students passing these exams are not known because the data is not released to the school and there is no way for us to follow up with students without a full time faculty in the program.

With the push for more awareness in energy efficiency in buildings we anticipate an increased need for inspectors. As requirements become more strict and energy continues to become increasingly expensive, there will be an even greater need for qualified inspectors who understand, can explain, and enforce the building requirements in the various construction codes.

Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. This section is required for all programs.

The SLOs are continuously being reported for each course in the Inspection program. I am working with the faculty to ensure that the SLOs are being assessed and updated accordingly to improve student learning. The assessment methods and criteria were consistent with the following pulled from the SLO cloud: "Students were assessed based on homework, class participation, a midterm and a final examination. . ." (INSPEC-011B-01 for 2015SP); and "Students to complete course with a grade 70% or better" (INSPEC-026D-01 for 2015FA). Some of the courses also received reflection/feedback from the faculty member. The feedback mostly included strategies for making the classes more interactive and notes about the percentage of students who passed the class.

The Inspection program is striving to use SLOs to improve student learning by holding faculty meetings to evaluate and determine the most important skills for the students to take away from class. The skills are discovered as multiple faculty keep coming back to the same industry requirements that are critical to the success of a building inspector.

Unfortunately, even though the SLOs have been reported and assessed, the program has been slow to update the curriculum to meet industry standards and school requirements. (Plans for the curriculum have been discussed in other sections.) The updates in the curriculum, once they happen, will affect the SLOs. As the curriculum is modified and updated to industry standards the SLOs will also be updated accordingly.

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

As the curriculum and SLO updates take place, the program will be using the SLOs to support student learning by evaluating skills in the industry and working to bring the SLOs and PLOs in line with those industry required skill sets. The faculty will continue to develop and enhance this program through regular faculty and advisory board meetings to evaluate the industry skills and requirements that the SLOs and PLOs should reflect. As the program continues to do this, student learning and overall success should be enhanced as well as the employability of our students because of the alignment of the SLOs and PLOs with construction industry standards.

(INSERT COURSE MAP IF AVAILABLE)—Contact Dr. Celia Huston if you need assistance.

| | Inspection Technology AS Degree | entry level employment in the building inspection field as an inspector of residential, commercial or code enforcement | the legal impact of correction notices and orders of compliance | interpretation and use of the Uniform Mechanical Code | interpretation and use of the Uniform Plumbing Code | interpretation and use of the National Electrical Code |
|----------------|---------------------------------|--|---|---|---|--|
| CLASSES | | | | | | |
| INSPEC 010B | | | | | | |
| INSPEC 011B | | | | | | |
| INSPEC 012B | | | | | | |
| INSPEC 013D | | x | x | | | |
| INSPEC 014D | | x | x | | | x |
| INSPEC 015D | | x | x | | x | |
| INSPEC 016D | | x | x | x | | |
| INSPEC 017D | | x | | | | |
| INSPEC 018D | | | | | | |
| INSPEC 024D | | | | | | |
| INSPEC 025D | | | x | | | |
| INSPEC 026D | | x | | | | |

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|--|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness - Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into CurricUNET by Oct. 1, 2016 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Mission and Purpose:

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

What is the mission statement or purpose of the program?

The SBVC Inspection program trains students in code enforcement standards, regulations, and procedures to remedy existence of and to prevent the development of dangerous, substandard or unsanitary buildings and promote excellence within the profession to improve inspection services.

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

This CTE program provides a certificate and/or associate of science degree option for students who may not want to transfer to a 4 year university. It provides stable employment opportunities within a culture of continuous

improvement and especially focuses on improving the quality of life in the Inland Empire by preparing inspectors to document and improve the safety and quality of **local buildings and sites where we live, work and play.**

Productivity

Provide additional **analysis and explanation** of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

The latest EMP for the program shows that the FTES and enrollment had a small increase 9.6 and 96 up from the 14-15 year with 8.2 and 82. This is still low but will hopefully continue to go up as we improve the program by updating the curriculum and SLOs. The program also has plans to increase outreach, improve marketing and explore the possibilities of adding weekend and online classes. There has also been some improvement in the building/construction industry as the economy continues to improve. This improvement helps to explain the increase in the FTES.

Building Inspectors must keep up with code changes and local requirements for building specifications and codes. With the program being out of date with curriculum changes, it impacts the productivity by not offering a competitive curriculum with recent updates. It is imperative that the program have updates to align with the industry standards, especially, because it is an industry requirement for inspectors to stay informed of all changes in the codes. The faculty are working to determine needed curriculum updates/additions. These will be submitted before October 1st 2017 to make sure they will be implemented into the next possible catalog year fall 2018.

The program was also approved for some funds to purchase a set of updated codes for use in curriculum updates and in the classroom.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

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

The last content review for all of the active Inspection Technology courses happened on 11/09/2009. This puts the next content review on 11/09/2015. We are overdue for content review on all of the Inspection Technology courses.

There has been a high turnover in faculty chairs and no full time faculty in the program. This has caused the curriculum updates and content review to be inadvertently overlooked/forgotten. The faculty chair for the welding department has also traditionally acted as the chair for the inspection program. I became the chair for Welding, Machining, and Inspection last semester fall 2016 and am doing everything possible to stabilize and improve all three programs.

I have initiated meetings with faculty in regards to curriculum updates and content review. These conversations will continue. The plan is to submit curriculum updates and content review in time for the next curriculum deadline of October 1 2017. This will include content review, combining several courses that cover codes less emphasized, and adding several new courses to the program to cover newer codes mandated for local construction. This will,

as long as everything goes as planned in the curriculum committee, put the new updates/reviewed content in the fall 2018 catalog. I then plan to have the faculty review and update the curriculum whenever the industry updates the code/inspection requirements. The industry updates codes every 3 years. I will also ensure that the program updates and reviews the curriculum content on time in the future to comply with college requirements.

| Applied Technology, Transportation & Culinary Arts | | | | |
|---|--|---------------|----------------------------|-------------------------|
| Inspection Technology | | | | |
| | Course | Status | Last Content Review | Next Review Date |
| | INSPEC 010B Fundamentals of Construction Inspection I: Soils | Active | 11/09/2009 | 11/09/2015 |
| | INSPEC 011B Fundamentals of Construction Inspection II: Concrete and Asphalt | Active | 11/09/2009 | 11/09/2015 |
| | INSPEC 012B Fundamentals of Construction Inspection III: Wood, Steel, Masonry | Active | 11/09/2009 | 11/09/2015 |
| | INSPEC 013D Advanced Construction Inspection: International Building Code (IBC) | Active | 11/09/2009 | 11/09/2015 |
| | INSPEC 014D Advanced Construction Inspection: National Electrical Code (NEC) | Active | 11/09/2009 | 11/09/2015 |
| | INSPEC 015D Advanced Construction Inspection: Uniform Plumbing Code (UPC) | Active | 11/09/2009 | 11/09/2015 |
| | INSPEC 016D Advanced Construction Inspection: Uniform Mechanical Code (UMC) | Active | 11/09/2009 | 11/09/2015 |
| | INSPEC 017D California State Energy Regulations for Residential Buildings | Active | 11/09/2009 | 11/09/2015 |
| | INSPEC 018D California State Energy Regulations for Non-residential Buildings | Active | 11/09/2009 | 11/09/2015 |
| | INSPEC 024D Community Relations for Civil Service Employees | Active | 11/09/2009 | 11/09/2015 |
| | INSPEC 025D Building Inspection for Civil Service Employees: Communication and Enforcement | Active | 11/09/2009 | 11/09/2015 |
| | INSPEC 026D Non-Structural Plan Review | Active | 11/09/2009 | 11/09/2015 |
| | INSPEC 098 Inspection Technology Work Experience | Active | 11/23/2009 | 11/23/2015 |
| | INSPEC 010A Fundamentals of Construction Inspection I | Historical | | |
| | INSPEC 010B Fundamentals of Construction Inspection I: Soils | Historical | | |
| | INSPEC 011B Fundamentals of Construction Inspection II: Concrete & Asphalt | Historical | | |

| | | | | |
|--|--|------------|--|--|
| | INSPEC 011B Fundamentals of Construction Inspection II: Concrete and Asphalt | Historical | | |
| | INSPEC 012A Fundamentals of Construction Inspection III | Historical | | |
| | INSPEC 012B Fundamentals of Construction Inspection III: Wood, Steel, Masonry | Historical | | |
| | INSPEC 013C Advanced Construction Inspection: Uniform Building Code | Historical | | |
| | INSPEC 013D Advanced Construction Inspection: International Building Code (IBC) | Historical | | |
| | INSPEC 014C Advanced Construction Inspection: National Electrical Code | Historical | | |
| | INSPEC 014C Advanced Construction Inspection: National Electrical Code | Historical | | |
| | INSPEC 014D Advanced Construction Inspection: National Electrical Code (NEC) | Historical | | |
| | INSPEC 015C Advanced Construction Inspection: Uniform Plumbing Code | Historical | | |
| | INSPEC 015D Advanced Construction Inspection: Uniform Plumbing Code (UPC) | Historical | | |
| | INSPEC 016C Advanced Construction Inspection: Uniform Mechanical Code | Historical | | |
| | INSPEC 016D Advanced Construction Inspection: Uniform Mechanical Code (UMC) | Historical | | |
| | INSPEC 017C California State Energy Regulations for Residential Buildings | Historical | | |
| | INSPEC 017D California State Energy Regulations for Residential Buildings | Historical | | |
| | INSPEC 018C California State Energy Regulations for Non-residential Buildings | Historical | | |
| | INSPEC 018D California State Energy Regulations for Non-residential Buildings | Historical | | |
| | INSPEC 024C Community Relations for Civil Service Employees | Historical | | |
| | INSPEC 024C Community Relations for Civil Service Employees | Historical | | |
| | INSPEC 024D Community Relations for Civil Service Employees | Historical | | |
| | INSPEC 025C Building Inspection for Civil Service Employees: Communication and Enforcement | Historical | | |
| | INSPEC 025D Building Inspection for Civil Service Employees: Communication and Enforcement | Historical | | |
| | INSPEC 026C Non-Structural Plan Review | Historical | | |
| | INSPEC 026D Non-Structural Plan Review | Historical | | |

Articulation and Transfer

| List Courses above 100 where articulation or transfer is not occurring | With CSU | With UC |
|---|----------|---------|
| N/A | | |
| | | |
| | | |
| | | |

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

| |
|-----|
| N/A |
|-----|

Currency

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

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

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

The catalog is up to date with the courses that are being offered. The only course that is not regularly offered is the Inspec-098 Inspection Technology Work Experience. Once the rest of the curriculum content has been reviewed and updated to better match the industry standards I plan to once again offer the Work Experience course.

Part IV: Planning

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|---|--|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

The industry is continuing to emphasize energy efficiency and the Green codes. There is also a continuing focus on ADA (Americans with Disability Act). As the program begins to update and move forward, these two areas or trends will be a primary focus in curriculum updates. We will be adjusting the curriculum to more extensively cover these industry trends.

The updates in the industry standards and codes will be reflected in both short and long term planning moving forward for the program. We will update to how the codes are now and use additional changes in the future to continue to improve the program and match industry update trends.

The industry is still somewhat unstable with the constant changes in the economy effecting the residential building industry as well as new construction and repair of existing infrastructure. As the economy is continuing to improve we should also see an increase in student enrollment. The program has been able to offer students training consistent with the industry but we do need to and will be working extremely hard to update the curriculum to the changes that have happened over the last several years. It is imperative that these updates happen in preparation for an improved economy and the need to be competitive in training building inspectors.

The volatile trend of the industry for the last several years is difficult to plan for. There does however seem to be some improvement in the economy and more is happening in local construction than we've seen in some time. As the economy sluggishly improves, the SBVC Inspection program will continue to plan accordingly. The curriculum and SLO updates will be performed to significantly improve the quality and competitiveness of the program. Once the updates happen we are planning for increased enrollment as we get the word out that there are good paying job possibilities and that SBVC has a quality Inspection program that supports the success of students looking for a career in building inspection.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

To be honest, one of the only strengths in the program, at this point in time, is the adjunct faculty. The adjunct faculty we have are working as or have worked as building inspectors, building officials, and code enforcement in the local counties. They bring many years of experience and knowledge to the program that effectively prepares our students for a career in building inspection.

We will be giving our adjunct faculty additional stipends in assisting with the curriculum updates and using their connections as building inspectors to put together a strengthened advisory board. By using the knowledge of the adjunct faculty to update curriculum, we will be able to ensure the program is aligned with the industry standards and recent code updates.

Challenges

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

The Inspection program is struggling because of a lack of a full time faculty, out of date curriculum, and low enrollment caused by the volatility of the construction industry/economy.

As mentioned several times already in this report, there is a plan in place to update the curriculum for the Inspection Technology program. Because the lack of a full time faculty, we will be finding additional stipends to cover the time the adjuncts will spend with content review and curriculum updates.

As the curriculum updates take place, we would also like to increase the marketing and specifically high school out reach. This is difficult without a full time faculty, but the adjuncts are doing everything they can to support the success of the program. We will continue to plan the best we can and whenever possible and as much as possible work with the SBVC Marketing and Outreach coordinators to best support the

needs for program in marketing and outreach. The faculty will, as the subject matter experts for the program, make sure that the marketing and support we have is properly focused to the right audiences and offer support to the outreach coordinators to ensure they have the information needed to best, in turn, support the program. The curriculum updates need to be submitted first and then the marketing need for the program will be addressed. With up to date marketing, outreach, courses and training, the success of students and job placement rates will go up. Once this happens, potential students will better recognize the viability of the program and building inspection and the enrollment should also begin to improve.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

SBVC Strategic Initiatives:

[https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/documents/17-
efficacy/strategic-initiatives.pdf](https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/documents/17-efficacy/strategic-initiatives.pdf)

| Strategic Initiative | Institutional Expectations | |
|--|--|---|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate. | Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate. |
| | Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate | Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate. |

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

The Inspection program always strives to be up to date in the latest technology in and out of the classroom as available. We are also updating the curriculum to ensure that the program is aligned with the most up to date technology available and used by the industry.

The SBVC Inspection program also continually seeks ways to support campus climate by holding department meeting to discuss services offered, industry requirements, and to ensure communication is open between faculty, staff and students.

The faculty teaching the Inspection courses work as building inspectors in the local areas which has helped facilitate strong partnerships between the SBVC Inspection program and local building inspectors and code enforcement in the local construction industry.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

The curriculum is in revision. SLO are in flux. Preparation for updated SLO will be assessed starting in fall 2014. Program continuity has been lost. The current dean is a civil engineer by degree and well suited to the building code conversation that will revamp the program along with the practitioner faculty. The program has a certificate and a degree available.

Address, in detail and with specific examples, how this deficiency was resolved.

The previous Dean in 2014 did not get an opportunity to work with the Inspection Technology Adjunct Faculty to update and assess the SLOs as well as to enhance the curriculums to align with the needs of the industry. She also failed to notify her successor about these issues. However, as part of the new Dean's plan to grow and update all CTE programs offered in the Division to meet industry standards, the Dean met on several occasions with several of the Inspection Technology Adjunct Instructors to come up with plans on updating the current program as well as developing new low-unit locally-approved stackable certificate programs that have high job demands. The work plans could not be implemented due to the lack of funding to pay Adjunct Instructors the non-instructional hourly pay for the time they need put in to update the existing curriculums and develop new ones. With the current Strong Workforce Program funding available to all CTE programs, we may be able to come up with the funds needed to pay the inspection Technology Adjunct Instructors to work on this project this coming academic year.

As the new faculty chair, I am working with the faculty as much as I can to remedy the curriculum and SLO deficiencies. We have had several meetings and have begun to put together the needed changes for the curriculum and have begun to discuss the needed SLO updates. The SLO revisions will happen once the curriculum modifications have been submitted. The reason for this is the importance of aligning with the industry requirements. Once the industry updates

and new codes are worked into the curriculum, the specific Student Learning Outcomes that are appropriate for each class and the PIOs to ensure the success of the students will become possible to identify. This is a work in progress and there is a plan to submit curriculum and SLO updates before the curriculum deadline of October 1, 2017. The program has also received funding approval from program review for an updated set of standards to help facilitate and ensure industry compliance for the updates.

Enrollment waxes and wanes with the construction market. An increased enrollment of the last 4 years may reflect the return to basics for construction workers. The housing bubble faded. Productivity is low for lecture only classes. The program needs full time faculty and possibly stipends to adjuncts to assume department duties. FTES is at an all-time low of 13 (down from 17.9 in 2011-12).

Address, in detail and with specific examples, how this deficiency was resolved.

The construction and housing market has stabilized since the economic crash in 2006-2008. Even though the FTES continued to decrease to a low of 8.20 for the 14-15 year, it has come up to 9.60 for the 15-16 year. This is still low for the Inspection program but shows improvement and more stability then for the previous efficacy review. The faculty are working on correcting the curriculum to meet industry and the college requirements which will help to continue the improvement in efficiency as potential students hear about the superior quality of the program. We are also pursuing better outreach and marketing and working to continually strengthen industry partnerships so students have better opportunities to earn industry recognized certifications and receive high paying jobs.

The program is still in need of a full time faculty member. If the college would allow us to hire one, we would. I will continue to request approval for a full time faculty on program review. In the mean time, the program is working to find additional stipends to pay the adjunct faculty for curriculum review/updates. We applied for Strong Workforce Funding but were not granted the funds. The next round of applications for the Strong Workforce funds is coming up and an application will be submitted to try and secure the funds needed to facilitate the needed revisions of the Inspection program. The program now also has better support from the new faculty chair and new dean.

**Program Efficacy Team Report
Spring 2017**

Name of Department: LIBRARY TECHNICAL PROGRAM

Efficacy Team: A Tolstova, T Heibel, and J Robledo, J Lamore

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

The department is growing, meeting student demand and maintaining quality through analysis of SLOs/PLOs, by updating and adding curriculum, and by planning for trends and challenges. Program Review and grant funding is being sought to further improve course- and program-level curriculum, hire faculty, offer more sections, and increase marketing and visibility of the program. The program's low WSCH is adequately explained.

Part V: Technology, Partnerships, and Campus Climate, and Part VI: Previous "Does Not Meets" Categories are a bit spare, given the robustness of other sections within this document.

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

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The department notes over-representation of African-American, Caucasian, and female students, and under-representation of Hispanic and male students, when compared with the

campus population. Explanation of variances are explained as relating to nationwide numbers. While this is true, there is no avoiding the state and local demographics. Focused outreach (not just mailings to everyone) are strongly recommended to program.

The pattern of service seems appropriate and sensitive to student needs. The department is responsive to student input and feedback and has streamlined the sequencing of courses, as well as revising curriculum and offering online courses. Increases in FTES and duplicated enrollment may have benefitted from these changes.

| Strategic Initiative | Institutional Expectations | |
|---|--|--|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data. | Program <u>provides an analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes and/or Service Area Outcomes | Program <u>has not demonstrated</u> that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is <u>missing or incomplete.</u> | Program <u>has demonstrated</u> that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to area services is <u>complete.</u> |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The program has good success numbers and analysis, including explanation for a drop due to FYE sections. Although difficult to assess, perhaps the department may want to explore creation of a survey instrument to longitudinally track students who obtain job and/or transfer into four-year programs.

It is clear that SLOs and PLOs are assessed, used to improve courses/program and updated. Perhaps the attached SLO data (hardcopy and SLO cloud data) could be incorporated within the efficacy document during the next cycle, so as to avoid attachments. It is clear that SLO analysis has implemented modifications in course curriculum.

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness – Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that are not launched into CurricuNet by Oct. 1 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The program mission is clear and aligns with college mission.

The program explains FTES and enrollment, which have increased. In addition, labor market data indicate a gap between Library Technical graduates and need for skilled library workers. Though declines in efficiency are explained by noting the addition of sections to accommodate FYE students, as well as work experience students, more precise data would have been useful.

Curriculum for all program courses is up to date. The program indicated N/A for articulation issues, but there is in fact one 100-level course, LIB 110. It is not clear whether it articulates or not.

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|---|---|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Important trends affecting the program are identified, such as Strong Work Force, labor trends, and demand for online courses. The linkage among trends, enrollment, and planning is abundantly clear within this section.

The program explains accomplishments, including curricular changes that have successfully met student needs. Planning is demonstrated by discussion of need for new faculty member to help the program continue to build on accomplishments (instead of using FT librarians who are teaching the courses as overload).

The program addresses important challenges, such as taking two of its courses (LIB062 Care and Repair of Library Materials and LIB067 Cataloging and Classification) online. Finally the program address the problems attendant with being in Student Services, rather than Instruction (the efficacy team noted that the efficacy report form that is used for Student Services programs is, at times, a poor fit for this program to report efficacy).

| | | |
|--|---|--|
| Strategic Initiative | Institutional Expectations | |
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Technology and campus climate are addressed minimally. The one partnership seems good, but not really explained. There are flashes of the program incorporating the initiatives in *other* areas of the report (and in detail, only the two courses to be offered online in future).

| |
|---|
| Part VI: Previous Does Not Meets Categories |
| Program addressed each area, by either describing how the program has remedied deficiencies, or if these areas have been discussed elsewhere in this current document, provided the section where these discussions can be located. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

While the Planning section, which received a does not meet within the previous efficacy document, is robust and clearly articulated, it might have been helpful to paraphrase portions of that section in order to better and more explicitly address the previous “does not meet” rating in this area.

Program Efficacy—LIBRARY TECHNICAL PROGRAM

2016 – 2017

Complete this cover sheet as the first page of your report.

Program Being Evaluated

| |
|---------------------------|
| Library Technical Program |
|---------------------------|

Name of Division

| |
|------------------|
| Student Services |
|------------------|

Name of Person Preparing this Report

Extension

| | |
|--------------|-------|
| Celia Huston | x8574 |
|--------------|-------|

Names of Department Members Consulted

| |
|-------------------------------|
| Patti Wall, Ginny Evans-Perry |
|-------------------------------|

Name of Reviewers

| |
|---|
| J. Lamore, A. Tolstova, T. Heibel, J. Robledo |
|---|

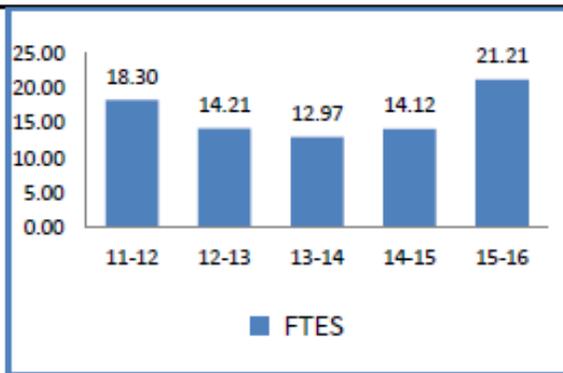
| Work Flow | Date Submitted |
|---|----------------------------|
| Initial meeting with department | 2/9/17 |
| Meeting with Program Review Team | |
| Report submitted to Program Review co-chair(s) & Dean | by NOON on March 21 |

Staffing

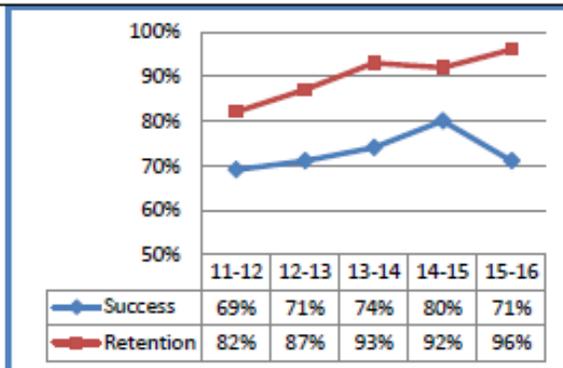
List the number of full and part-time employees in your area.

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

LIBRARY — 2015-2016



| | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|-----------------------|-------|-------|-------|-------|-------|-------|
| Duplicated Enrollment | 208 | 216 | 185 | 174 | 169 | 252 |
| FTEF | 1.09 | 1.09 | 1.09 | 1.09 | 1.09 | 1.74 |
| WSCH per FTEF | 477 | 504 | 391 | 358 | 388 | 366 |



| | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|------------------------|-------|-------|-------|-------|-------|-------|
| Sections | 7 | 7 | 7 | 7 | 7 | 14** |
| % of online enrollment | 71% | 71% | 71% | 71% | 71% | 43% |
| Degrees awarded* | 3 | 2 | 5 | 4 | 6 | 2 |
| Certificates awarded* | 2 | 3 | 14 | 6 | 7 | 6 |

TOP Code: 160200
 Award Source: http://data.spartan.ccsp.edu/Outcomes/Program_Awards.aspx

Description: The Library Technology courses are part of an associate of arts degree or a certificate program designed for students who are interested in working as paraprofessionals in the library field. Taken alone, each course provides entry-level exposure to a particular library department or function. Presently-employed library workers can also take courses to increase their level and variety of training in the library field. Courses for the program are rotated over a two-semester sequence. Library skills are fundamental to student success, especially in today's information-laden society. The Library Technology Department offers one course (LIB110) which is designed to teach students how to access both print and on-line information sources more efficiently and effectively.

Assessment

- Library Technology is a small, successful program that is poised for growth.
- The "No Child Left Behind" Act (2002) requires library paraprofessional employees in K-12 libraries to be working towards and complete a certificate or degree within 2 years of employment.
- Department retention and success rates meet or exceed campus average.

Department Goals:

- Offer LIB064 every semester as course is now a prerequisite for several courses in the program.
- Develop a fully online program by developing LIB067 and LIB 062 for online deliver, and continue to offer LIB067 and, two very detailed hands on courses, on campus as well as online so that students can choose the format that they will be the most successful in.
- Currently, the librarians partner with the Veteran's Resource Center to offer specialized library research services at the Center. Librarians would like explore similar partnerships with "The Huddle" and "The Dreamers' Center".

Challenges & Opportunities:

- SBVC offers the only Library Technology Program in the Inland Empire
- The Library Technology Program has the opportunity to participate in Strong Workforce funding.
- The addition of ENG015 and LIB064 as a prerequisite may initially impact enrollment, but should ultimately increase success.
- Increase offerings of LIB110 Information Literacy with cohort groups such as FYE and Valley Bound.

Action Plan:

- Develop LIB067 and LIB 062 for online delivery so that program can be offered fully online.
- At same time, maintain on campus offerings of LIB067 and LIB 062 on some rotation as those classes are the most difficult to teach and learn online.



Part I: Questions Related to Strategic Initiative: Access

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

SBVC Strategic Initiatives:

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

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

| Demographics - Academic Years - 2014-15 to 2015-16 | | |
|--|-----------------------------|-------------|
| Demographic Measure | Program: Library Technology | Campus-wide |
| Asian | 2.2% | 4.8% |
| African-American | 19.6% | 12.8% |
| Hispanic | 32.6% | 64.2% |
| Native American | 2.2% | 0.2% |
| Pacific Islander | 0.0% | 0.3% |
| White | 43.5% | 14.0% |
| Unknown | 0.0% | 0.4% |
| Female | 80.4% | 56.9% |
| Male | 19.6% | 42.9% |
| Disability | 4.4% | 6.3% |
| Age Min: | 15 | 14 |
| Age Max: | 58 | 78 |
| Age Mean: | 31 | 24 |

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

An analysis of the demographic enrollment data shows that the Library Technology Program has a higher percentage of Caucasians, African-Americans, and female students and a lower percentage of Hispanic and male students than the campus population. These percentages are consistent with the library field which is predominately Caucasian and female. Based on employee demographics from the United States Department of Labor [Employed persons by detailed occupation, sex, race, and Hispanic or Latino ethnicity](#) **SBVC's Library Technology Program shows greater ethnic diversity than the national average but has a higher percentage of females than the national average.**

| | LIB Tech | National |
|-------------------------|--------------|--------------|
| African-American | 19.% | 12.2% |
| Hispanic | 32.6% | 9.7 |
| Female | 80.4% | 71.4% |

Because the program demographics are representative of the library technician profession, this is not an area of concern. The Library Technology program

markets to all populations via direct mailing to area school districts and participation in career events.

Pattern of Service

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

The Library Technology Department rotates all classes over two semesters. Students are able to complete a library certificate in one year. The program serves students throughout the Inland Empire with students coming from as far away as Victorville, Hemet, and Palm Springs. The program is predominately online which meets the needs of most of our working students. Two of our courses, LIB 062 Care and Repair of Library Materials and LIB067 Cataloging and Classification are offered on campus only. To limit the amount of commuting for student the department changed the program rotation a few years ago so that LIB062 Care and Repair of Library Materials and LIB067 Cataloging and Classification are now offered back-to-back on Saturdays in the same semester.

The department had received feedback from students that they had difficulty enrolling in ENG055/155 Children's Literature. The department responded by creating an alternative course, LIB063 Survey of Literature for Library Technicians, and offering it online.

Classes offered for the First Year Experience (FYE) cohort are taught on campus.

Part II: Questions Related to Strategic Initiative: Student Success

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|--|--|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data. | Program <u>provides an analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes and/or Service Area Outcomes | Program <u>has not demonstrated</u> that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is <u>missing or incomplete.</u> | Program <u>has demonstrated</u> that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to area services is <u>complete.</u> |

Explain how the services in the program support student success.

Library Technology is an instructional program that measures success through Student Success and Retention data and SLOs. Student Success and Retention percentages remain above the campus average. There is some concern regarding the drop in student success from 80% in 14/15 to 71% in 15/16. The drop is attributed to the additional sections of LIB110 Information Literacy that are being taught in the First Year Experience (FYE) program. Although information literacy is a necessary skill, students outside the Library Technology Program do not perform as well as students in the program. This can be seen in the SLO course reports. 75% of FYE students met SLOs in LIB110, while 100% of students in the program met SLOs for LIB110.

The department has met one of the program goals from the EMP. LIB064 Introduction to Library Services is now a prerequisite for several of the Library Technology courses. The department met the goal to offer LIB064 Introduction to Library Services both semesters. Fall semester was offered online and Spring semester is a face-to-face class.

An average of 10 students per year graduate with a degree or certificate in Library Technology.

(INSERT SLO AND/OR SAO DATA FROM CURRENT SLO REPORT. INSERT COURSE MAP IF AVAILABLE. Refer to prior reports as needed for the analysis.) (Contact Dr. Celia Huston if you need assistance.)

| CLASSES | Library Technology Certificate | Students will know how to use technology and media associated with library services. | Students will know the basic organization of library materials in a variety of library environments such as schools, specialized, public and academic. | Students will know the fundamentals of working with the public which will include customer services, care and repair of materials and shelf and material maintenance. | Students will know the purposes, processes, and goals of the different departments within a library, including technical, public, and reference services. |
|---------|--------------------------------|--|--|---|---|
| LIB 062 | | X | | | X |
| LIB 063 | | | X | | X |
| LIB 064 | | | X | X | X |
| LIB 065 | | | X | X | X |
| LIB 066 | | X | | | X |
| LIB 067 | | X | X | | X |
| LIB 070 | | X | | | X |
| LIB 098 | | X | X | X | |

| | Library Technology AS Degree | Students will know how to use technology and media associated with library services. | Students will know the basic organization of library materials in a variety of library environments such as schools, specialized, public and academic. | Students will know the fundamentals of working with the public which will include customer services, care and repair of materials and shelf and material maintenance. | Students will know the purposes, processes, and goals of the different departments within a library, including technical, public, and reference services. |
|----------------|------------------------------|--|--|---|---|
| CLASSES | | | | | |
| LIB 062 | | X | | | X |
| LIB 063 | | | X | | X |
| LIB 064 | | | X | X | X |
| LIB 065 | | | X | X | X |
| LIB 066 | | X | | | X |
| LIB 067 | | X | X | | X |
| LIB 070 | | X | | | X |
| LIB 110 | | X | | X | X |

Demonstrate that your program is continuously assessing Service Area Outcome (SAOs) and/or Student Learning Outcomes (SLOs) based on the plans of the program since the program's last efficacy report; refer to prior SAO/SLO summary. Include evidence of data collection, evaluation, analysis, and reflection/feedback, and describe how the SLOs/SAOs are being used to improve student learning, and area services as appropriate (e.g., faculty discussions, SLO/SAO revisions, assessments, etc.).

The department collects SLO data for courses every semester. Some older data has not yet been converted from paper reporting to the SLOCloud, but data has been reported in the SLOCloud since 2015/2016. Courses are aligned with PLOs. The Library Technology courses, degree, and certificates have been evaluated within the past 3 years. The department updates and remapped Courses to PLOs when curriculum was updated in 2015.

SLOs have been used to improve teaching, learning, and curriculum. For example, a review of SLOs, PLOs, and curriculum in 2014 identified that LIB068 Library Media Services and LIB 069 Library Automation for Library Technicians had substantial overlaps. The department revised the curriculum in 2015 by deleting LIB068 Library Media Services and LIB069 Library Automation for Library Technicians and creating LIB070 Library Media and Technology which combined both courses and eliminated overlap. LIB070 was first offered in SP16. The department will gather two more years of data prior to the next full evaluation. The attached evidence shows that data collection, reflection, evaluation, and analysis is taking place Library Technology courses and programs.

The Library Technology program does not have service area outcomes.

Attached Evidence:

1. SLO Assessment Data Collection Sheet LIB069 (paper form)
2. SLOCloud Report LIB067
3. SLOCloud Program Report for Library Technology Certificate
4. SLOCloud Program Report for Library Technology Degree
5. SLOCloud Course Report for LIB110

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|--|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness - Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2016 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Mission and Purpose

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

What is the mission statement or purpose of the program?

The mission of the Library Technology certificate and associate degree program at SBVC is “*To train paraprofessionals to enter the library workplace prepared with fundamental knowledge of library services, principles, and practices and the understanding of how they apply in specific library settings.*” SBVC offers the only Library Technology Program in the Inland Empire. The program is designed to prepare students to function effectively in a library paraprofessional position. Taken alone, each course provides entry-level exposure to a particular library department or function.

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

The Library Technology Program links with the institutional mission of the campus by increasing the quality of education by offering classes that will improve student's research skills which are fundamental to student success, especially in today's information-laden society. LIB 110: Information Literacy aligns with the campus' Institutional Learning Outcomes. LIB110 is a part of the FYE program and is one of the courses being considered for Dual Enrollment.

The Library Technology courses are part of an associate of arts degree or a certificate program designed for students who are interested in working as paraprofessionals in the library field. Taken alone, each course provides entry-level exposure to a particular library department or function. Presently employed library workers can also take courses to increase their level and variety of training in the library field. The program understands that it serves a geographically diverse population and schedules on-campus, hybrid, online and Saturday classes.

Productivity

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

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

- Relative status of the department at SBVC in comparison to the same department at other multi-campus districts in terms of
 - i. staffing levels
 - ii. compliance with state, local, and federal regulations
- Average time to respond to requests for service
- Average time to respond to complaints
- Results of user satisfaction surveys
- Results of employee satisfaction/staff morale surveys
- Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence

As an instructional program, Library Technology measures satisfaction and productivity using student success and retention data, Degrees and Certificates awarded, SLO assessment data, FTES, FTEF, WSCH per FTEF, and sections offered. As discussed earlier, student retention and degrees and certificates awarded has remained stable.

FTEF has increased from 1.09 – 1.74, FTES have increased from 14.12 to 21.21, and sections offered have doubled from 7 to 14. These increases are attributed to the additional sections of LIB110 for FYE, and additional sections of LIB098 Work Experience. WSCH per FTEF, which is an indicator of efficiency, has dropped from 388 in 14/15 to 366 in 15/16. This difference is attributed to the additional LIB098 Work Experience sections that have been added. LIB098 is not conducted in a traditional classroom or online format that seats 40 students. There are a limited number of student worker positions in the Library available for students taking LIB098.

The Library Technology Program is ready for growth. The program has received 54 requests for information on the program from potential students this academic year. Many inquiries are from

outside our service area and even from out of state. The Strong Workforce data shows the number of students achieving a degree or certificate does not meet the regional employment needs through 2025.

There is an ongoing market for the Library Technology Program. The passage of the *No Child Left Behind Act of 2001* established Federal guidelines which positively impacts our program by requiring increased education for its K-12 paraprofessionals to ensure that all students in public elementary through secondary schools receive a high-quality education. Local employers, for example Rialto Unified School District, require 12 semester credits completed in one of three areas including library science for their Library Media Technical II positions, and for their Library/Media Technician I it is desirable for them to have supplemental course work in technical library media operations or a library certificate.

http://www.rialto.k12.ca.us/Images/stories/documents/Personnel/job_descriptions/LIBRARY_MEDIA_TECHNICIAN_II.pdf

Additionally Strong Workforce/Environment Scan and Program Gap Analysis Data (pp.29; 32) shows that SBVC is the only college in our region that offers a certificate or degree in Library Technology and that there is annual gap of 75 certificate graduates and 87 degree graduates to meet annual job openings thru 2025.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum (e.g., seminars, workshops, presentations, classes, etc. for Student Services).

N/A – The Library Technology Program does not offer seminars, workshops, presentations, etc beyond the instructional courses for the degree and certificate.

If applicable, describe your formal curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

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

Library Curriculum is currently up to date. The certificate and degree, which are due for review in May and December of 2017 have been launched for content review in CurricUNET.

| Library and Learning Support Services | | | | |
|---------------------------------------|---|------------|---------------------|------------------|
| Library Technology | | | | |
| | Course | Status | Last Content Review | Next Review Date |
| | LIB 062 Care and Repair of Library Materials Care and Repair of Library Materials | Active | 10/06/2014 | 10/06/2020 |
| | LIB 063 Survey of Literature for Library Technicians Survey of Literature for Library Technicians | Active | 12/01/2014 | 12/01/2020 |
| | LIB 064 Introduction to Library Services Introduction to Library Services | Active | 12/01/2014 | 12/01/2020 |
| | LIB 065 Public Services | Active | 04/13/2015 | 04/13/2021 |
| | LIB 066 Acquisitions | Active | 04/13/2015 | 04/13/2021 |
| | LIB 067 Cataloging and Classification Cataloging and Classification | Active | 04/13/2015 | 04/13/2021 |
| | LIB 070 Library Media and Technology Library Technology and Media Services | Active | 11/03/2014 | 11/03/2020 |
| | LIB 098 Library Technology Work Experience | Active | 04/13/2015 | 04/13/2021 |
| | LIB 110 Information Literacy and Research | Active | 11/03/2014 | 11/03/2020 |
| | LIB 062 Care and Repair of Library Materials Care and Repair of Library Materials | Historical | | |
| | LIB 062 Care and Repair of Library Materials Care and Repair of Library Materials | Historical | | |
| | LIB 064 Introduction to Library Services Introduction to Libraries for Library Technicians | Historical | | |
| | LIB 064 Introduction to Library Services Introduction to Libraries for Library Technicians | Historical | | |
| | LIB 065 Public Services for Library Technicians | Historical | | |
| | LIB 065 Public Services for Library Technicians | Historical | | |
| | LIB 066 Acquisitions for Library Technicians | Historical | | |

| | | | | |
|--|---|------------|--|--|
| | LIB 066 Acquisitions for Library Technicians | Historical | | |
| | LIB 067 Cataloging and Classification Library Technical Services | Historical | | |
| | LIB 067 Cataloging and Classification Library Technical Services | Historical | | |
| | LIB 068 Library Media Services Library Media Services | Historical | | |
| | LIB 068 Library Media Services Library Media Services | Historical | | |
| | LIB 068 Library Media Services Library Media Services | Historical | | |
| | LIB 069 Library Automation for Library Technicians Library Automation for Library Technicians | Historical | | |
| | LIB 069 Library Automation for Library Technicians Library Automation for Library Technicians | Historical | | |
| | LIB 069 Library Automation for Library Technicians Library Automation for Library Technicians | Historical | | |
| | LIB 098 Library Technology Work Experience | Historical | | |
| | LIB 110 Information Literacy | Historical | | |
| | LIB 110 Information Literacy | Historical | | |

Articulation and Transfer

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

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

N/A

Currency

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

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

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

The courses and certificate are up to date. The degree had not yet been State approved at the time of catalog publication. The degree is now approved and will be updated in the next catalog.

Part IV: Planning

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|---|---|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

There are two strong trends in the discipline that will impact program planning.

1. Strong Workforce/Environment Scan and Program Gap Analysis Data (pp.29; 32) shows that SBVC is the only college in our region that offers a certificate or degree in Library Technology and that there is annual gap of 75 certificate graduates and 87 degree graduates to meet annual job openings thru 2025.

2. Increasing student demand for a fully online program.

The department will complete a Strong Workforce funding request for 2017/2018 funding that will ask for a summer stipend to develop LIB067 Cataloging and Classification and LIB062 Care and Repair of Library Materials for online delivery, a FT instructional faculty for Library Technology, funding to offer additional sections of LIB062 Care and Repair of Library Materials, LIB 064 Introduction to Library Services & LIB067 Cataloging and Classification, and funding for marketing the program.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

The Library Technology Program revised its curriculum for a number of courses, and changed degree and certificate requirements. Advances in technology had caused LIB068 Library Media Services and LIB069 Library Automation for Library Technicians, classes that originally had distinct curriculum, to overlap. Those courses were discontinued and replaced by LIB070 Library Media and Technology. LIB064 Introduction to Library Services, was raised from 1 unit class to 3 unit class and added as a corequisite/prerequisite for several of the other Library Technology courses. Faculty interaction with students showed that students, especially online students, had an ongoing problem registering and/or attending the ENG 055/155 Children's Literature course. The department responded by creating an alternative course, LIB063 Survey of Literature for Library Technicians ., and offering the course online.

The Library Technology Program has partnered with First Year Experience and is offering sections of LIB110 Information Literacy for the FYE cohorts.

Library Technology planning addresses these accomplishments and strengths by offering LIB064 Introduction to Library Services in the Fall and Spring semester so that students beginning the program in Spring can meet the LIB064 Introduction to Library Services corequisite/prerequisite requirement for other Library Technology classes offered that semester. The Library Technology program is using the Needs Assessment process to request a FT faculty member whose primary work would be with the Library Technology program (not the Library). The department plans to request Strong Workforce funding for additional sections and faculty.

Challenges

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

Library Technology is a small department with no FT faculty. Courses are taught by adjunct faculty and by FT librarians who teach overload classes over and above their library assignment. The increase in LIB110 Information Literacy and LIB064 Introduction to Library Services have stretched our FT and adjunct faculty to the limit of their adjunct/overload availability. Campus plans to expand offerings of LIB110 to include Dual Enrollment and/or Valley Bound classes will require hiring more qualified adjunct or FT faculty. The department will work with Personnel to advertise for adjunct faculty. As noted above,

the department is using the Needs Assessment process and Strong Workforce to request and fund FT faculty.

Another challenge is moving the two remaining courses LIB062 Care and Repair of Library Materials and LIB067 Cataloging and Classification online. LIB062 Care and Repair of Library Materials is a very hands-on class where students repair damaged books and make their own book from scratch. LIB067 Cataloging and Classification is an intense class that is extremely detail oriented. The course requires a lot of faculty/student interaction and the use of print materials housed in the library. Faculty are concerned that student success for LIB062 Care and Repair of Library Materials and LIB067 Cataloging and Classification will suffer when moved to online delivery. While moving the courses online will be convenient for many students, students who prefer face-to-face instruction will find these courses difficult online. The Strong Workforce application for 17/18 funding will include a request for stipends to develop both courses for online delivery. The request will also include funding for additional sections so the courses can be offered in a face-to-face and online format.

It is a continuing challenge for Library Technology, an instructional program with degrees and certificates, to be aligned with Student Services instead of Instruction. When the Library and Learning Resource Division was moved from Instruction to Student Services it created some confusion, but as a standalone Division faculty evaluation, faculty representation on shared governance committees, Needs Assessment, Program Efficacy and Curriculum were still relatively easy to track. Since the Division was dissolved the Library Technology Program is "lost" among the larger Student Services community. The new Instructional Dean position would have moved the Library Technology program (and the Library!) back to instruction, but momentum for that position has faded without a permanent VPI. Faculty will continue to work with administration to move Library Technology, and all affiliated areas (Library, Computer Lab, and Academic Advancement) back to instruction.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|--|---|--|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program <u>does not demonstrate</u> that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program <u>does not have plans</u> to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program <u>demonstrates</u> that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program <u>has plans</u> to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

The Library Technology Program has a partnership with the First Year Experience program to offer LIB110 as a part of the FYE cohort. LIB110 is one of the courses being discussed to be offered for the Dual Enrollment project.

The department has plans to move the last two remaining face-to-face Library Technology for online delivery.

One faculty member will be testing CConferZoom to use for 'office hours' this semester. If successful, this video conference program may be helpful for adapting LIB062 Care and Repair of Library Materials and LIB067 Cataloging and Classification for online delivery.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by either describing below how your program has remedied these deficiencies, or, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

The accomplishments of the program are noted: Internship opportunity with Colton Public library, recent acquisition of department chair position (for past 3 ½ years) giving equal representation across campus, increase in student requests about the program, and notably, the only Library Technology program in the Inland Empire. However, these strengths were not shown to be addressed in planning.

Address, in detail and with specific examples, how this deficiency was resolved: Library Technology received "Does Not Meet" for failing to include identified strengths in its planning processes. This program efficacy document addresses planning in the Trends, Accomplishments and Strengths, and Challenges areas.

**Program Efficacy Team Report
Spring 2017**

Name of Department: **PSYCHIATRIC TECHNOLOGY**

Efficacy Team: **Sandra Moore, Diane Dusick, Leonard Lopez**

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation: The overall recommendation for continuation is based on the program meeting the criteria in the report. There are some areas that could use more clarity such as analysis of demographic data. How SLO data is evaluated could use more detailed discussion. The program has discussed previous Does Not Meets in the document.

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

Efficacy Team Analysis and Feedback: Meets Does Not Meet

There is an analysis of some of the differences in the demographic data, but there could be more clarity in analyzing some of the differences. There are some activities/plans to recruit underserved populations. The program provides evidence that the pattern of service meets student needs.

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program does not provide an adequate analysis of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes (SLOs) | Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete . | Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete . |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

There is an analysis of student success data along with supplemental data. However, there is no data given for degrees and certificates in 2015-2016. The program provides some evidence of SLO assessment, however, the evaluation of the SLO data needs to be discussed in more detail. The program does not describe how data is evaluated or plans to be evaluated.

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness – Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The program mission is consistent with the College mission. Productivity levels are explained and are consistent with the size of the program. The program provides evidence of up to date curriculum. Courses are relevant and current to the mission of the program.

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|---|---|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The program identifies and describes major trends in the field and how this will impact enrollment and planning. Data is presented for support. The program incorporates accomplishments and strengths into planning. The program incorporates weaknesses and challenges into planning, but needs to be clearer about number of program contact hours.

| Strategic Initiative | Institutional Expectations | |
|--|---|--|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and Campus Climate. The program implies that it will continue with the same activities for Technology, Partnerships, and Campus Climate in terms of plans.

| Part VI: Previous Does Not Meets Categories |
|---|
| Program addressed each area, by either describing how the program has remedied deficiencies, or if these areas have been discussed elsewhere in this current document, provided the section where these discussions can be located. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The program does describe how it remedied previous deficiencies.

Program Efficacy—PSYCHIATRIC TECHNOLOGY
2016 – 2017

Complete this cover sheet as the first page of your report.

Program Being Evaluated

| |
|------------------------|
| Psychiatric Technology |
|------------------------|

Name of Division

| |
|---------|
| Science |
|---------|

Name of Person Preparing this Report

Extension

| |
|---------------------------------|
| Dennis Jackson and Maria Valdez |
|---------------------------------|

Names of Department Members Consulted

| |
|--|
| Marcia Alfano-Wyatt and Marianne Klingstrand |
|--|

Names of Reviewers

| |
|-------------------------------|
| S. Moore, D. Dusick, L. Lopez |
|-------------------------------|

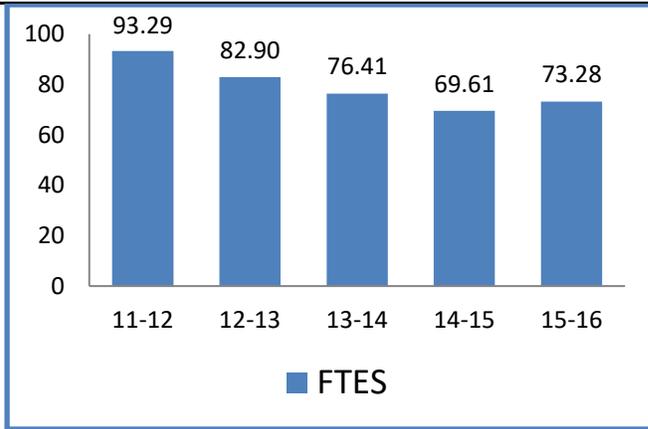
| Work Flow | Date Submitted |
|---|----------------------------|
| Initial meeting with department | |
| Meeting with Program Review Team | |
| Report submitted to Program Review co-chair(s) & Dean | by NOON on March 21 |

Staffing

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

| Classification | Number Full-Time | Number Part-time, Contract | Number adjunct, short-term, hourly |
|-----------------------|-------------------------|-----------------------------------|---|
| Managers | 1 (Dean) | 0 | |
| Faculty | 4 | 0 | 10 |
| Classified Staff | 0.2 | 0 | |
| Total | 5.2 | 0 | 10 |

PROGRAM: EMP FROM FALL 2016



| | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|-----------------------|-------|-------|-------|-------|-------|-------|
| Duplicated Enrollment | 101 | 92 | 80 | 74 | 67 | 70 |
| FTEF | 12.18 | 11.88 | 11.18 | 10.46 | 9.74 | 9.59 |
| WSCH per FTEF | 257 | 236 | 222 | 219 | 214 | 229 |

Description: The Psychiatric Technician Program is a one-year program consisting of two, 18 weeks (17 units each) and one, 10 week term summer session (12 units). The program content areas include: nursing science, developmental disabilities and mental disorders. Twenty to thirty students are admitted each fall and spring semesters. The program is accredited by the Board of Vocation Nurses and Psychiatric Technicians. Upon completion, the students are eligible to take the BVNPT licensing exam.

Department Goals:

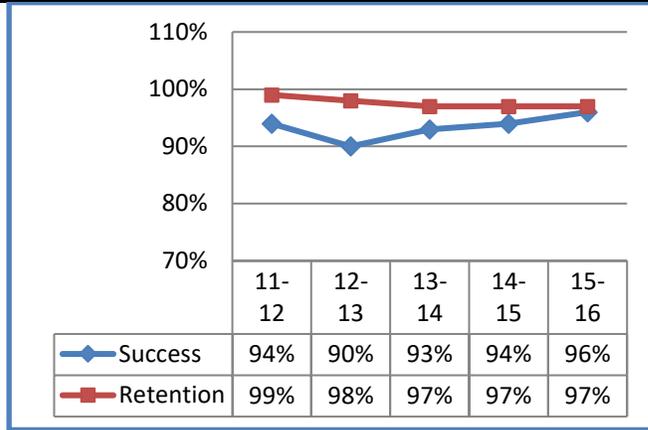
- Retention and success rates are high and stable.
- State licensing first time pass rates have been 95% for January through December 2014 testing dates. (Last report provided by the BVNPT)
- Retention and success rates exceed the college average.
- Shows a recent period of small increase in FTES
- WSCH/FTEF reflects the requirement of clinical sites to allow 8 student per faculty.

Department Goals:

- Expand the multimedia collection for students and faculty use.
- Maintain first time pass rate at 95% or higher the next three years.
- Encourage faculty to improve and expand knowledge, skills, and teaching approaches.
- Provide funding and resources for activities for students that support a quality program.

Challenges & Opportunities:

- Continue to meet the faculty to student ratio of 1:8 as required by our clinical facilities.
- Build and cultivate a pool of adjunct faculty
- Enhance support for annual advisory meetings.
- Strengthening the partnerships between SBVC and community agencies.
- Utilize funding for Professional Development, i.e. for all full time instructors to attend our association's annual meeting.
- SBVC hiring process and low pay scales prevent timely hiring of qualified faculty.



Action Plan:

- Utilize funding and support for annual advisory meetings.
- Seek qualified instructors with experience and expertise in areas of developmental disabilities, mental disorders and nursing science.
- Strengthen advisory committee by providing liaisons for increased clinical sites.
- Update equipment and software used in the course.
- Evaluate courses offered each semester to ensure degrees and certificates can continue to be earned by students in a reasonable amount of time.
- Distribute our program brochure to prospective students
- Find funding source for required field trips.

| | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|------------------------|-------|-------|-------|-------|-------|-------|
| Sections | 4 | 4 | 4 | 4 | 4 | 4 |
| % of online enrollment | 0% | 0% | 0% | 0% | 0% | 0% |
| Degrees awarded* | 15 | 8 | 19 | 16 | 18 | |
| Certificates awarded* | 38 | 37 | 36 | 28 | 34 | |

TOP Code: 123900

Award Source: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx

*Data will be available in October 2016

Part I: Questions Related to Strategic Initiative: Access

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

SBVC Strategic Initiatives:

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

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

| Demographics - Academic Years - 2014-15 to 2015-16 | | |
|--|---------------------------------------|-----------------|
| Demographic Measure | Program: Psychiatric Technology | Campus- wide |
| Asian | 15.3% | 4.8% |
| African-American | 30.5% | 12.8% |
| Hispanic | 44.1% | 64.2% |
| Native American | 0.0% | 0.2% |
| Pacific Islander | 1.7% | 0.3% |
| White | 6.8% | 14.0% |
| Unknown | 1.7% | 0.4% |
| Female | 61.0% | 56.9% |
| Male | 37.3% | 42.9% |
| Disability | 1.7% | 6.3% |
| Age Min: | 14 | 14 |
| Age Max: | 56 | 78 |
| Age Mean: | 24 | 24 |

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

Asians and African-Americans are generally over represented in the psych-health professions, Hispanic and whites are underrepresented, and females are over represented and male are underrepresented.

- The program has slightly more females and fewer males compared to the college. This is a frequent occurrence in a nursing program.
- The program has less Caucasian but more Asian and African-American ethnicity compared to the college and less Hispanic students.
- Students in the program are diverse with representation from all major groups.
- The program is open to anyone that meets the pre-requisite requirements on a first come, first served basis.

- Completed applications are date stamped as received. Applicants will be accepted into the program on a first come, first serve basis.
- The program demographics are similar to the SBVC's registered nurse program and other psychiatric technician programs in the state. There are no plans to recruit special populations into the program, but instead to promote the program to all of our students.
- "Demographic Measure" above does not differentiate between African-Americans and Africans. We have many students that identify as African. The BVNPT now divides the two groups. The next paragraph demonstrates the difference in the two groups. They each have different values and view of life.
- "A shared complexion does not equal a shared culture, nor does it automatically lead to friendships," says Kofi Glover, a native of Ghana and a political science professor at the University of South Florida. "Whether we like it or not, Africans and African-Americans have two different and very distinct cultures." (<https://www.library.yale.edu/~fboateng/akata.htm>)
- We currently have many student with learning disabilities who are successful in our program. We have explored person who are deaf and found this places them in potentially very dangerous situations because they are unable to hear another person yelling help. Employers are very resistant in hiring persons with this disability. Employers test all new hires in their ability to pass "agility test". Many people fail because they are not physically fit.

MEN IN NURSING

Because of a continued under-represented field of men in the nursing profession, the nursing program hosts four times more females than males. We also emphasize the importance of men in the field of nursing and how quickly men can climb the nursing ladder.

Men seem to aspire to higher education in nursing than women, increasing their take-home earnings. There are more men in RN programs than in Licensed Vocation Nurse (LVN) programs, and more men in BSN programs than in ADN programs.

As job markets fluctuate, it is expected that more males will want to train for a high-paying, entry level position. The program provides such an opportunity.

ASIAN AND FILIPINO POPULATION

The Asian and Filipino populations are higher in the health programs than in the other programs. The program is seeing a younger group of students from these ethnic populations. They enter into the program, right out of high school, as soon as the prerequisites are completed. This could perhaps occur because of our close proximity to Loma Linda, California, and their large Asian and Filipino populations. The program demographics are similar to the nursing program.

The discrepancies between the program demographics and the college demographics are being addressed. We currently visit and recruit from the psychology and the biology classes at SBVC. About once or twice each semester we advertise the program in the campus cafeteria.

Pattern of Service

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

- The Psychiatric Technician Program consists of a sequence of courses that can be completed in three semesters. This includes summer classes. PSYTCH 084 and 086 are 17 units each and offered every fall and spring. PSYTCH 085, 12 units, 10 week course, is offered each summer.
- Classes are scheduled 5 days per week, Monday through Friday during the day.
- There are day-time lecture classes with day hospital labs.
- Students are admitted twice a year in the fall and spring semesters.
- Approximately 20-30 students apply each semester.
- Over the years relevant clinical facilities are closing or getting smaller. This external challenge is a major concern to the Program.
- 16-24 students are accepted each semester in the program.
- The number of students admitted was reduced from 30 because of an overall required reduction in the available clinical facilities.
- Students not accepted may be “rolled over” to the next semester and admitted to the program. In the last five years we have not had a waiting list.
- If the occasion occurs that we are unable to have the 10 week summer school, the students would be unable to qualify to take their state boards and would have to wait until the summer classes are offered again. The only clinical openings in the hospitals for our program are in the summer. There are too many LVN and RN programs competing for the space. Priority is given to them because of their need to hire LVNs and RNs, and not psychiatric technicians.
- There are no on-line classes offered at this time because the program is a “hands on” program. The BVNPT requires actual experience with “real” patients. Hybrid have been considered but are considered of limited value because of the dynamic interaction found in a classroom setting.
- The students who complete the program take the BVNPT exam and find jobs within 4-6 months. With Patton State Hospital nearby we provide trained professionals to staff their facility. Students, also, find jobs in facilities that take care of developmentally disabled.

PSYCHIATRIC TECHNICIAN PROGRAMS ARE REGULATED BY THE CALIFORNIA BOARD OF VOCATIONAL NURSES AND PSYCHIATRIC TECHNICIANS (BVNPT) AND THE PSYCHIATRIC TECHNICIAN PRACTICE ACT.

Psychiatric Technicians practice information, advisories, and guidelines are provided by the BVNPT to ensure ongoing communication of competency standards to consumers, licensed vocational nurses and psychiatric technicians, employers, educators, and other regulators. As the scope of nursing practice changes and grows, so does this information. <http://www.bvnpt.ca.gov/pdf/ptregs.pdf>

PSYCHIATRIC TECHNICIANS LAW

- The Psychiatric Technicians Law is the body of California law that mandates the Board to set out the scope of practice and responsibilities for Psychiatric Technicians. This law is located in the California Business and Professions Code. Starting section 4500. Regulations which specify the implementation of the law appear in the California Business And Professions Code, Chapter 10. Psychiatric Technicians <http://www.leginfo.ca.gov/cgi-bin/displaycode?section=bpc&group=04001-05000&file=4500-4509.5>

Part II: Questions Related to Strategic Initiative: Student Success

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data. | Program <u>provides an analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes (SLOs) | Program <u>has not demonstrated</u> that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is <u>missing or incomplete</u> . | Program <u>has demonstrated</u> that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is <u>complete</u> . |

Provide an analysis of the data and narrative from the program’s EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded”)

Chart 3

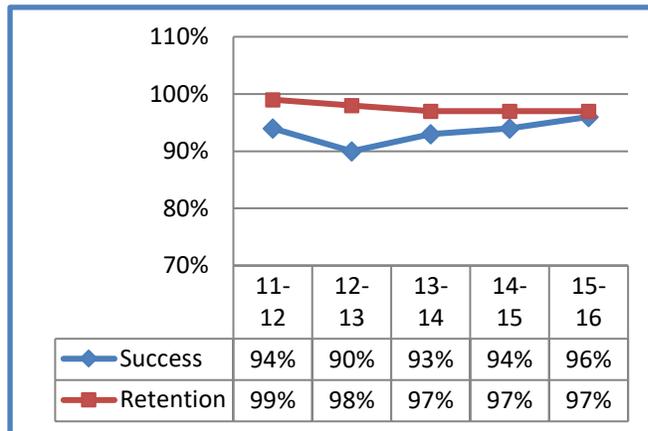
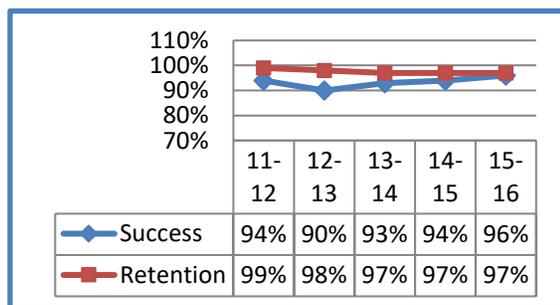


Chart 4



- Our success and retention rates are among the highest in the college.
- This is due in part to the faculties' commitment to the students to ensure that they receive adequate support in all content areas. Instructors spend hours out of class tutoring students.
- With the change in the prerequisite classes, the students are better prepared to enter the program and are more committed to completing the program.
- In 2014-15 students earned 34 certificates and 18 earned degrees.
- Since then we have seen increases in the percent of degrees earned by our graduates.
- We encourage the students to complete degree requirements.
- To complete this program, students must earn a certificate or degree in Psychiatric Technology.

Supplemental Data

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

- The BVNPT Board has completed a survey of agencies that heir Psychiatric Technicians indicating there are about 9,000 new jobs opening in the next 5 years. Currently there are several state hospital that cannot open psychiatric units because of lack of adequate staffing. Starting salaries are about \$60,000 a year.
- Continue to meet the faculty to student ratio of 1:8 as required by our clinical facilities.
- Build and cultivate a pool of adjunct faculty.
- Enhance support for annual advisory meetings. We continue to have a core group, though diminishing, of community support that attend our annual meetings.
- Strengthening the partnerships between SBVC and community agencies. More of our clinical sites are planning to close in the next few years. This will have a profound effect on the program and we will branch into other facilities.
- The faculty provide both orientation sessions for potential students and review sessions for students who successfully completed the courses and are preparing for the licensing exam.

Bureau of Labor Statists

Occupational Employment and Wages, May 2015

29-2053 Psychiatric Technicians

Care for individuals with mental or emotional conditions or disabilities, following the instructions of physicians or other health practitioners. Monitor patients' physical and emotional well-being and report to medical staff. May participate in rehabilitation and treatment programs, help with personal hygiene, and administer oral or injectable medications.

| Metropolitan area | Employment (1) | Employment per thousand jobs | Location quotient (9) | Hourly mean wage | Annual mean wage (2) |
|---|--------------------------------|------------------------------|---------------------------------------|------------------|--------------------------------------|
| San Luis Obispo-Paso Robles-Arroyo Grande, CA | 810 | 7.31 | 17.24 | \$27.82 | \$57,870 |
| Port St. Lucie, FL | 580 | 4.41 | 10.41 | \$13.21 | \$27,490 |
| Pueblo, CO | 250 | 4.28 | 10.09 | \$17.78 | \$36,980 |
| Tallahassee, FL | 630 | 3.97 | 9.37 | \$12.55 | \$26,110 |

| | | | | | |
|---|-----|------|------|---------|----------|
| Visalia-Porterville, CA | 540 | 3.85 | 9.09 | \$27.18 | \$56,530 |
| Santa Rosa, CA | 520 | 2.76 | 6.50 | \$24.48 | \$50,930 |
| Vallejo-Fairfield, CA | 310 | 2.51 | 5.93 | \$33.40 | \$69,470 |

BVNPT First Time Test takers for the last 5 years:

Overall we remain one of the top schools in California.

Department of Consumer Affairs

Board of Vocational Nursing and Psychiatric Technicians

The table below represents the performance of all **first - time program graduates** who completed the California Psychiatric Technician Licensure Examination during the last five (5) years.

| School | QTRS. 1 - 4 2011 | | QTR. 1-4 2012 | | QTR 1-4 2013 | | QTR 1-4 2014 | | QTR 1-4 2015 | |
|---|---------------------|-----------|------------------|-----------|---------------------|-----------|---------------------|-----------|---------------------|-----------|
| | # Tested | % Pass | # Tested | % Pass | # Tested | % Pass | # Tested | % Pass | # Tested | % Pass |
| American College of Nursing, formerly Healthcare Career College | 0 | NA | 3 | 67% | 2 | 100% | 2 | 100% | 9 | 56% |
| Cypress College | 39 | 54% | 45 | 84% | 35 | 86% | 34 | 74% | 30 | 83% |
| Department of State Hospitals-Atascadero/Questa College | 66 | 94% | 71 | 94% | 65 | 92% | 87 | 93% | 51 | 96% |
| Gurnick Academy of Medical Arts, Concord | 0 | NA | 6 | 83% | 12 | 83% | 19 | 79% | 11 | 73% |
| Hacienda La Puente Adult Education, Willow Campus | 56 | 73% | 42 | 71% | 34 | 74% | 54 | 57% | 58 | 64% |
| Mission Community College | 21 | 86% | 24 | 67% | 15 | 60% | 26 | 62% | 22 | 64% |
| Mt. San Antonio Community College | 65 | 78% | 72 | 90% | 66 | 91% | 73 | 89% | 36 | 83% |
| Napa Valley Community College - Fast Track | 0 | NA | 6 | 67% | No graduates tested | | No graduates tested | | No graduates tested | |
| Napa Valley Community College - Generic | 62 | 79% | 47 | 75% | 23 | 91% | 43 | 91% | 49 | 86% |
| Porterville Community College | 71 | 73% | 46 | 72% | 25 | 72% | 32 | 72% | 9 | 55% |
| San Bernardino Valley College | 36 | 92% | 43 | 95% | 32 | 91% | 34 | 97% | 36 | 86% |
| San Joaquin Delta College | 15 | 80% | 39 | 77% | 63 | 87% | 101 | 79% | 51 | 71% |
| West Hills Community College | 71 | 79% | 65 | 72% | 84 | 85% | 118 | 79% | 71 | 62% |
| Yuba Community College | 12 | 83% | 0 | N/A | 9 | 100% | No graduates tested | | 7 | 100% |

Updated 09-07-16

Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports

from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. This section is required for all programs.

As prescribed by the college SLO schedule, the Psych Tech program has collected student learning outcome data for all three classes and the program. The full-time faculty then analyzes the data and discusses trends in the data. The faculty develops strategies for improving instruction based on the data or recommend changes to the outcome or measuring instrument. SLOs are discussed every other month at faculty meetings. Discussions include changing the review cycle from 3 years to each semester. The course SLOs were found not to be measurable and were rewritten. The program SLOs also were not measurable and updated SLOs have been adopted. The SLOs were updated in 2015. Since then we have used the data collection for evaluation.

Course and Program Level SLO's for the last 3 years have met the criteria.

Sample of the revised SLOs

| | |
|------------|---|
| PSYTCH-084 | Students will with 75% accuracy, utilize the Nursing Process to assess and identify the needs, care and treatment for clients with developmental disabilities and develop a plan of care; safely implement nursing interventions at the primary, secondary and tertiary levels. |
| PSYTCH-084 | Students will demonstrate the ability to administer medications by all routes such as orally, topically, subcutaneous and intramuscularly with a minimum of 75% accuracy in written examinations and a minimum of 90% accuracy in clinical performance. |
| PSYTCH-084 | Upon class completion, 90% of the students will pass with an 80% or better rate on a short simulated Psychiatric Technology State Board Certification on developmental disabilities as measured by on-line simulated BVNPT state board examinations |
| PSYTCH-086 | 90% of the students will receive at least an 80% on the final examination. |
| PSYTCH-086 | 90% of the students will receive at least 75% on a psychiatric nursing case study and care plan |
| PSYTCH-086 | Upon class completion, 90% of the students will pass with an 80% or better rate on a short simulated Psychiatric Technology State Board Certification on psychiatric disorders as measured by on-line simulated BVNPT state board examinations. |

- SLO's are discussed at our monthly staff meetings.
- Data was reviewed and SLO's were modified or content was modified to ensure student learning and success.

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

We offer both a certificate and a degree. Program SLOs have been at or near 100% for the last 3 years.

Supplied by Dr. Celia Huston (Thank you)

| CLASSES | | Psychiatric Technology Certificate | |
|----------------|--|--|---|
| PSYTCH 084 | | 1. Program Attrition Rate: Upon completion, 90% of the students will have been successfully completed all required Program courses and remain in the program by comparing the enrollment roster of first semester (PSYTCH 084) to graduation list at the end of each 12 month period | X |
| PSYTCH 085 | | | X |
| PSYTCH 086 | | | X |
| PSYTCH AR-1 | | X | |
| PSYTCH AR-2 | | X | |

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|--|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness - Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2016 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Mission and Purpose:

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

What is the mission statement or purpose of the program?

The San Bernardino Valley College Psychiatric Technology Program provides quality education and training to diverse students interested in the psychiatric technology field. The mission of the program is to provide the community with graduates who will be competent and professional Licensed Psychiatric Technicians and who are prepared to provide care and treatment to a culturally diverse population.

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

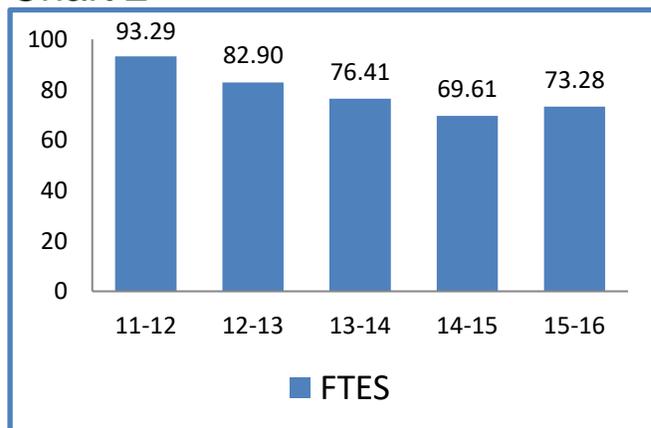
San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by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

- Both mission statements stress high-quality education for diverse populations.
- Both state preparing students for jobs requiring college training.
- Both state the goal of working with diverse population.
- Both discuss improving the quality of life in the IE and beyond. Our student lives are transformed.

Productivity

Provide additional **analysis and explanation** of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

Chart 2



The high numbers of FTES in 2011–2012 reflect the years when 30 students were accepted each semester. The higher weekly-student-contact-hours (WSCH) also reflect the student population increase. As a result of the budget crisis, the program had reduced admissions from a count of 30 students to a total of 20 students accepted each semester. FTES have not recovered to the level because of reduced number of student.

Although our FTES declined during the low budget years, it has improved. In 2015-2016, our FTES increased to 73.28 from the previous year of 69.71.

The WSCH/FTES is less than the college average d/t the professional requirement of limited students to faculty ratio in hospital lab classes to maintain patient safety. The BVNPT mandates a maximum of 1:15 ratio in the hospital. Our clinical facilities require no more than 8 students at a time for one clinical instructor

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

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

| |
|--|
| |
|--|

| Science | | | | |
|------------------------|---|------------|---------------------|------------------|
| Psychiatric Technology | | | | |
| | Course | Status | Last Content Review | Next Review Date |
| | PSYTCH 084 Introduction to Psychiatric Technology | Active | 12/10/2013 | 12/10/2019 |
| | PSYTCH 085 Psychiatric Technology: Nursing Science | Active | 04/01/2013 | 04/01/2019 |
| | PSYTCH 086 Introduction to Psychiatric Technology: Behavioral Science | Active | 04/01/2013 | 04/01/2019 |
| | PSYTCH 084 Introduction to Psychiatric Technology | Historical | | |
| | PSYTCH 085 Psychiatric Technology: | Historical | | |
| | PSYTCH 086 Introduction to Psychiatric Technology | Historical | | |
| | PSYTCH 086 Introduction to Psychiatric Technology: Behavioral Science | Historical | | |

Articulation and Transfer

| List Courses above 100 where articulation or transfer is not occurring | With CSU | With UC |
|---|----------|---------|
| None/NA | | |

| | | |
|--|--|--|
| | | |
| | | |
| | | |

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

We are not a transfer program.

Currency

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

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

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

All information is current and correct.

Part IV: Planning

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|---|--|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

- The demand for psychiatric technicians is on the increase. The State of California is the main employer of psychiatric technicians. Lanterman Developmental Center, Pomona has closed and those employees have transferred to Patton State Hospital, other facilities or retired. Patton SH continues to hire students. Coalinga State Hospital, Coalinga, Napa State Hospital, Napa and the State Psychiatric Program in Stockton have continuing openings. Job projections are excellent for current students completing our program with a starting salary of about \$60,000. The Board of Vocation Nurses and Psychiatric Technicians (BVNPT) surveyed California employers in 2013 and projects 9,000 new jobs in the next 10 years in California State Facilities.
- California Department of Corrections and Rehabilitation's (CDCR) plan proposes to migrate 242 beds at Salinas Valley Psychiatric Program (SVPP) and 208 beds at Vacaville Psychiatric Program (VPP) to the California Health Care Facility (CHCF) in Stockton. They will need approximately 300 psychiatric technicians prior to opening.
- These trends will affect the program since we will fill the demand for psychiatric technicians. We are connecting with the alternative clinical site and using simulations
- We prepare student to work in a forensic setting. The majority of job opportunities are in the prison and state hospital treat forensic patients. We are working with the Depart of Correction to gain entry to do a clinical rotation in one of their prisons. To date we only done a one day field trip.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

- Simulation is now being utilized for teaching. As space becomes limited in the clinical facilities, we may spend more time on campus, using the simulations, so that the students will continue to have the opportunities to learn. The simulations are underutilized at this time because of space availability and technical support. We are formulating plans to rotate students through simulations also used by the Nursing Program.
- Students practice test questions weekly in the computer lab to prepare for course exams and the state Board licensing examination. This will continue as well as our test review following each weekly test and following graduation. Following graduation twice each year, we offer a two day contest review. Preparing student for the state board exam.
- Continue to be first or second best for first time test takers for the state Board exam as in the last 5 years.
- Program attrition is one of the lowest at the college. For the last year, we have lost 3 students. Two for family death and one person did not want to be a psych tech. The two dropping for family death, returned to the program in the following semester.
- We are working closely with our dean to start the process of hiring replacement faculty. We are losing two full time faculty (50%). We will need full-time faculty in place in the fall semester. The HR department has informed me that they will start the process in May. We need faculty that has expertise in the area of developmental disabilities. This will be difficult to find and is critical to our students success.
- We continue to work with the department of corrections to allow us to have a clinical rotation. We have been working with them for several years. If successful we will be the first Psychiatric Technician program to have a clinical in a prison. .

Challenges

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

- The BVNPT requires hand on experience and online interactive classes does not meet this requirement. The board requires 1530 contact hour of attendance in the program and on-line does not measure the hours. We have 1560 program contact hours to meet.
- The BVNPT has rigid limits on the number of hours student spend in skills lab, weekends and evenings classes. They have approved up to 40 contact hours for clinical laboratory simulations out of the 1530 contract hours. The learning needs will only be met on day shifts since this is when relevant patient care occurs Some persons would like for us to provide a part time program, but we are too small to do that at this time.
- Current Program Director is retiring in May of 2017. Another faculty is being groomed to be the Director. Training has been limited due to clinical assignments. Both are in off-site clinical sites on Wednesday, Thursdays and Friday. In addition, the new Director has a lecturing load of 90 hours this semester. We will continue to meet after hours as necessary.
- Our faculty have recruited a few adjunct faculty that are enthusiastic about teaching our students.
- We have stressed with our clinical facilities the student need to have training experiences on the day shift when most of the medical/nursing care is given. Other night, PM shifts and weekends shifts have limited clinical experiences. To date we have been successful.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|--|---|--|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

- Currently there is no waiting list for admission to the program which improves campus climate. (Strategic goal 1: Access)
- There remains a challenge to obtain sufficient clinical experience space for students in local hospitals. With the influx of LVN and private nursing schools into the Inland Empire, space availability has become a serious problem. (Strategic goal 1: Access)
- The advisory committee meets annually in April and includes representatives of all of our affiliating facilities. We generally have 20-25 representatives attending. The discussion include problems, means to resolve the problems and recommendations from the facilities of their specific training needs that they want in prospective employees. (Strategic goal 3: Communication, Culture and Climate)
- We have on-going partnerships with our clinical facilities and meet prior and at the end of our clinical rotations to discuss their needs. (Strategic goal 1: Access)
- A Blackboard shell has been set-up and is used to communicate the status of students' applying to the Program. Eligible students are added to the database to login to the Blackboard. (Strategic goal 1: Access)(incorporates the strategic initiative of Technology)
- The program maintains an extensive website providing much information on the requirements for admission, Q & A, date for the monthly information meetings. The website is reviewed monthly for any needed updates. (<http://depts.valleycollege.edu/PsychiatricTech/>) (Strategic goal 3: Communication, Culture and Climate) (incorporates the strategic initiative of Technology)
- Current director/chair is leaving in May of 2017. Concern is continuity of guidance for the program leadership. (Strategic goal 4: leadership and Professional Development)
- PSYCH 086 uses the Health Science Computer Lab to administer simulated state board examinations as a requirement for all students. For absences and late student these simulations are required as part of the student makeup assignments. A 240 question simulation exam is required for completing the program with a passing score of 80%. (Strategic goal 2: Student Success) (Strategic goal 5: Effective Evaluations 7 Accountability) (incorporates the strategic initiative of Partnerships)
- We form solid relations with our external partners, the clinical sites, and many serve on our Advisory Committee (Strategic Initiative Partnerships)
- Youtube videos are required for PSYTCH 084's clinical skills lab prior to attending the lab session.
- DVDs, VHS, and CD software are used to help students practice and master theory content and nursing skills in the classroom. (Strategic goal 2: Student success) (incorporates the strategic initiative of Technology)

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

The analysis of the data includes issues related to budgets cuts and state mandates regarding student-faculty ratios in hospital lab settings. The analysis of the data does not include an explanation of whether the data is acceptable or unacceptable to the program. Furthermore, it is unclear if current productivity levels are sufficient to meet employment demands of the local market. There is also no analysis of the number of certificate and degrees awarded in recent years.

Address, in detail and with specific examples, how this deficiency was resolved:

- We are no longer experiencing state budget cuts. We have reduced admission to 16 or 24 student twice a year to deal of faculty ratios in the hospital lab setting. Clinical facilities set up standards for their facilities and do not ask us if it acceptable or not. If we are going to use a facility, we must follow their guidelines. We are meeting the employment demands for area facilities at this time. If a student wants a job, there is a job available for him/her.
- Each graduate receives a certificate at the completion of the program. We encourage students to obtain an AS degree. We have had one class in which all graduates except one student was eligible for an AS degree.

Although recent employment trends are identified in detail, the analysis of the trends does not reflect how the program's planning efforts reflect these trends. The analysis includes reference to the program having to limit the number of students being admitted due to budget cuts to the point of being at the minimum size as required by accreditation standards. It is unclear if this is acceptable to the program given employment trends. The program has not described whether the number of certificates and degrees that have been awarded in recent years adequately meet local employment trends nor is there an identification of how discipline trends in general reflect the program's planning efforts or goals.

Address, in detail and with specific examples, how this deficiency was resolved:

- No longer experiencing budget cuts. The number of students is acceptable to the program.
- We are producing adequate number of graduates to meet local employment trends. The major trend for our discipline is to work in forensic setting such as state hospital and prisons. We are now including a field trip to a local state prison. We are working with them to add a clinical rotation in the prison.
- Every graduate of our program earns a certificate. We encourage students to earn a AS degree in Psychiatric Technology. One year we had a class that everyone was eligible to receive an AS degree, except on person.

The program references areas of productivity, trends, and demographics. The program continues to have some level of deficiency in these areas in terms of how the data or information is analyzed or incorporated into its planning efforts. Particularly in the areas of productivity and trends it is not clear whether the program finds the data acceptable and the rationale to justify its thinking about these is missing.

Address, in detail and with specific examples, how this deficiency was resolved:

The program find the data acceptable because:

- Productivity will remain at the current levels because of clinical facilities requirements.
- The major trend we are dealing with is the change of role of psych tech from working with developmental persons to working with forensic persons.
- We currently use “first apply, first admitted” to the program. To match the schools demographics would have to restrict openings to specific groups. This seems unfair to do this. We currently participate in meeting with high school counselors, advertise in the cafeteria and recruit from Biology and Psychology classes.
- Following graduation everyone is eligible to take the state board exam. Frequently there are one or two students who never take the exam. There are students that wait until Patton State Hospital will hire them. This may take several years. We will reach out to them to see if we can help them progress. Frequently they have changed their occupational goals and do not need our assistance.
- The program demographics are similar to the SBVC’s registered nurse program and other psychiatric technician programs in the state. There are no plans to recruit special populations into the program, but instead to promote the program to all of our students. We will continue to work to enroll a more diverse student. We currently find this acceptable. We want students who are interested in becoming psychiatric technicians.

**Program Efficacy Team Report
Spring 2017**

Name of Department: PSYCHOLOGY

Efficacy Team: D Smith, N Sogomonian, S Meyers

Overall Recommendation: CONTINUATION

Continuation Conditional Probation

Rationale for Overall Recommendation: The Psychology department is functioning effectively despite a shortage of FT faculty. Slight declines in success rates are attributed to this lack and they have consistently applied for hiring relief through the Program Review process. Online offerings are up slightly and degrees awarded have tripled since the transfer degree was introduced in 2013.

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

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Demographic variances mostly relate to the male/female divide (skewing F by 13%) and their somewhat older audience; the authors analyze all the numbers and account for the differences. To the extent that marketing/branding efforts, e.g. male images on department brochures, and increased male-friendly

workshops/speakers can attract more men, the department is strategically moving in that direction. They also plan to team with other departments (math, science) that attract more men. With psychology classes being prerequisites in Nursing, Psychiatric Technician, and Human Services, a female-leaning demographic is understandable.

The pattern of service is diverse; classes are offered at a variety of times including evenings, late-start, online, Big Bear. (Budget cuts have eliminated some weekend offerings.) High fill rates indicate community satisfaction with the schedule. There is consideration of expanding as student interest and demand grow.

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program does not provide an adequate analysis of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes (SLOs) | Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete . | Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete . |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Recent declines in success rates are attributed to the growth in online classes (where rates tend to drop) and the overuse of adjunct faculty. The author identifies ways the department is attempting to improve student success; strategies include tutors specifically relegated to the field of Statistics and Research Methods, finding and using OER materials, and having the newest FT professor work with Basic Skills Committee to help students meet the math prerequisite for Statistics. The narrative shows program productivity is steady. Providing data from the National Center for Statistics, the author highlights the growth occurring (19% over the next decade) in the field of psychology and how it favorably reflects on our campus. 70% of California nurses get their degrees from community colleges, and all need General Psychology courses. The Psychology Transfer degree (AA-T) has helped students by providing a clear path to transfer as evidenced by a former student who participated in the Honors Research contest, won, and transferred to UCLA. She returns on occasion to share her findings and conduct further research.

Course SLOs are analyzed, assessed, and revised adequately. The report provides good examples of assessment methods and data. Thoughtful consideration of outcomes is presented. Program Level Outcomes and course mapping are provided in the 3-Year Summary Report and in the Program Course Map, respectively.

SLO data collection and evaluation is current and consistent among FT faculty; however, with 87% of classes taught by adjuncts, participation has been admittedly spotty. Relatively few of them attend the Orientation department meeting where these processes are discussed. Also, in online sections, not all students submit the requisite assessment and written work. This report would be strengthened if tactics to remedy adjunct non-participation and mandate student cooperation were offered. The Program Summary Report and three-year summary show overall SLO success rates ranging from 72-83%.

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness – Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The program demonstrates high efficiency with a 548 WSCH/FTEF rate in 15-16. Slight declines are somewhat attributed to classroom assignments in computer labs where class size is limited; Spring 2017 Fire Code capacity changes are also impacting overall numbers. The department demonstrates it has considered potential effects on enrollment and plans to address changes as needed.

All Program courses are relevant and current and transfer to the CSU and UC systems. The catalog is accurate.

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|---|--|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The department points to a 300% nationwide growth in Psychology associate’s degrees in the past decade. Trends include more integration of neuroscience research and application of research methods, necessitating the requiring of courses in Statistics, Research Methods, and Biology; the most recent FT hire helped meet this need. There is an understandable redundancy to this document’s expression of need for additional full-time personnel.

Regarding accomplishments, in addition to its successful launch of a transfer degree in 2013, the department now has a functioning Psychology Club and SBVC students actively participating in and presenting at Psychology conferences. Guest speakers are sponsored, and the department assists with college fairs. The curriculum is diligently revised and updated, with new online offerings. The department takes understandable pride in its success in contributing to sister fields like Nursing, Psychiatric Tech, and Human Services in offering prerequisites and helping students transfer through those avenues.

The document analyzes three challenges:

One: improving access with a skeletal team of two FT professors. Despite their reliance on adjuncts, Psychology is committed to offering all program courses each semester, enabling students to complete a transfer degree in two years.

Two: improve success rates while maintaining strong retention numbers. They see a bolstered corps of tutors as a possible solution; this depends on funding. Software is also needed for the Statistics & Research Methods classes.

Three: to have a strong program in the more complex courses, e.g. Psych 201, with 87% of classes taught by adjuncts. They continue to apply for relief through Program Review, and search for new adjuncts prepared to teach at the 100+ level.

| Strategic Initiative | Institutional Expectations | |
|--|---|--|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

26% of classes are now online and both FT professors use that technology. The department is pledged to success regarding Canvas, the new LMS software, and will seek out PT instructors who can make use of it. The program chair has participated in OU Campus training to put a Psychology Program webpage on the college site for Degree and Certificate programs.

Regarding climate, the department is fully in sync with college goals and strongly encourages transfer to four-year institutions. They also strongly support their active Psychology Club and its workshops and off-campus learning opportunities. Psychology partners with MECHA (Movimiento Estudiantil Chicano de Aztlán) for club activities; it also collaborates with Student Health Services during its annual fairs to promote the department and mental health issues. Other partnerships include EachMindMatters.org; the department is hopeful of increased ties to other disciplines, e.g. Anthropology, Biology, Economics, etc., and once again cites the need for more full-time help. Outstanding alumna in the department have returned to conduct seminars on campus, e.g. a recent seminar on Relationships and Sexual Violence, further indicating the program is producing future scholars and practitioners in the field of psychology.

Part VI: Previous Does Not Meets Categories

Program addressed each area, by either describing how the program has remedied deficiencies, or if these areas have been discussed elsewhere in this current document, provided the section where these discussions can be located.

Efficacy Team Analysis and Feedback: Meets Does Not Meet

There were none.

**Program Efficacy--PSYCHOLOGY
2016 – 2017**

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Psychology

Name of Division

Social Sciences, Human Development & Physical Education

Name of Person Preparing this Report

Sandra Moore

Extension

x8594

Names of Department Members Consulted

Amy Jennings

Names of Reviewers

D. Smith, N. Sogomonian, S. Meyers

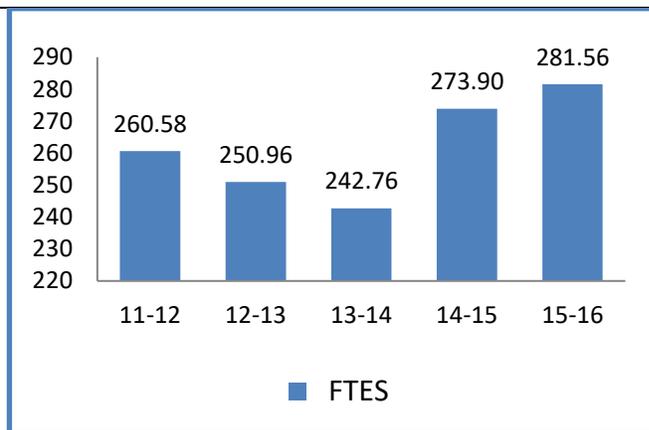
| Work Flow | Date Submitted |
|---|----------------------------|
| Initial meeting with department | |
| Meeting with Program Review Team | |
| Report submitted to Program Review co-chair(s) & Dean | by NOON on March 21 |

Staffing

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

| Classification | Number Full-Time | Number Part-time, Contract | Number adjunct, short-term, hourly |
|-----------------------|-------------------------|-----------------------------------|---|
| Managers | | | |
| Faculty | 2 | | 14, Spring 2017 |
| Classified Staff | | | |
| Total | 2 | | 14, Spring 2017 |

PSYCHOLOGY 2015-2016



Description: Psychology is concerned with the study of human behavior, thoughts, and emotions. It is a broad discipline which involves both pure science and practical application of science to matters of daily living. The AA-T (transfer degree) in Psychology provides students with a clear path to transfer to CSU. Psychology offers classes that meet general education requirements for many AA degrees and transfer degrees as well as classes that are prerequisites for career and technical programs such as Human Services, Nursing, and Psych Tech. The Psychology program has made contributions to the campus goals of student access and student success, and community.

Assessment: Faculty load, FTEF, FTES, success rates and WSCH/FTEF demonstrate the urgent need for at least 3 more full time faculty

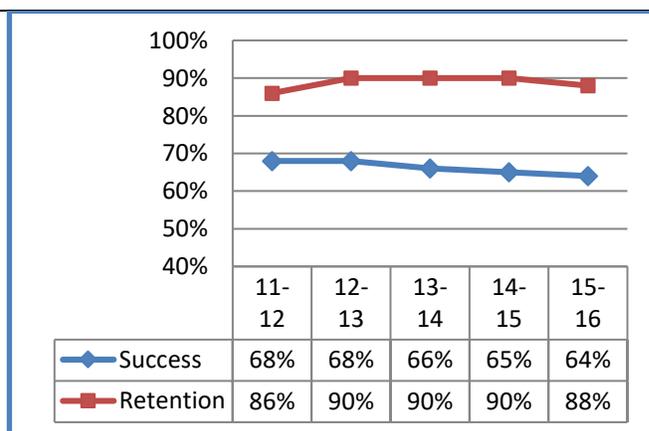
| | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|-----------------------|-------|-------|-------|-------|-------|-------|
| Duplicated Enrollment | 2,985 | 2,511 | 2,434 | 2,434 | 2,739 | 2,826 |
| FTEF | 15.20 | 12.60 | 12.20 | 12.40 | 13.79 | 15.40 |
| WSCH per FTEF | 586 | 620 | 617 | 587 | 596 | 548 |

- Efficiency rates continue to be high, although rates have become lower as more advanced classes have been offered
- FTES rates are the highest rates in 5 years
- Success rates have slightly declined for the past 5 years due to lack of full time faculty and will continue to decline without more full time faculty
- Retention rates are lower than 2014-2015 rates but higher than 2010-2011 rates

Number of online sections slightly increased to 26% and this may have impacted success rates.

Department Goals:

1. To hire at least 3 more full time faculty to assist in teaching advanced and introductory classes in Psychology
2. To develop and implement strategies for increasing student success in Psychology classes and increasing the number of students obtaining Psychology AA-T degrees
3. To increase the number of sections offered for general ed and core classes in the AA-T and maintain an updated curriculum
4. To obtain software needed for Statistics classes (also a general ed requirement) and Research Methods classes



Challenges & Opportunities:

1. Increasing student success and access with only 2 full-time faculty members
2. Developing and implementing strategies to improve success rates and maintain retention rates as course offerings increase in advanced psychology classes
3. To have software for Statistics and Research Methods classes so students can learn how to input, evaluate, and analyze data
4. To continue to offer quality instruction and diversity in course offerings with 87% of the courses taught by adjunct faculty

| | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | Action Plan: 1. To continue to submit requests for more full-time psychology faculty hires to the Program Review Committee 2. To continue to work on strategies to improve student success rates while maintaining retention rates 3. To evaluate how the number of advanced course offerings in psychology impact student access 4. To enhance communication with adjunct faculty who teach approximately 87% of Psychology course offerings 5. To continue to submit requests for software needed for Statistics and Research Methods classes |
|---|-------|-------|-------|-------|-------|-------|--|
| Sections | 80 | 68 | 65 | 66 | 75 | 82 | |
| % of online enrollment | 20% | 19% | 20% | 23% | 25% | 26% | |
| Degrees awarded* | N/A | N/A | N/A | 11 | 20 | 31 | |
| Certificates awarded | N/A | N/A | N/A | N/A | N/A | N/A | |
| *A.A.-T Degrees were established in 2013. TOP Code: 200100 | | | | | | | |

Part I: Questions Related to Strategic Initiative: Access

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

SBVC Strategic Initiatives:

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

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

| Demographics - Academic Years - 2014-15 to 2015-16 | | |
|--|---------------------|-------------|
| Demographic Measure | Program: Psychology | Campus-wide |
| Asian | 5.3% | 4.8% |
| African-American | 17.4% | 12.8% |
| Hispanic | 61.5% | 64.2% |
| Native American | 0.7% | 0.2% |
| Pacific Islander | 0.3% | 0.3% |
| White | 14.3% | 14.0% |
| Unknown | 0.7% | 0.4% |
| Female | 70.4% | 56.9% |
| Male | 27.3% | 42.9% |
| Disability | 3.7% | 6.3% |
| Age Min: | 16 | 14 |
| Age Max: | 63 | 78 |
| Age Mean: | 32 | 24 |

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

The demographic data comparing the students in the Psychology Program to the campus statistics indicates that the students in the Psychology Program reflect the diversity of the campus population. There are just a few differences between the demographic data of students in Psychology and the campus. The Psychology Program has more female, African-American, and Asian students than the college population. Although the Hispanic and Disabled student population in the department is slightly lower than the college population, the percentages of students from these groups enrolled in Psychology classes are not significantly lower than the college population. The mean age of students in the Program (32) is older than the mean age for the College (24). This difference is likely due to the fact that Psychology courses are needed as prerequisites for Programs such as Nursing, Psychiatric Technician, and Human Services which are more likely to attract older students. These differences may be based on students' self-selection of Psychology classes. Psychology is a discipline that celebrates diversity and can be applied to students from all walks of life. The most important concern is the significantly lower number of males enrolled in Psychology classes. Students interested in Nursing, Psychiatric Technician and Human Services are required to take at least one Psychology class and these fields tend to attract more female students. According to the 2016 Efficacy Document for Nursing, 77.9% of students in the Nursing Program were female. According to the 2013 Efficacy Reports for Psych Tech, 60.3% of students in the Program were female and according to the 2013 Human Services Efficacy report, 70% of students in the Program were female. Although this gender discrepancy is related to programs that require Psychology courses as prerequisites, the Psychology Program will need to develop strategies to address this gender discrepancy. Given that 87% of Psychology faculty are adjunct instructors, it will be difficult to work on ideas to address this strategy. Possible strategies include emphasizing aspects of the Psychology Program that might appeal more to males such as statistics, research methods, and biological psychology in Program brochures as well as including more male images on brochures. Another strategy may be to have speakers and workshops that focus on the applied aspects of Psychology such as business and sales as these areas tend to attract more male students. The Psychology Program may also attempt to reach out to Economics, Math, and Biology (disciplines which tend to attract more males), to explore possibilities of working together to show how the disciplines interact. Other ideas include examining possibilities of finding more male tutors and student representatives to reach out to high school students and SBVC students who have not decided on a major.

Pattern of Service

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

Psychology courses are offered every weekday morning and afternoon. The Program also offers evening, late start, and online courses. The Program offerings have met the needs of the community

given that these course offerings have filled relatively quickly with fill rates fluctuating from approximately 99% in 2011-2012 to approximately 95% in 2015-2016 (SBCCD Data Enterprise Cubes). Psychology courses have also been offered as part of the Big Bear ITV Program when that option is given to the Program. Psychology courses have been offered as part of the Weekend College Program in the past, but due to budget constraints in previous years, these sections were cut and have not been reinstated. If students indicate a demand for weekend classes and more sections are offered to the Program, weekend sections may be reinstated to the Program. Another issue is that finding adjunct faculty willing to teach as part of the Weekend College has been difficult, although Friday morning and early afternoon classes continue to be offered. The number of online Psychology sections has increased due to student interest and demand. This trend is likely to continue based on student interest in online classes and the Program will explore offering more online classes in the future.

Part II: Questions Related to Strategic Initiative: Student Success

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program does not provide an adequate analysis of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes (SLOs) | Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete . | Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete . |

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded")

Success rates have slightly declined for the past 5 years with a 68% success rate in 2011-2012 and a 64% success rate in 2015-2016. There are several possible explanations for this slight decline. The lower success rates may be due to lack of full time faculty and may continue to decline without more full time faculty who are more invested in student success. Online course offerings have increased over the past 5 years and students do not do as well in online classes. With the transfer degree established in 2013 requiring a course in statistics, research methods, and biological psychology (or biology), students may have had more difficulty with these courses. Program goals include developing and implementing strategies for student success. One of the ways the Program has tried to achieve this goal is to have a tutor for Statistics and Research Methods. The newest full-time faculty member works with the tutor. The full-time faculty in the Program have also begun investigating OER resources to help reduce the cost of textbooks for students. The faculty chair uses a textbook that is free for download from an OER resource for PSYCH 100/100H. This textbook only costs \$20.00 if students want to purchase a hard copy at the Bookstore. The newest full-time faculty member is currently working with the OER Committee to identify open source material for Statistics and Research Methods classes. The use of free or low cost text books will help students obtain the textbooks needed for their courses and thus, help them succeed in their courses. The newest full-time faculty member is also working with the Basic Skills Committee to identify strategies that could help students be more successful in meeting the Math prerequisite for the Statistics course. If more students can succeed in these classes, they are more likely to continue their education as well as succeed in the Statistics course required for the transfer degree. The Program will continue to look for lower cost textbook options and to work with other faculty on ways to improve student success in Basic Skills. The Program will also need to work with adjunct faculty to explore more strategies for student success. The faculty chair has had meetings with adjunct faculty during adjunct orientation and the faculty chair sends a regular newsletter to adjunct faculty each semester providing information about the Program.

Retention rates in 2015-2016 (88%) are lower than in 2014-2015 (90%) but higher than in 2010-2011 (86%). This indicates that the Program is still retaining students at a relatively high rate (86-90%). Overall the Program has good retention rates, but should work to improve success rates. There were 31 Psychology Transfer Degrees awarded in 2015-2016. This represents an approximately 180% increase over the number of Psychology Transfer Degrees awarded in 2013-2014 and a 55% increase over the number of Psychology Transfer Degrees awarded in 2014-2015. Given that the Psychology Transfer Degree was established in Fall, 2013, this indicates great growth in the Program as well as continued Program support for student success. The Program offers information workshops for students interested in majoring in Psychology and the Psychology Transfer Degree each semester to inform and educate students about transferring to 4 year colleges. The EMP data indicates that the Psychology Program is growing in terms of student enrollment and transfer degrees. In fact, of the 75 Associates in Arts for Transfer (AA-T) degrees awarded by SBVC for 2015-2016, 31 (42%) were the AA-T in Psychology (SBCCD Enterprise Data Cubes). This indicates that the Program is making progress on the goal of increasing the number of students obtaining the transfer degree. The Program has also made progress on the goal of increasing sections, going from 66 sections in 2012-2013 to 82 sections in 2015-2016. The Program's curriculum is up to date. The Program was just funded for the final goal of statistical software and is working on getting that software purchased and installed on the computers in the classroom used for Statistics and Research Methods. In terms of hiring full-time faculty, the Program has consistently submitted needs requests for more faculty to the Program Review Committee for the past 9 years. For fall 2016, the Program Review Committee ranked the Program as number 4 for one full-time faculty member. The Program can only submit requests for faculty. Whether the requests will be met is not in the control of the Program. The Program is making good progress on the goals indicated on the EMP.

Supplemental Data

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

The Psychology Program contributes to student success by providing prerequisite instruction for students pursuing Career and Technical careers. General Psychology (PSYCH 100) is a prerequisite for the Psychiatric Technology Program and the Human Services AA degree. General Psychology (PSYCH 100) is also one of the prerequisites for the SBVC nursing program. The Community College League of California Fast Facts 2017 (revised January 2017), indicates that 70% of nurses in California received their education from community colleges. General Psychology (PSYCH 100) and other courses in Psychology are prerequisites for nursing programs throughout the state. PSYCH 111, Lifespan Development, is required by most RN to BSN bridge programs in nursing. The National Center for Education Statistics (NCES, https://nces.ed.gov/programs/coe/indicator_cta.asp) states that, "Of the 20 fields of study in which the greatest number of associate's degrees were conferred in 2013-14, psychology was the field in which there was the largest percentage increase in degrees conferred between 2003-04 and 2013-2014 (299 percent, from 1,900 to 7,500 degrees)." The Psychology Program has helped meet student demand in this area. The NCES indicates that of the approximately 1.9 million bachelor's degrees awarded in 2013-2014, 6% (117,300) were in psychology. The Psychology Transfer degree (AA-T) has helped students by providing a clear path to transfer at CSU as a Psychology major. The Psychology Program also contributes to student success by meeting General Education Requirements for transfer to 4-year colleges. The job outlook for Psychology is good for those with advanced degrees. The U.S. Bureau of Labor Statistics (<https://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm#tab-6>) indicates that overall employment of psychologists is expected to grow 19% from 2014-2024. Students with undergraduate degrees in Psychology may go on to careers in sales, education, and business. The critical thinking and analytical skills students develop in Psychology are highly desirable to employers in many fields and give students flexibility in career choices.

Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. This section is required for all programs.

Every Fall and Spring semester, the Program collects data on the Student Learning Outcomes (SLOs) for each course offered that semester. This data is analyzed and reflected upon to consider whether there are gaps in learning and if the SLO assessment method needs to be changed. Changes in the SLOs themselves are also considered. The full-time faculty in the Program have assessed each class they taught during each Fall and Spring semester for the past several years. The majority of faculty (87%) in the Psychology Program are adjunct faculty and they have not been as consistent in doing assessments each semester. Specific details about assessment methods and specific reflections can be found in the SLO Cloud for each course presented below. Sample assessment methods and sample reflections are included for each course. In general, reflections discuss the quality of student learning and development of assessments that reflect SLOs more accurately. For PSYCH 100, most assessments used written assignments. Online sections indicated more difficulty with getting students to submit the assessment and the quality of student work. For the other courses, there were fewer issues with the quality of student work. However, those students who did not consistently submit

course work had difficulty meeting the assessment criteria in the advanced courses. The faculty use the reflection areas to learn about each other's assessment strategies and to review how students have learned the course material. The Program is continually assessing SLOs, however, adjunct faculty have not consistently reported in the SLO cloud. Relatively few adjunct faculty have attended the department meeting during Adjunct Orientation where SLOs and student learning is discussed. Overall, the students met the assessment criteria for SLOs in Psychology courses as indicated in the 3 Year Summary Report.

PSYCH 100 SLOs, 2015-2016, 3 Year Course Summary, 78% reporting

SLO#1: Students will demonstrate the ability to identify, compare, and critically evaluate theory and research based ideas in a variety of psychology subfields and show the ability to apply these to their life.

Assessment Method: Written Assignment

| | |
|----------------------------------|---|
| Number of Students Assessed-2486 | Percentage of Students Who Met SLO-81.62% |
|----------------------------------|---|

SLO#2: Students will demonstrate the ability to analyze the consequences of different personal behavioral choices by applying psychological theory & research to their lives as assessed by written assignments. **Assessment Method:** Written Assignment

| | |
|----------------------------------|---|
| Number of Students Assessed-2616 | Percentage of Students Who Met SLO-81.96% |
|----------------------------------|---|

Sample Assessments: *For SLO#1: "Written assignment. Delia has had a tough year. She is recently divorced and her last child just moved out. She feels as if she is in a dead-end job and has few friends. She seeks treatment for depression. Select two of the following treatment approaches: Biological, Behavioral, Cognitive, Humanistic, Psychoanalytic 1. Briefly compare and contrast the two approaches and how they would treat Delia, making certain that you identify specific strategies. 2. Choose the one that you would prefer and briefly explain why."*

For SLO #2: " Written assignment. Looking at different topics and concepts covered; identify 3 concepts that are important to you because they helped you understand something in your life. In each case, do the following: 1. Describe the concept (e.g., you might explain what phobias are and how they can be classically conditioned). 2. Use an example or examples from your own life to explain why the concept is important to you 3. Using your own words, how would you explain or teach this concept to someone else."

Sample Reflections: *"There are some gaps. However, as with previous semesters both of my Psychology classes, demonstrated that they understood the material and were able to integrate this information into a summary that was insightful and cohesive. The papers were actually, for the most part, very detailed as they entered the second half of the course. I was pleasantly surprised. The students seem to have a good understanding of the expectations for the assignment."*

"I would adjust teaching style based on the needs and feedback from the students. One new strategy I incorporated this semester was weekly reflection journals. Many of the students stated that they found this to be quite helpful in understanding and applying the material to daily life. When I received feedback from students asking for more detailed power points lectures I incorporated the feedback and many of the students stated this helped them to study in addition with their books. I plan to incorporate new strategies for teaching the material the student so it is more engaging. "

PSYCH 100H SLOs, 2015-2016, 3 Year Course Summary, 80% reporting

There has been some confusion in the SLOs for this course. Two of the SLOs are the same as PSYCH 100. There is an additional SLO that is not listed in the SLO cloud and the Program has had difficulty getting this corrected.

SLO#1: Students will demonstrate the ability to identify, compare, and critically evaluate theory and research based ideas in a variety of psychology subfields and show the ability to apply these to their life.

Assessment Method: Written Assignment

| | |
|--------------------------------|---|
| Number of Students Assessed-37 | Percentage of Students Who Met SLO-91.89% |
|--------------------------------|---|

SLO#2: Students will demonstrate the ability to analyze the consequences of different personal behavioral choices by applying psychological theory & research to their lives as assessed by written assignments.

Assessment Method: Written Assignment

| | |
|--------------------------------|---|
| Number of Students Assessed-43 | Percentage of Students Who Met SLO-97.67% |
|--------------------------------|---|

SLO#3: Students will demonstrate the ability to apply theory and research in an American Psychological Association (APA) format paper and will include a visit to a 4-year college library of their choice to develop references for this paper.

Assessment Method: Written Assignment

| | |
|---|--|
| Number of Students Assessed-35(This SLO is not in the SLO Cloud so this is an estimate based on SLO #1 and #2.) | Percentage of Students Who Met SLO-80% (This SLO is not in the SLO Cloud so this is an estimate based on SLO #1 and #2.) |
|---|--|

Sample Reflections: *"There appear to be no gaps in learning. For SLO #1, 84% of students met the assessment criteria. For SLO#2 and #3, 100% of students met the assessment criteria. SLO #3 is: Students will demonstrate the ability identify, compare, and critically evaluate psychological theory and research by applying the concepts to their lives via a semester project with two Honors upgrade requirements: 1) at least 10 references written in APA format and 2) visiting a 4-year college library."*

"I noted SLO 3: Research paper is not included above. All 6 honor students passed this SLO with "B" grade or higher. 6 assessed. 6 met SLO. This semester all six honor students were highly motivated to complete work at a high level. In syllabus and class documents I include detailed information for students to help them succeed with all written assessments. I also utilize "early alert" as well as regular email, to notify students if they are falling behind. In addition, I offer multiple opportunities that provide students opportunity to complete the SLOs that is incorporated in class quizzes and assignments. SLO #1 has 2 options, SLO # 2 has 10 options. SLO #3 has one option."

PSYCH 102 SLOs, 2015-2016, 3 Year Course Summary, 100% reporting

SLO#1: Students will demonstrate the ability to identify, compare, and critically evaluate the characteristics of healthy and unhealthy behavior patterns and show application of this knowledge to their lives as assessed by exams and homework assignments.

Assessment Method: Written assignment

| | |
|---|---|
| Number of Students Assessed-59 | Percentage of Students Who Met SLO-98.31% |
| <p>SLO#2 (This SLO was incorrectly added as SLO#2 for PSYCH 102)</p> <p>Students will demonstrate the ability to identify and compare basic kinds of mental disorders and their symptoms and show application of this knowledge to their lives, as assessed by exams and written assignments.</p> <p>Correct version of SLO#2: Students will demonstrate the ability to the ability to identify, compare, and critically evaluate different personal management techniques and coping strategies, and show application of this knowledge to their day-to-day living, as assessed by exams and homework assignments.</p> <p>Assessment Method: Final exam.</p> | |
| Number of Students Assessed-67 | Percentage of Students Who Met SLO-77.61% |
| <p>Sample Assessment: <i>"SLO #1 Assessment Method: Written Assignment SLO #2 Assessment Method: Final Exam."</i></p> <p>Sample Reflection: <i>"For SLO #1, 100% of students met the criteria. For SLO#2, 80% of students met the criteria. SLO #2 is incorrectly stated. SLO#2 is the following: Students will demonstrate the ability to the ability to identify, compare, and critically evaluate different personal management techniques and coping strategies, and show application of this knowledge to their day-to-day living, as assessed by exams and homework assignments. "</i></p> <p>PSYCH 105 SLOs, 2015-2016, 3 Year Course Summary, 82% reporting</p> <p>SLO#1</p> <p>Students will demonstrate the ability to understand such topics as measurement frequency distributions and the normal curve, measures of central tendency and variability, sampling and statistical inference, correlation, hypothesis testing, and ANOVA, as assessed by exams and homework assignments.</p> <p>Assessment Method: Comprehensive final exam.</p> | |
| Number of Students Assessed-256 | Percentage of Students Who Met SLO-73.44% |
| <p>SLO#2</p> <p>Students will apply statistical concepts to real research examples, as assessed by handing in a successfully completed statistical analysis of a research project.</p> <p>Assessment Method: Research Project.</p> | |
| Number of Students Assessed-140 | Percentage of Students Who Met SLO-76.43% |
| <p>SLO#3</p> <p>Students will be able to select the statistical test appropriate for analyzing data presented in research simulations.</p> <p>Assessment Method: Embedded assessment (in final exam).</p> | |
| Number of Students Assessed-256 | Percentage of Students Who Met SLO-75.39% |
| <p>Sample Assessments: <i>"SLO#1 Students will demonstrate the ability to understand such topics as measurement frequency distributions and the normal curve, measures of central tendency and variability, sampling and statistical inference, correlation, hypothesis testing, and ANOVA, as assessed by exams and homework assignments. Assessment Method: Comprehensive final exam. SLO#2 Students will apply statistical concepts to real research examples, as assessed by handing in a successfully completed statistical analysis of a research project. Assessment Method: Lab Assignments (Homework) and all Exams SLO#3 Students will be able to select the statistical test appropriate for</i></p> | |

analyzing data presented in research simulations. Assessment Method: Lab Assignments (Homework) and all Exams.”

Sample Reflection: “Most of those that did not meet SLO requirements did not submit homework or did not take exams. Almost all students that actively attended class and participated in their learning did well and this is a very difficult class, students that worked hard and did the work did well overall.”

PSYCH 110 SLOs, 2015-2016, 3 Year Course Summary, 64% reporting

SLO#1

Students will demonstrate the ability to identify and compare basic kinds of mental disorders and their symptoms and show application of this knowledge to their lives, as assessed by exams and homework assignments.

Assessment Method: Final Exam

| | |
|---------------------------------|---|
| Number of Students Assessed-101 | Percentage of Students Who Met SLO-82.18% |
|---------------------------------|---|

SLO#2

Students will demonstrate the ability to identify and compare various approaches to therapy, both psychological and biological, and show application of this knowledge to their lives, as assessed by exams and homework assignments.

Assessment Method: Final Exam

| | |
|--------------------------------|---|
| Number of Students Assessed-99 | Percentage of Students Who Met SLO-80.81% |
|--------------------------------|---|

Sample Assessments: “Students are assessed using a combination of objective tests to evaluate factual and theoretical knowledge and reflective written assignments on the topics of life stress, eating disorders, personality disorders, pros and cons of marijuana legalization, and diagnosing a fictional character to evaluate the critical integration of that knowledge.”

“Students were given a capstone assignment to demonstrate their cumulative knowledge gained during the semester. They each chose a fictional character, gave detailed histories of the character's background and presenting problems, analyzed contributing factors to the character's problems, assigned diagnoses, and proposed treatment. Students demonstrated a high level of engagement in this assignment and the average grade was 94%.”

Sample Reflections: “With a few exceptions, these students were more engaged than those in my PSYCH 100 sections. Having taken PSYCH 100 already facilitated their learning of abnormal psychology to a significant degree. While there were fewer reluctant writers in this class, I still plan to provide more information and support for my expectations for what these papers should be. The written assignments, again with a few exceptions, were consistently high quality. The students seemed to especially enjoy the opportunity to digest a scholarly journal article about antisocial personality disorder in incarcerated populations and put what they deemed to be the most important points of the article into a presentation type framework I provided them. I think this was a particularly successful group assignment because numerous students had taken other psychology classes above and beyond PSYCH 100 that made them helpful “mentors” for other group members who did not have that knowledge yet. I will be doing this activity again in my non-PSYCH 100 classes.”

“This was a revision of an assignment I had used in previous versions of this class at other colleges and I was very pleased with the results. I will definitely be using it again.”

PSYCH 111 SLOs, 2015-2016, 3 Year Course Summary, 96% reporting

SLO#1 –Students will demonstrate the ability to identify, compare, and critically such lifespan issues such as the nature of change, continuity, and discontinuity, and genetic and environmental influences on growth, as assessed by exams and homework assignments.

Assessment Method: Comprehensive final exam

| | |
|---------------------------------|---|
| Number of Students Assessed-751 | Percentage of Students Who Met SLO-79.09% |
|---------------------------------|---|

SLO #2: Students will demonstrate the ability to identify, compare, and critically evaluate current theory and research on lifespan issues, as assessed by a written analysis of the validity of specific research examples.

Assessment Method: Written assignment

| | |
|---------------------------------|---|
| Number of Students Assessed-700 | Percentage of Students Who Met SLO-85.29% |
|---------------------------------|---|

Sample Assessments: *“SLO #1: Test scores from test 1-4 SLO #2: Written assignment 1. Discuss what the research on aging indicates about the changes people will need to deal with after they turn 65. The following are the changes that must be discussed- biological, cognitive, emotional, and social. 2. Discuss how one biological theory of aging explains the biological and cognitive changes associated with aging. 3. Discuss how one socioemotional theory related to aging explains the social and emotional changes associated with aging.”*

“SLO #1 comprehensive final exam SLO #2 written assignment.”

Sample Reflections: *“Most of the students, 92% for SLO 1 and 81% for SLO#2 passed the SLO. There is a difference between SLO 1 and SLO 2. SLO 1 one was based off of tests where the students had time to study. SLO 2 was based off of a free write in class where we discussed the questions and possible answers. I believe the 10% difference stems from the ability to study to an impromptu in class write.”*
“For SLO #1, of the students who took the SLO, 75% met the criteria which indicates students are learning the material. For SLO #2, 99% of the students met the criteria which indicates students are learning the material. The gap between the SLO indicates that learning strategies for the final exam need to be reviewed. Students do better when they are quizzed on 1-2 chapters.”

PSYCH 112 SLOs, 2015-2016, 3 Year Course Summary, 50% reporting

SLO#1 –Students will demonstrate the ability to identify, compare, and critically evaluate influences on the normal individual from conception through adolescence, as assessed by exams and written assignments.

Assessment Method – Comprehensive final exam scores

| | |
|--------------------------------|---|
| Number of Students Assessed-22 | Percentage of Students Who Met SLO-86.36% |
|--------------------------------|---|

SLO#2-Students will demonstrate the ability to identify, compare, and critically evaluate a variety of developmental stages proposed by classical theorists as assessed by exams & written assignments.

Assessment Method: Final Exam

| | |
|--------------------------------|---|
| Number of Students Assessed-21 | Percentage of Students Who Met SLO-76.19% |
|--------------------------------|---|

Sample Assessments: *“SLO#1: Assessment Method: Quiz score total PSYCH 112 SLO#2: Assessment Method: Final exam.”*

Sample Reflection: *“For SLO #1, 81% of students met the criteria. For SLO #2, 76% of students met the criteria. There appear to be no gaps in learning.”*

PSYCH 118 SLOs, 2015-2016, 3 Year Course Summary, 80% reporting

SLO#1 –Students will demonstrate the ability to identify, compare, and critically evaluate research evidence related to a variety of assumptions and attitudes toward human sexuality as assessed by exams and written assignments.

Assessment Method – Percentage of total points earned

| | |
|---------------------------------|---|
| Number of Students Assessed-143 | Percentage of Students Who Met SLO-95.80% |
|---------------------------------|---|

SLO#2-Students will demonstrate the ability to identify a variety of problems that restrict full sexual functioning, as assessed by exams and written assignments.

Assessment Method- Final exam

| | |
|---------------------------------|---|
| Number of Students Assessed-141 | Percentage of Students Who Met SLO-98.58% |
|---------------------------------|---|

Sample Assessments: *“Comprehensive final and Percentage of total points earned .”*

“(1) Four exams. (2) Four reflection papers - Each reflection paper will be a brief personal reflection about some issue of sexuality; these papers are limited to two pages. These papers will be graded based on the quality of expressing your reflections (e.g., ability to articulate your point of view within the context of material that you are presented in class on the topic). The topics included: (a) Do you want to be a parent? OR How do you evaluate being parent given the material?, (b) Growing Up Trans (May 3). Watch the PBS program “Growing Up Trans.” Write your reflections on this program, (c) Review of a Sexuality Research Study, (d) How will this class affect me? (3) What Makes a Marriage Work? Or not? Paper (75 points) In a five-page paper, write some of the central ideas that you take away from our discussions of the history of marriage, cohabitation, marriage processes and contexts, and divorce.”

Sample Reflections: *“The majority of the students were in their second year of college and they were also declared psychology students. The class is an elective class and therefore had a high level of student interest. The textbook and Power Point lectures were stressed and students were tested on a weekly basis. The final exam comprehensively covered the complete semester. I have ordered a newer text book which will allow students to study in “Study Modules ” and this should add to their success in the class.”*

“The assessments drove learning very well.”

PSYCH 141 SLOs, 2015-2016, 3 Year Course Summary, 100% reporting

SLO#1

Students will demonstrate the ability to understand such topics as development and structure of the nervous system, human evolution and genetics, and brain-behavior relationships involved in a variety of biological psychology areas, as assessed by exams and homework assignments.

Assessment Method: Final exam

| | |
|---------------------------------|---|
| Number of Students Assessed-200 | Percentage of Students Who Met SLO-82.00% |
|---------------------------------|---|

SLO #2

Students will demonstrate the ability to compare, and critically evaluate hypothesis testing in biological psychology, research methods in biological psychology, and ethical issues in biological psychology research, as assessed by exams and homework assignments.

Assessment Method: Written Assignment

| | |
|---------------------------------|---|
| Number of Students Assessed-194 | Percentage of Students Who Met SLO-76.29% |
|---------------------------------|---|

Sample Assessments: *"SLO #1, Assessment Method: Total Quiz Scores SLO #2, Assessment Method: Written Assignment"*

"Final examination score and a written student assignment related to the evaluation of a biological psychology hypothesis, regarding a classic research study."

Sample Reflections: *"Assessment of total quiz scores and written assignment indicate that students are meeting the SLOs for this course."*

"There are no learning gaps. Given the difficulty of the subject matter, the assessments have been good at giving an idea of how well students are learning in the course. I will continue to use the assessments for this course."

PSYCH 201 (formerly PSYCH 101) SLOs, Listed as PSYCH 101 in the SLO Cloud, 2015-2016, 3 Year Course Summary, 100% reporting

SLO#1

Students will demonstrate the ability to understand such topics as the scientific method, general research designs, hypothesis testing, experimental and non-experimental methods, standard research practices and ethical issues in research as assessed by exams and homework assignments.

Assessment Method: Final exam

| | |
|---------------------------------|---|
| Number of Students Assessed-109 | Percentage of Students Who Met SLO-83.49% |
|---------------------------------|---|

SLO #2

Students will demonstrate the ability to apply and critically evaluate research methods concepts to real research examples as assessed by handing in a research project in APA format.

Assessment Method: Written Assignment

| | |
|---------------------------------|--|
| Number of Students Assessed-110 | Percentage of Students Who Met SLO-90% |
|---------------------------------|--|

Sample Assessments: *"Homework assignments & hands on research project."*

"Research Design Critique."

"Study Manuscript - Correlational Design."

"APA style manuscript report on research projects."

Sample Reflections: *"Future students would benefit from an extensive refresher in statistical tests (e.g., correlations, t-tests, ANOVAs)."*

"Only one student in this section did not actively participate in the course. All other students participated in the in class workshops which helped them learn APA style. Having a tutor for APA was also helpful with the final projects. Overall the students did very well in this course."

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

Psychology Program Level Outcomes: Program level outcomes are used to determine how well students are learning at the program level. SLO assessment revisions are discussed by faculty when they submit reflections in the SLO Cloud. As indicated in the SLO section of this report, most of the reports indicate that students are meeting the SLO requirements for their courses. The 3-year program summary report indicates that students are being regularly assessed on SLOs and meeting the assessment criteria. The program summary report also indicates that students have more difficulty in meeting the program level outcome when PSYCH 105 and PSYCH 201 are courses which are mapped to outcomes such as outcomes #1 and # 4. As these courses are among the most difficult in the Program, it is not surprising that students have had more difficulty meeting the criteria. The Program summary indicates that students are doing well in learning at the program level. The summary also demonstrates how many students take Psychology courses. Although there has been progress in students obtaining the Psychology Transfer Degree (31 in 2015-2016), the summary demonstrates how many students are taking Psychology classes for General Ed requirements and requirements for other programs. The full-time faculty meet to discuss the Program Summary and discuss where modifications might be needed for SLO assessments. The full-time faculty also meet to discuss new strategies to develop consistent assessments, particularly in PSYCH 100.

**Psychology AA-T
Program Summary Report, 2015-2016, 3 Year Summary**

Note: These contain duplicated head count. A student can be counted once for each statement in a SLO, and for each class they took.

| SLO Statement | # of Students Assessed | # of Students who Met SLO | % of Students who Met SLO |
|--|-------------------------------|----------------------------------|----------------------------------|
| 1.Students will demonstrate the ability to identify, compare, and critically evaluate theory- and research-based ideas in psychology as assessed by written or objective assessments | 8567 | 6698 | 78.18% |
| 2.Students will demonstrate the ability to analyze and evaluate psychological concepts as assessed by written or objective assessments | 10480 | 8515 | 81.25% |
| 3.Students will demonstrate the ability to apply psychological concepts to the analysis and evaluation of the consequences of personal behavioral choices as assessed by written or objective assessments. | 2498 | 2087 | 83.55% |
| 4.Students will demonstrate the ability to identify, analyze, and apply concepts related to statistical | 3385 | 2449 | 72.35% |

information and techniques as well as research methods as assessed by written or objective assessments

5. Students will be prepared to transfer a core curriculum to an accredited, four-year college or university with junior class standing in Psychology or a related major

26653

20899

78.41%

PSYCHOLOGY PROGRAM COURSE MAP

| | PSYCHOLOGY AA-T | 1) Students will demonstrate the ability to identify, compare, and critically evaluate theory- and research-based ideas in psychology as assessed by written or | 2) Students will demonstrate the ability to analyze and evaluate psychological concepts as assessed by written or | 3) Students will demonstrate the ability to apply psychological concepts to the analysis and evaluation of the consequences of personal behavioral choices as assessed by written or | 4) Students will demonstrate the ability to identify, analyze, and apply concepts related to statistical information and techniques as well as research methods as assessed by written or objective | 5) Students will be prepared to transfer a core curriculum to an accredited, four-year college or university with junior class |
|-----------------------|-----------------|---|---|--|---|--|
| COURSES | | | | | | |
| PSYCH 100/H | X | X | | | | X |
| PSYCH 201 | X | X | | | X | X |
| PSYCH 105 or MATH 108 | X | | | | X | X |
| PSYCH 141 | | | X | X | | X |
| BIOL 100 | | | X | | | X |
| CD 105/H | | | | | | X |
| ENGL102/H | | | | | | X |
| PSYCH 111 | | | X | X | | X |
| PSYCH 112 | | | X | X | | X |
| SOC100/H | | | | | | X |
| PSYCH 102 | | | X | X | | X |
| PSYCH 110 | | | X | X | | X |
| PSYCH 118 | | | X | X | | X |

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|--|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness - Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2016 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Mission and Purpose:

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

What is the mission statement or purpose of the program?

The Psychology Associate in Arts Degree for Transfer (Psychology AA-T degree) provides students with an education in the core aspects of Psychology which include research methods, statistics, biological influences on behavior and mental processes, and major theoretical perspectives in the discipline. The Psychology AA-T degree prepares students for transfer to CSU campuses that offer bachelor's degrees in psychology.

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

The Psychology Program provides quality education and services that support a diverse community of learners through the courses offered in the Program. The Psychology Transfer degree offers a clear path

for transfer to CSU. Psychology courses also contribute to General Education transfer requirements for other degrees as well as CTE programs. The mission of the Program links clearly with the institutional mission.

Productivity

Provide additional **analysis and explanation** of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

The **281.56** FTES and **15.40** FTEF in Psychology for 15-16 (EMP) is the result of a nearly 10% increase in sections over 14-15 offerings. FTES rates are the highest rates in 5 years. The **548 WSCH/FTEF in 15-16** (EMP) indicates that the department operates at a level of high efficiency. Efficiency rates continue to be high, but rates have become lower than in previous years due to room capacity for our statistics and research methods courses. Because our statistics and research methods are offered in a room that provides 28 computers for student use, enrollment capacity in these courses has been limited to 20 students (for each section) which has influenced and will continue to influence the WSCH/FTEF rates. In Spring 2017, the Program was informed of capacity changes due to Fire Codes in the classrooms where most Psychology classes are taught. The changes in capacity will result in a lower number of students that can be enrolled in each classroom. This will lower the efficiency rates in the Program in the future. Adding more sections may help sustain higher efficiency rates, but the Program will not know how much these capacity changes will impact efficiency rates in the future because the number of sections the Program can offer varies by semester.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

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

The Psychology Program has no curriculum that is out of date. All courses in the Program are relevant and current to the mission of the Program as evidenced by the chart from Curricunet. All courses in the program transfer to CSU and UC.

| Social Sciences, Human Development & Physical Education | | | | |
|--|------------------------------|---------------|----------------------------|-------------------------|
| Psychology | | | | |
| | Course | Status | Last Content Review | Next Review Date |
| | PSYCH 100 General Psychology | Active | 04/14/2014 | 04/14/2020 |

| | | | | |
|--|---|--------|------------|------------|
| | PSYCH 100H General Psychology - Honors | Active | 04/14/2014 | 04/14/2020 |
| | PSYCH 102 Personal and Social Adjustment | Active | 10/07/2013 | 10/07/2019 |
| | PSYCH 105 Statistics for the Behavioral Sciences | Active | 10/12/2015 | 10/12/2021 |
| | PSYCH 110 Abnormal Psychology | Active | 04/14/2014 | 04/14/2020 |
| | PSYCH 111 Developmental Psychology: Lifespan | Active | 03/11/2013 | 03/11/2019 |
| | PSYCH 112 Developmental Psychology: Child and Adolescent Psychology | Active | 04/14/2014 | 04/14/2020 |
| | PSYCH 118 Human Sexual Behavior | Active | 02/28/2017 | 02/28/2023 |
| | PSYCH 141 Introduction to Biological Psychology | Active | 02/28/2017 | 02/28/2023 |
| | PSYCH 201 Research Methods for the Behavioral Sciences | Active | 11/09/2015 | 11/09/2021 |

Articulation and Transfer

| List Courses above 100 where articulation or transfer is not occurring | With CSU | With UC |
|---|----------|---------|
| N/A | | |
| | | |
| | | |
| | | |

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

Currency

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

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

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

The catalog information is accurate for courses in the Psychology Program. There are no discrepancies in the catalog.

Part IV: Planning

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|---|--|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

Psychology is a very popular major at 4 year colleges and continues to be an important prerequisite for career and technical programs such as Nursing and Psychiatric Technician. The National Center for Education Statistics (NCES, https://nces.ed.gov/programs/coe/indicator_cta.asp) states that, "Of the 20 fields of study in which the greatest number of associate's degrees were conferred in 2013-14, psychology was the field in which there was the largest percentage increase in degrees conferred between 2003-04 and 2013-2014 (299 percent, from 1,900 to 7,500 degrees)." The Psychology Program is likely to continue to have high student enrollment. The NCES indicates that of the approximately 1.9 million bachelor's degrees awarded in 2013-2014, 6% (117,300) were in psychology. The Psychology Transfer degree (AA-T) has helped students by providing a clear path to transfer at CSU as a Psychology major as more students seek to transfer to CSU. Major trends in the field include more integration of neuroscience research and application of research methods. These trends have led to requiring at least

one course in Statistics, Research Methods, and in Biology at the associate degree level and the development of Research Methods (PSYCH 201) and Biological Psychology (PSYCH 141) courses that are included in the AA-T degree requirements. The newest full-time faculty member of the Program was hired as the second full-time faculty member in Psychology in Fall 2015 after 4 years of only 1 full-time faculty member. This faculty member was hired to help deal with the need for a full-time faculty member to teach Statistics and Research Methods classes. There is a need for more full time faculty in the Program who can teach Biological Psychology, Statistics, and Research Methods. The Program has made Needs Assessment requests each year for more full-time faculty and will continue to request more full-time faculty. The planning that the Program can control is what courses are offered to students during an academic year. The Program plans to offer all the courses required for the transfer in Psychology each semester to help students who want to transfer to CSU to have a chance to enroll in the courses needed for the transfer degree. The Program has increased the number of sections offered for Statistics, Research Methods, and Biological Psychology to provide more students with the opportunity to complete the transfer degree coursework within 2 years. The Program plans to continue to offer more sections in Statistics, Research Methods and Biological Psychology to provide more students with the opportunity to obtain the Psychology transfer degree when possible. If the Program does not hire more full-time faculty, the Program will need to hire adjunct faculty to teach advanced courses needed for the transfer degree. It has been difficult to find adjunct instructors qualified to teach Biological Psychology, Statistics, and Research Methods, but the Program plans to continue to search for and hire qualified adjunct faculty for these courses. The Program plans to continue to offer sections to meet the needs of students taking Psychology courses for prerequisites in CTE programs as well as students who want the Psychology transfer degree. How many of these courses are offered depend on how many sections are offered to the Program each semester, and this is not something the Program controls.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

Accomplishments of the Psychology Program include the establishment of the Psychology Transfer degree, an increasing number of students obtaining the Psychology Transfer degree, hiring an additional full-time faculty member, offering more of the Psychology courses needed for the Psychology transfer degree each semester for the past 3 years, establishment of an active Psychology Club, and our students being accepted to present at Psychology Conferences such as the WPA (Western Psychological Association). The transfer degree was established in 2013 and has shown great growth over the past 3 years. High student interest is another strength of the Program. The Psychology Club established in 2014 has helped maintain that interest. The Psychology Club has sponsored speakers from different areas of Psychology, assisted Student Health Services with College Fairs in presenting information on mental health, and has helped students attend the WPA conference. The new full-time faculty member has been instrumental in helping students get their research accepted at the WPA by mentoring students and teaching students research methods. Offering more PSYCH 100 sections and offering courses beyond the 100 level has also helped the Program retain that strength. The Program has worked diligently to revise and update the curriculum based on changes in State requirements and to allow many Psychology courses to be taught online. Another area of strength in the Program is that student retention rates have remained high. This is a major accomplishment given that there are only two full time faculty in the Program. An additional strength of the Psychology Program is its contribution to Nursing, Psychiatric Technology, and Human Services as a prerequisite course as well as its contribution to the College goal of transfer education by being a General Education requirement for CSU, UC and most 4-year colleges. The Program plans to continue offering more PSYCH 100 sections to help increase student access and success for students needing the course for General Ed and CTE programs when possible. The Program

would like to hire more full-time faculty, but that is not in the control of the Program. The Program will continue to submit requests for more full-time faculty. The Program plans to offer all Psychology courses needed for the transfer degree each semester. Depending on the number of sections and classroom space available to the Program as well as qualified adjunct faculty, the Program will seek to offer more sections in Statistics, Research Methods, and Biological Psychology to support the growth in Psychology transfer degrees.

Challenges

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

A challenge for the Program is increasing student success and access with only 2 full-time faculty members. The plan to offer all courses in the Program each semester, will help with continued student access. This will also help with student success in terms of allowing students the opportunity to complete the transfer degree within 2 years. Another challenge is to improve overall student success rates while maintaining retention rates. Along with offering more courses and requesting more full-time faculty, the Program may need to increase the number of student tutors where needed. This plan to increase tutoring will depend on funding available to the Program for tutors. The Program has requested software for Statistics and Research Methods classes so students can learn how to input, evaluate, and analyze data. In Spring 2017, the Technology Committee funded this software and the Program plans to obtain this software and get it installed by Summer or Fall 2017. This will help students succeed in 2 of the most academically challenging courses offered by the Program. The final challenge to the Program is to continue to offer quality instruction and diversity in course offerings with 87% of the courses taught by adjunct faculty. This challenge is compounded by the fact that many adjunct faculty do not have the experience or desire to teach some of the more complex courses offered in Psychology such as PSYCH 201 (Research Methods), PSYCH 105 (Statistics), and PSYCH 141 (Biological Psychology). The Program will continue to search for qualified adjunct faculty to teach these courses if the request for more full-time faculty is not met. The plan to offer all Psychology courses each semester due to the trend of increased interest in Psychology helps students have transfer degree options. The weakness of doing this is that some courses may have demand for more than 1 section and high demand courses will lose some sections. This also means that there may be fewer sections offered for PSYCH 100 to increase offerings of more advanced courses despite the Program's desire to increase PSYCH 100 offerings. Hiring more full-time faculty and being given more sections for Psychology would address some of these issues, but that is not something the Program can anticipate at this time. Therefore, the planning for the Program addresses these weaknesses and trends by planning for at least one section of courses above the 100 level to be offered in each semester and searching for adjunct faculty with experience and willingness to teach the courses above the 100 level that are more complex while continuing to request more full-time faculty. This also means that most students taking Psychology courses will continue to be taught by adjunct faculty as they have been for the past 9 years.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|--|---|--|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

Technology: The Psychology Program offered 26% of its sections online in 2015-2016. There has been a steady increase in online offerings since 2012-2013. Except for PSYCH 201, Research Methods and PSYCH 105, Statistics, all courses in the Psychology Program can be offered online. Online offerings in Psychology are based on instructor ability to teach online. If new full-time faculty members are hired in the Program, they may bring online teaching skills with them. If not, any new full-time faculty and current adjunct faculty who have interest in teaching online will be provided with information on teaching online through professional development and other sources. Psychology courses have also been offered as part of the Big Bear ITV Program. Psychology courses have not been consistently offered as part of this program, but when the Program is offered courses for the Big Bear ITV Program, it happily participates. Currently, most faculty use technology in the classroom to supplement their instructional techniques and use the Blackboard system to manage their regular face-to-face courses. When the District moves to the Canvas Course Management System, full-time and adjunct faculty plan to learn how to use the new system by accessing Professional Development resources to learn how to use the new system. Due to recent funding for statistical software, the Program is working on getting the software purchased and having the software installed as soon as possible in the computer classroom where Statistics and Research Methods courses are held. Both full-time faculty members teach online and will continue to do so. The Program plans to continue to offer online classes and use the District supported Course Management System for online and regular classes. As stated before, the plan is to take advantage of Professional Development resources to use the new system and to improve online teaching. The Program faculty chair has participated in OU Campus training to put a Psychology Program webpage on the College's web site for Degree and Certificate Programs. Students looking for online information about the Psychology Program and Transfer degree can

now find the list of courses in the Program, a link to the transfer degree requirements, links to schedules for the current semester, information about the Psychology Club, and a link to the faculty chair's website. This helps those students searching for online information about the Program by providing them with an area with specific information. The Program will continue to update its webpage on SBVC website.

Campus Climate: Instructors in the Psychology Program encourage students to move on from the community college to 4-year institutions and beyond. Psychology instructors have focused on helping students understand how a college education (not any specific major) can help students meet their career and life goals. This meets a campus goal of encouraging transfer and success. The critical thinking and analytical skills that students can develop by taking Psychology courses is one of the reasons why the discipline is useful to business, law, and education careers. Psychology is a discipline that encourages diversity and respects differences. Program instructors will continue to support the campus climate initiative through their classroom interactions with students and the continued diversity of students who take Psychology courses reflects that. Campus climate has been enhanced by the Psychology Club, established in 2014. The Program full-time faculty will continue to support the Psychology Club as faculty advisors. The Psychology Club has worked to increase awareness of Psychology as a discipline, awareness of mental health issues, and understanding of career opportunities in Psychology. The Psychology Club and Program faculty have contributed to a positive campus climate by hosting events for the campus and surrounding community that are related to Psychology. In the past 3 years, speakers from NAMI (National Alliance on Mental Illness-San Bernardino Chapter), El Sol, and mental health interns from Student Health Services have given presentations sponsored by the Program and Psychology Club on various topics ranging from mental health issues to graduate school and careers in Psychology. The Program and Psychology Club has also reached out to recent SBVC alumni to come back to campus and discuss their transfer experiences. The Program and Psychology club sponsored recent alumna (Spring 2015) Tania Escobedo in her seminar series on Relationships and Sexual Violence in Spring 2016 and her seminar series on Sexual Information for the Community in Fall 2016. These seminars provided SBVC students with information on issues, research, and community resources on the given topics. The Program and Psychology Club also hosted a talk by Jim Steinberg (a local journalist) on the history of Patton State Hospital. The newest full-time faculty member worked with the Psychology Club to help students attend the WPA (Western Psychological Conference) in April 2016. This conference is the largest gathering of Psychologists in the western United States. This year, 4 students were selected to present their research at this conference in April 2017. These activities increase student awareness of the discipline, provide opportunities to network with CSU and other 4 year colleges/universities with Psychology undergraduate programs, and reinforce the transfer mission of the College and the Program. The Program has requested budget funds to support more student attendance at the WPA conference and will continue to do so. Program faculty will continue to reach out to alumni, other individuals, and organizations to speak to students about issues related to Psychology.

Partnerships: The Psychology Club worked with MECHA during the fall of 2014 to begin to hold meetings as a club. With the official recognition of the Psychology Club in January, 2015, the Program has worked with Student Health Services during the Student Health Services Campus Health Fairs each semester to promote awareness of Psychology and mental health issues. The Program has worked with Student Health Services to encourage Psychology students and Psychology Club members to work with the therapist trainees from Student Health Services to conduct Strengths Based Workshops for SBVC students. The Program and Psychology Club have worked with Each Mind Matters.org (a Mental Health Awareness program sponsored by CalMHSA) to increase mental health awareness and reduce the stigma surrounding mental health issues. In the Spring of 2015 and 2016, the Program and Psychology Club students held activities during Mental Health Awareness Month in May. Each Mind Matters has offered some financial support to the Psychology Club for these activities. The Program plans to continue to be involved with the Each Mind Matters organization. With more full-time faculty, the Program may be able to develop partnerships with other disciplines such as Anthropology, Biology, Economics, Human Services, and Math to give students more information about the applications of Psychology and possibly increase the number of male students interested in the Program. Plans on expanding partnerships with external agencies are contingent on how many new full-time faculty are hired.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

There are no previous Does Not Meet categories in the Psychology Program.

**Program Efficacy Team Report
Spring 2017**

Name of Department: PUENTE

Efficacy Team: A. Tolstova, T. Hosford, R. Fender

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

The Puente efficacy document warrants a “conditional” recommendation, as a result of several sections garnering “does not meet” ratings.

The program provides demographic data, but does not provide an appropriate analysis. The program describes the services used in the program to support students’ success; however the program does not provide an analysis of the SLO data collection and does not specifically address the Departmental goals. The program describes the Puente program globally as in ‘growth mode’, but does not specifically address the SBVC Puente program. The program promotes a positive learning environment and participates in activities with mentors from the professional communities. The program closely works with the Puente club to increase the number of students who transfer to a four-year colleges or universities.

The committee strongly recommends that the Puente program should emphasize the SBVC program rather than the national program in the future.

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

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The program provides demographic data, but does not provide appropriate analysis. Variances are not addressed. The program has identified events and activities and implements them in the program planning process. The program provides a lot of information about the program, its history, and purpose, which belongs to other areas.

The program offers Monday and Wednesday Puente English and Student Development classes, and provides an analysis that the pattern of service/instruction meets students' needs. The department plans to create an additional cohort.

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data. | Program <u>provides an analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes and/or Service Area Outcomes | Program <u>has not demonstrated</u> that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is <u>missing or incomplete</u> . | Program <u>has demonstrated</u> that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to area services is <u>complete</u> . |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The program describes the services used in the program to support students' success; however the program does not provide an analysis of the SLO data collection and does not specifically address the Departmental goals.

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness – Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The program has a mission and it links to the college mission.

The program provides supportive information and examples of success. The program was honored with a Certificate of Recognition from the California Legislature. However, it is recommended that the program should evaluate its productivity and supply concrete data.

The courses are relevant and current to the mission of the program.

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|---|---|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The program does not clearly identified trends. It describes the Puente program globally as in ‘growth mode’, but does not specifically address the SBVC Puente program. The committee suggests to describe how the global growth of Puente affects the SBVC program.

The program provides a discussion of departmental strengths and weaknesses and incorporates into planning.

| Strategic Initiative | Institutional Expectations | |
|--|--|---|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate. Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate | Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate. Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The Puente program demonstrates strong partnerships, utilizes technology and promotes a positive learning environment. The program has participated in a variety of activities such as the Annual Puente Transfer Motivational Conference, the Annual Community College Day, and the Annual Noche de Familia. The program closely works with the Puente club to increase the number of students who transfer to a four-year colleges or universities and return to the community as leaders and mentors.

| |
|---|
| Part VI: Previous Does Not Meets Categories |
| Program addressed each area, by either describing how the program has remedied deficiencies, or if these areas have been discussed elsewhere in this current document, provided the section where these discussions can be located. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

N/A 2016 2017 First Efficacy Review

Program Efficacy--PUENTE

2016 – 2017

Program Being Evaluated

| |
|--------|
| Puente |
|--------|

Name of Division

| |
|------------------|
| Student Services |
|------------------|

Name of Person Preparing this Report

Extension

| | |
|----------------------|-------------|
| Alma Guadalupe López | 8614 |
| Debbie Orozco | 8255 / 8962 |

Names of Department Members Consulted

| |
|--|
| Diane Hunter, Joel Lamore, Yvette Lee, Shalita Tillman |
|--|

Name of Reviewers

| |
|------------------------------------|
| A. Tolstova, T. Hosford, R. Fender |
|------------------------------------|

| Work Flow | Date Submitted |
|---|----------------------------|
| Initial meeting with department | 02/17/2017 |
| Meeting with Program Review Team | 03/03/2017 |
| Report submitted to Program Review co-chair(s) & Dean | by NOON on March 21 |

Staffing

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

| Classification | Number Full-Time | Number Part-time, Contract | Number adjunct, short-term, hourly |
|-----------------------|---|-----------------------------------|---|
| Managers | 4 (Dean and Department Head of Counseling and Dean and Department Head of English. Note: Puente Budget is housed in Counseling) | 0 | 0 |
| Faculty | 2 | 0 | 0 |
| Classified Staff | 1 (Secretary housed in Counseling to Provide Clerical Support) | 0 | 0 |
| Total | 7 | 0 | 0 |

| Academic Year | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|------------------------------|-------|-------|-------|-------|-------|
| SBVC Unduplicated Enrollment | 63 | 31 | 34 | 36 | 33 |

Description:

Puente's Community College Program was established in 1981 statewide. The Puente Project has been at SBVC since 1984. Puente is a successful statewide transfer program that is open to all students and the resources consist of counseling, mentoring, and writing components. The mission of the Puente Project is to increase the number of educationally disadvantage students who enroll in four-year colleges and universities, earn degrees, return to the community as leaders, and mentors for future generations.

Assessment:

- All students coming into the Puente Program have to be eligible for English 015 as determined by the SBVC assessment process or have successfully completed English 914.
- The key performance indicators are success and retention of students. The success rate increased by 9% from 2014-2015 to 2015-2016. The retention rate increased by 1% in 2015-2016 but has been consistent over the past five years in range of the mid - 90%.
- Over the past five years there has been a decrease in duplicated enrollment within the program from 63 in 2011-2012 to 33 in 2015-2016.
- In Fall 2016 there was satisfaction survey completed by participating students that attended the Hispanic Association of Colleges and Universities (HACU) to maintain accountability of Student Equity Funding.

| Ethnicity | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|-------------------------|-------|-------|-------|-------|-------|
| African-American | 11 | 2 | 1 | 1 | 1 |
| American Indian/Alaskan | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 1 | 0 | 0 | 1 |
| Hispanic | 43 | 27 | 31 | 34 | 28 |
| Multi-Ethnicity | 0 | 0 | 1 | 0 | 2 |
| Pacific Islander | 1 | 0 | 0 | 0 | 0 |
| Unknown | 0 | 0 | 0 | 0 | 0 |
| White | 8 | 1 | 1 | 1 | 1 |

Department Goals:

- The goal is to increase the number of students that transfer to a four-year college or university and return as mentors and leaders to our community.
- Recruit and enroll 30 - 35 students to form a Puente learning community. Students take two consecutive writing classes: English 015 (Fall) and English 101 (Spring). Classes are linked with a Student Development class each semester: SDEV 015 (Fall) and SDEV 102 (Spring).
- Increase outreach and student awareness of the Puente Program among the SBVC campus.
- Hire a full-time counselor to focus primarily on the Puente Project.

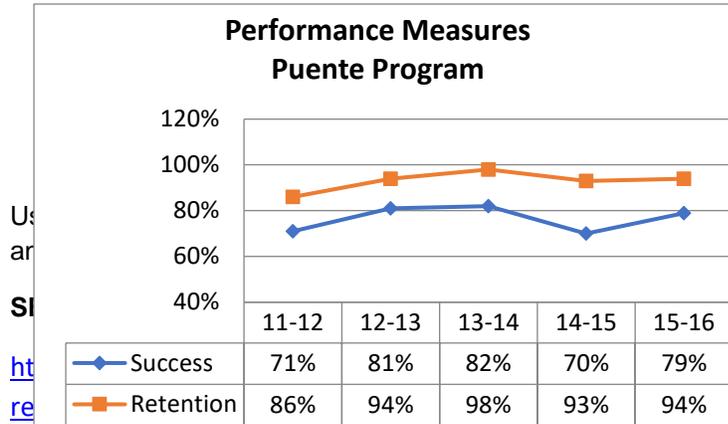
Challenges & Opportunities:

- Maintaining Phase III Puente students (mentorship) engaged and connected with Puente familia.
- Puente Alumni providing feedback to current students on the benefits of community involvement.
- There is an opportunity to collaborate with Tumaini when possible on student field trips.

| Gender | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|---------|-------|-------|-------|-------|-------|
| Female | 35 | 19 | 20 | 22 | 18 |
| Male | 28 | 12 | 14 | 14 | 15 |
| Unknown | 0 | 0 | 0 | 0 | 0 |

Action Plan:

- Outreach is planned during the Welcome Day right before the Fall 2017 semester.
- Classroom presentations in English 914 through the end of Spring 2017 and Summer 2017.
- Orientations will then be held for all students interested participating in the 2017/2018 Puente Project cohort in Fall 2017 followed by a satisfaction survey.



Strategic Initiative: Access

How are you providing access to your program by

Use
an
SI
ht
re

<https://www.coe.edu/academic-senate/program->

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

| Demographics - Academic Years - 2014-15 to 2015-16 | | |
|---|----------------------------|-------------------------|
| Demographic Measure | Program: Puente | Campus- wide |
| Asian | 2.5% | 4.8% |
| African-American | 8.1% | 12.8% |
| Hispanic | 79.5% | 64.2% |
| Native American | 0.6% | 0.2% |
| Pacific Islander | 0.0% | 0.3% |
| White | 8.1% | 14.0% |
| Unknown | 0.6% | 0.4% |
| Female | 58.8% | 56.9% |
| Male | 41.3% | 42.9% |
| Disability | 1.9% | 6.3% |
| Age Min: | 18 | 14 |
| Age Max: | 62 | 78 |
| Age Mean: | 22 | 24 |



Request Placed: 3/6/2017 by Alma Lopez
 Request Received: 3/6/2017 by Charles Burton
 Request Completed: 3/9/2017 by Charles Burton
 Completion Time Requested: 1 weeks

Request: Data of count, retention, and success for 13-14,14-15, and 15-16 of Puente students that have taken English 015, English 101, SDEV 015, and SDEV 102 compared to other non-Puente students. Also, include awards earned, transfer majors, and demographics of Puente students.

Success / Retention

| Year | Course | Puente Success | SBVC Success | Puente Retention | SBVC Retention |
|-----------|----------|-----------------------|---------------------|-------------------------|-----------------------|
| 2013-2014 | ENGL 015 | 79% | 45% | 100% | 79% |
| 2014-2015 | ENGL 015 | 53% | 45% | 96% | 83% |
| 2015-2016 | ENGL 015 | 62% | 50% | 87% | 86% |
| | | Puente Success | SBVC Success | Puente Retention | SBVC Retention |
| 2013-2014 | ENGL 101 | 77% | 53% | 94% | 83% |
| 2014-2015 | ENGL 101 | 53% | 52% | 88% | 80% |
| 2015-2016 | ENGL 101 | 70% | 57% | 97% | 81% |
| | | Puente Success | SBVC Success | Puente Retention | SBVC Retention |
| 2013-2014 | SDEV 015 | 86% | 86% | 100% | 100% |
| 2014-2015 | SDEV 015 | 93% | 93% | 100% | 100% |
| 2015-2016 | SDEV 015 | 88% | 88% | 97% | 97% |
| | | Puente Success | SBVC Success | Puente Retention | SBVC Retention |
| 2013-2014 | SDEV 102 | 89% | 65% | 96% | 94% |
| 2014-2015 | SDEV 102 | 69% | 67% | 96% | 91% |
| 2015-2016 | SDEV 102 | 74% | 73% | 95% | 95% |

| Year | SBVC Count | State count |
|-----------|------------|-------------|
| 2013-2014 | 34 | 53 |
| 2014-2015 | 35 | 28 |
| 2015-2016 | 60 | 125 |

| Year | Male | Female |
|-----------|------|--------|
| 2013-2014 | 10 | 24 |
| 2014-2015 | 13 | 22 |
| 2015-2016 | 53 | 72 |

| Year | African American | Asian | Caucasian | Hispanic | Multiple Races | Native American | Unknown |
|-----------|------------------|-------|-----------|----------|----------------|-----------------|---------|
| 2013-2014 | | | 3% | 97% | | | |
| 2014-2015 | 3% | | 3% | 94% | | | |
| 2015-2016 | 10% | 3% | 10% | 73% | 3% | 1% | 1% |

Graduation Information

| | | Annual 2012-2013 | Annual 2013-2014 | Annual 2014-2015 |
|----------------|---|------------------|------------------|------------------|
| San Bernardino | | | | |
| Puente | Total | 1 | 2 | 2 |
| | Associate in Science for Transfer (A.S.-T) Degree Total | | | 1 |
| | Administration of Justice-210500 | | | 1 |
| | Associate of Arts (A.A.) degree Total | 1 | | |
| | Liberal Arts and Sciences, General-490100 | 1 | | |
| | Certificate requiring 30 to < 60 semester units Total | | 2 | 1 |
| | Alcohol and Controlled Substances-210440 | | 2 | 1 |

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

The Puente Community College Program is an academic, counseling and mentoring program of support for students to build the skills necessary for success in both academic and career goals while in community college. Students enrolled in the Puente program work closely with their Counselor, English Instructor and Mentor to prepare for transfer to four-year. Puente was founded in 1981 by Felix Galaviz and Patricia McGrath at Chabot Community College located in Hayward, California. It was launched as a grassroots initiative to address the low rates of academic achievement among Mexican American and Latino students. Upon reviewing over 2,000 transcripts, Galaviz and McGrath discovered three patterns: Students were avoiding academic counseling. Students were not enrolling in college level writing courses. Students were first in their families to attend college. Puente was launched at San Bernardino Valley College in 1984.

Puente is committed to publicizing / marketing the program in a wide variety of spaces in hopes of reaching students of all backgrounds. In the spring 2016 recruitment cycle, Puente orientations were publicized on the San Bernardino Valley College main website. Moreover, because the emphasis is on Chicana/o and Latina/o literature and culturally relevant to the Chicana/o and Latina/o experience in college, the classes do fill with primarily Chicana/o and Latina/o students. Puente Project numbers confirm the need to continue these types of programs for traditionally underserved populations.

Several events take place leading up to the year and throughout the year to recruit and retain underserved populations. In order to recruit the incoming Puente cohort, various outreach and orientation sessions happen throughout the spring and summer leading up to the fall semester. English 914 classroom visits are conducted to invite students to an orientation sessions.

During the spring and summer orientations sessions, co-coordinators provide information on the year-long cohort model to potential Puentistas. Interested students sign a commitment slip, stating they are interested in the program. They are asked to keep days and times when the English and Student Development classes take place open from scheduling conflicts. The counselor then checks Potential Puentistas background to ensure they are English 015 ready.

One of the first events hosted in the fall semester, during Phase I, is the annual *Noche de Familia*. The annual event helps parents, guardians, and loved ones understand the educational process and experience. They have the opportunity to meet other Puente families and students who have similar educational goals. The event is held on the San Bernardino Valley College campus. For many families, this is the first time they set foot on a college campus.

Another event held in the fall semester is the Annual Puente Transfer Motivational Conference held at various Southern California University of California (UC) campuses. Puentistas visit a UC campus and hear motivational speakers who stress importance of transferring to a four-year school. Thousands of students from the Southern California region attend this conference. Students attend workshops on everything from financial aid to leadership. Students return to the classroom understanding the importance of finishing the course. They write about their workshops, and share their experiences with in their *familias*. This event is held early in the fall because students bond together very quickly at this event. It helps to keep them motivated throughout the year. The statewide office pays all the fees associated with the conference except transportation. The University of California, Riverside hosted the annual event in 2013. The University of California, San Diego hosted in 2014 and 2015. Most recently, the University of California, Los Angeles hosted in 2016.

A final event that takes place in the fall semester during Phase I is our Annual Puente Mentor Training Session. The session is a space when new and continuing mentors learn and suggest creative activities to do with Puente Mentees. It is a good opportunity to ask questions about being a mentor. During the session, mentors get to know other community/on-campus mentors. New mentors fill out a Puente Project Mentor Profile Form. They also have the opportunity to get to know the Co-Coordinators of the program.

In the spring semester, Phase II of the Puente Project focuses on several more activities and events meant to retain Puentistas. First, the Annual Community College Day held at the University of California, Riverside Chicano Student Programs / Native American Student Programs Community College Day is structured to provide students with pertinent information regarding the transfer process, support services, academic programs and student life. Workshops include Chicano/Latino and Native American cultural awareness and empowerment. In addition, workshops and resources are provided for undocumented students.

Next, the Annual Mentor/Mentee Mixer has been held at the San Bernardino El Torito location for the past three years. In preparation for the event, Puentistas write a letter of introduction, in business letter format, to their mentor during winter recess. Puentistas practice their networking skills by gathering business cards from mentors in attendance. Mentors and mentees then work together to meet several more times to discuss the mentor's educational and career background and the mentee's educational and career aspirations.

Cultural events are also an important part of the Puente Project. For example, in various Phase I cohorts, Puentistas read *Always Running: La Vida Loca: Gang Days in L.A.* by Luis J. Rodriguez. The book discusses the genocide taking place in communities of color in the form of gang violence. In Phase II, Puentistas delve into issues, such as discrimination based on race, class, gender and/or sexuality. The visit to the Museum of Tolerance solidifies these themes for the Puentistas. The visit ties into their final essay with research component.

Moreover, the Manzanar War Relocation Center was one of ten camps at which Japanese American citizens and resident Japanese aliens were interned during World War II. Located at the foot the Sierra Nevada in eastern California's Owens Valley, Manzanar has been identified as the best preserved of these camps. The book directly ties into issues presented in *Southland* by Nina Revoyr.

As stated above in the Puente Project – 2015 - 2016 – Educational Master Plan, the opportunity presented itself to reach out to Tumaini students by inviting a group to attend Luis Valdez' Zoot Suit at the Mark Taper Forum in Los Angeles on Wednesday, March 8, 2017 with the 2016 - 2017 Puente cohort. The students enjoyed Zoot Suit. For many, it was their first time experiencing a professional stage production.

Finally, Puentistas celebrate in Annual End of Year Celebration. The event is the culminating activity where parents, guardians and loved ones gather once again to honor the Puentistas.

The carefully planned activities and events contribute to Puente success rates in the areas of English 015 and English 101 as demonstrated above in the Research, Planning & Institutional Effectiveness chart date March 9, 2017. Moreover, because Student Development 015 is unique to Puente/Tumaini, data located in the Puente Success category and the SBVC Success category is the same.

Pattern of Service

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

Puente is a one-year Counseling, English, and Mentoring program. Students enrolled in Puente work closely with their Counselor, English Instructor and Mentor to prepare for transfer to four-year. Cohorts begin every fall semester.

Phase I – Fall Semester 2016

- English 015 – Preparation for College Writing
Monday/Wednesday
10:00 a.m. to 11:50 a.m.
- Student Development 015 – Puente: Strategies for College Success
Friday
10:00 a.m. to 10:50 a.m.

Phase II – Spring Semester 2017

- English 101 – Freshman Composition
Monday/Wednesday
10:00 a.m. to 11:50 a.m.
- Student Development 102 – College to Career
Monday
12:00 p.m. to 1:50 p.m.

The Puente Project is successful because the model (Counseling, English, and Mentoring) is consistent statewide. Moreover, the Puente Project works to activate students' previous background knowledge through Chicana/o and Latina/o literature and activities that are culturally relevant to the Chicana/o and Latina/o experience in college. Because Puentistas experience shades of themselves in the literature they read and the activities and events they participate in, their existence is validated,

and they are empowered to continue their education. In addition, Puente becomes a safe space for Puentistas to dig deeply and share on a very personal level their trails, tribulations, and triumphs at school, home, and their communities.

Furthermore, through Student Equity Funding, the Puente Project has been able to purchase class sets of textbooks and literature used in the English and Student Development classes. Therefore, book rental for Puentistas started in fall 2015.

Puentistas understand when they enroll into the program, there are activities and events that take place outside of their Monday and Wednesday Puente classes. As a result, they fully participate in evening and weekend activities and events.

Discussion to create a second cohort is ongoing. The second cohort must be institutionalized like the current cohort. The second team must be identified and must participate in the Puente Summer Institute as mandated by the Puente Statewide Office. Several considerations need to be addressed, like doubling the budget for activities and events, doubling the amount of mentors, doubling the cost of transportation.

Part II: Questions Related to Strategic Initiative: Student Success

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program does not provide an adequate analysis of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes and/or Service Area Outcomes | Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is missing or incomplete . | Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to area services is complete . |

Explain how the services in the program support student success.

- The Puente counselor provides academic, personal, and career counseling to prepare students to transfer to a four-year college or university. To help build the educational support network necessary for the students' success, the counselor also integrates the students' families into the program.
- The Puente counselor teaches student development classes (Student Development 015 in the fall semester and Student Development 102 in the spring semester) designed to enhance the students' college success. Relevant college and career success skills, information, and resources are available to assist each student in examining, planning, and setting her/his personal, academic, and career goals.
- Puente's writing component includes English 015 – Preparation for College Writing – a developmental writing course in the fall semester followed by English 101 – Freshman Composition – a college transfer-level English composition course. While adhering to the requirements of the course outlines of specific community college departments, the writing instructor moves generally from narrative or personal writing – in which students develop their voice and confidence – to writing based on rigorous academic prose, including analytical, argumentative, and research-based texts. Writing is presented as a process that develops in response to “real-life” audiences and peer groups. The writing component also includes an unofficial English 102 – Intermediate Composition and Critical Thinking – course offered in subsequent semesters.
- Students enroll with the same Puente instructor for classes over one academic year, creating a supportive environment for students through the curriculum. The courses integrate Latina/o and other multicultural literature in combination with skill-appropriate scaffolding for texts that build in rhetorical and thematic complexity. Students are also provided with an opportunity to use mentors and their communities as a resource for writing and to develop their relationships with their mentors. The courses offer an environment that provide students with the support and motivation likely to enable them to transfer.
- Puente is unique among college transfer programs by offering personal one-on-one mentoring by local professionals who graciously volunteer 15-18 hours during the spring semester.
- Our Puente mentors support the Puente counselor and English instructor by motivating Puente students to build the social and cultural capital they will need for their future success as college students and career professionals. All Puente Mentors are trained to follow mentoring guidelines and serve as successful career role models to their student mentees. Our experience shows that mentoring is inspiring to both mentors and their Puente student mentee.
- There are plans to implement an end of program student evaluation tool for future cohorts.

(INSERT SLO AND/OR SAO DATA FROM CURRENT SLO REPORT. INSERT COURSE MAP IF AVAILABLE. Refer to prior reports as needed for the analysis.) (Contact Dr. Celia Huston if you need assistance.)

Demonstrate that your program is continuously assessing Service Area Outcome (SAOs) and/or Student Learning Outcomes (SLOs) based on the plans of the program since the program's last efficacy report; refer to prior SAO/SLO summary. Include evidence of data collection, evaluation, analysis, and reflection/feedback, and describe how the SLOs/SAOs are being used to improve student learning, and area services as appropriate (e.g., faculty discussions, SLO/SAO revisions, assessments, etc.).

SLOs

English 015

- Students will compose clear and effective sentences within the context of paragraph and essays, relatively free of major grammatical, spelling, and punctuation errors.
- Students will compose coherent and unified expository essays that sufficiently support a thesis statement.
- Students will accurately identify main ideas and supporting evidence in written texts and infer meaning from those texts.

English 101

- Students will write college-level essays with a well-supported and clearly defined thesis demonstrating focus, employ various rhetorical modes, and make writing decisions based on audience.
- Students will read college-level prose for main ideas, support, style, and tone.
- Students will write a research paper, correctly documenting sources in MLA format.

Student Development 015

- Student will differentiate between CSU & UC higher educational systems.
- Students will assess their current level of college success strategies.
- Students will apply knowledge of self-responsibility in their life with a focus on their education.
- Students will be able to explain the role and benefits of mentors and networking.

Student Development 102

- Students will be able to conduct a job search.
- Students will demonstrate self-knowledge about their interests, values and aptitudes.
- Students will understand the transfer process and will be able to differentiate among IGETC, CSU GE Breadth, and Associate Degree requirements.

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|--|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness - Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2016 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Mission and Purpose

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

What is the mission statement or purpose of the program?

The mission of the Puente Project is to increase the number of educationally underrepresented students who enroll in four-year colleges and universities to obtain their bachelor's degrees and return to the community as leaders and mentors of future generations.

Puente's Community College Program was established in 1981. Puente has been at SBVC since 1984. Puente is a successful statewide transfer program consisting of counseling, mentoring, and writing components.

Puente is open to all students.

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

In order to provide Puentistas with a high-quality education as stated in the college mission, any Counselor or English Instructor affiliated with Puente has gone through intensive training at the University of California, Berkeley prior to entering the classroom. The intensive training covers methodologies used by Puente teams throughout the state. Moreover, to stay well informed of innovative instruction, the Puente team attends regional trainings held biannually to continually learn best practices that are not only incorporated into the Puente classroom but also incorporated into the general population of students. In addition, although Puente focuses on the Chicana/o and Latina/o experience in college, the program is open to all students, ensuring the program provides services to a diverse community of learners. Furthermore, because Puente has a partnership through the University of California, Berkeley, the program prepares students for transfer to four-year colleges and universities. Lastly, Puente creates leaders who will earn their degrees and return to their communities to improve the quality of life in the Inland Empire and beyond.

Productivity

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

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

- Relative status of the department at SBVC in comparison to the same department at other multi-campus districts in terms of
 - i. staffing levels
 - ii. compliance with state, local, and federal regulations
- Average time to respond to requests for service
- Average time to respond to complaints
- Results of user satisfaction surveys
- Results of employee satisfaction/staff morale surveys
- Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence

Anecdotal evidence reveals the Puente Project is an excellent program that touches and inspires many lives. For example,

Alex Espinoza, author of *Still Water Saints, The Five Acts of Diego León*, was in the Puente Project in the early 1990's. He graduated from San Bernardino Valley College in 1994. He then transferred and graduated from the University of California, Riverside. He then went on to earn a Master of Fine Arts from the University of California, Irvine. Espinoza is a professor in the Department of Television, Film, and Media at California State University, Los Angeles where he is the director of the MFA Program in Creative Writing and Literary Arts. He continues to visit

Puente classes to talk with students and teachers about writing, literature, and the opportunities he gained through education.

Moreover, current Puente English Faculty, Alma Guadalupe López was a Puente student in the mid-1990's. Through Puente, she was able to find her voice. She became a student leader, participating in Associated Student Government and MEChA. She also had the opportunity to study abroad in Spain through the American Institute of Foreign Study. She transferred to the University of California, Santa Cruz where she majored in Literature. Her senior seminar in Latina/o Poetry helped solidify her desire to teach. She graduated from UCSC in 2001 with a Bachelor of Arts degree in Literature. She went on to earn a Master of Arts degree in English at the University of California, Riverside in 2005. She then became an Adjunct English Instructor at San Bernardino Valley College in 2007. She was hired on as a Full Time English Instructor in 2012. She was awarded tenure in spring of 2016. She has been involved with Puente for over half of her life, first as a student in the program. She then became a student speaker, sharing her experiences while she was a student at UC Santa Cruz and UC Riverside. She was then a mentor. She then was the substitute teacher for Puente when former Puente Instructor, Mary Copeland, was out on sick leave. She then became the Puente English Instructor and Co-Coordinator in 2013 and has continued with the program ever since.

Puente's 30+ Years Celebration was held on December 9, 2016. More than 250 Puentistas from the 1980's, 1990's, 2000's and 2010's came together at the newly opened Gymnasium. Puente was honored with a Certificate of Recognition from the California Legislature. The certificate stated, in part, "The 47th Assembly District extends grateful appreciation for your exceptional work as a National Model for Student Success at San Bernardino Valley College."

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum (e.g., seminars, workshops, presentations, classes, etc. for Student Services).

SDEV 015

PUENTE: STRATEGIES FOR COLLEGE SUCCESS

PHASE 1 – FALL SEMESTER

This course helps students identify their academic strengths and limitations as a first step in long-term educational planning for transfer. In addition, students learn essential skills for creating success in college and in life. This course is paired with ENGL 015 Preparation for College Writing (Puente Project). *Associate Degree Applicable*

SDEV 102

COLLEGE TO CAREER

PHASE II – SPRING SEMESTER

This introductory course is designed for students seeking direction in setting academic and career goals. A biopsychosocial perspective will be used to highlight the person-environment dynamics crucial to a well-rounded preparation for a fulfilling career. Major topics will include evaluation of personal interests, abilities and values, and the utilization of technological resources to identify career choices and labor market trends.

Associate Degree Applicable

Course Credit Transfers to CSU

ENGL 015

PREPARATION FOR COLLEGE WRITING

PHASE I – FALL SEMESTER

This is a writing course designed to prepare students for ENGL 101. The primary focus is on the development of the paragraph and short essay. The course includes a review of grammar, sentence structure, and punctuation.

ENGL 101

FRESHMAN COMPOSITION

PHASE II – SPRING SEMESTER

This is a writing course emphasizing expository and argumentative essays, which helps students develop writing skills necessary for other degree applicable courses. It includes reading and analysis of various forms of writing, instruction in library research and preparation of documented research papers.

<http://www.valleycollege.edu/academic-career-programs/documents/sbvc-2016-catalog-09.14.16.pdf>

This is the first evaluation cycle so the dates below are based off 015 and 101 classes. Puente data will be available in future cycles.

If applicable, describe your formal curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

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

Not Applicable. English and Student Development courses are current.

PROVIDE CURRICUNET REPORT (if applicable)

Paula Ferri-Milligan and Kay Weiss stated Curricunet not applicable Workshop Session 03/03/2017. Puente Group is developed through English and Counseling Departments.

Articulation and Transfer

| List Courses above 100 where articulation or transfer is not occurring | With CSU | With UC |
|---|----------|---------|
| N/A | N/A | N/A |
| | | |
| | | |
| | | |

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

Per Paula Ferri-Milligan not applicable at Workshop Session 03/03/2017. Courses not specific to Puente.

Currency

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

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

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

HUMDV 090

PUENTE: PLANNING FOR COLLEGE SUCCESS I

PHASE I – FALL SEMESTER

Designed for students in the Puente Program, this course helps students identify their academic strengths and weaknesses as a first step in long-term educational planning. Includes stress management, motivation, self-esteem, cultural identity, and the Chicano/Latino experience. *Associate Degree Applicable*

(San Bernardino Valley College 1994-1995 Catalog)

HUMDV 101

PUENTE: PLANNING FOR COLLEGE SUCCESS II

PHASE II – SPRING SEMESTER

Designed for students in the Puente Program, this course is designed to prepare students for an active role in their education and community. Includes a mentoring component which links students with community professionals in their major area of study. *Associate Degree Applicable*

(San Bernardino Valley College 1994-1995 Catalog)

SDEV 101

PUENTE: STRATEGIES FOR COLLEGE SUCCESS

PHASE II – SPRING SEMESTER

Designed for students in the UC Puente Project, this course is designed to prepare students for an active role in their education and community. In addition, students learn essential skills for creating success in chosen careers. Includes a mentoring component which links students with community professionals in the major area of study. This course is paired with ENGL 101 Freshman composition (Puente Project). Enrollment is limited to students in the UC Puente Project. *(Formerly HUMDV 101)*

Associate Degree Applicable

Course credit transfers to CSU

(San Bernardino Valley College 2004-2005 Catalog)

Student Development 015 is unique to Puente.

Part IV: Planning

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|---|---|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

The Puente Project is in a growth mode. Approximately 63 community colleges in California have Puente with Cuesta College in San Luis Obispo slated to start their program in the fall 2017. Thirty-nine high schools in California have Puente. Arroyo Valley High School in San Bernardino City Schools is our sister school. Three Middle Schools in northern California have adopted Puente with a fourth middle school program in the works. The program has also grown to six community colleges in Texas and Washington.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

The Puente Project began at San Bernardino Valley College in 1984. Since then, several Counseling and English Faculty have collaborated to ensure Puente continues to be a strong and relevant transfer program. Puente Project accomplishments at San Bernardino Valley College are many.

For example, in 2015-2016, one Puentista, Sergio Alvarez an Engineer major, was selected to represent San Bernardino Valley College at the Hispanic Association of Colleges and Universities (HACU) Conference in Miami, Florida. In 2016-2017 San Bernardino Valley College selected the following Puentistas to attend HACU Conference in San Antonio, Texas: Luis Rodriguez, Anna Bernasconi, Emanuel Serna, and Karla Torres. Puente Counselor / Co-Coordinator / San Bernardino Valley College Alumni (2002), Debbie Orozco, was a chaperone for both HACU conferences. At each conference, Puentistas had the opportunity to interact with thousands of students from different parts of the world. The also had the opportunity to network with large corporations for future internship opportunities. Moreover, Debbie Orozco has attended conferences for both the California State University and the University of California system to stay abreast of changes happening that may affect students. Debbie Orozco also attended the 2016 On Course National Conference held in Anaheim, California. *On Course* is the textbook used in the Student Development component.

Moreover, Puente English Instructor / Co-Coordinator / Puente Alumni (1995-1996) / San Bernardino Valley College Alumni (1997), Alma Guadalupe López was awarded tenure in February 2016. López attended the On Course Workshop I and II held at the Bon Secours Center in Marriottsville, Maryland, Summer 2014 and Summer 2015. She, along with former Puente Counselor and Co-Coordinator, Laura Gomez, learned various strategies for empowering students to become active, responsible learners. The skills presented in the On Course I and II Workshop are drawn from best practices in academic curriculum design, brain research, learning styles, active-learning principles, corporate raining methodology, and personal development strategies. As previously mentioned, *On Course* is the textbook used in the Student Development component.

In addition, The Regional History Project for the University of California, Santa Cruz used Alma Guadalupe López' commentary for an oral history project on Rosalee Cabrera, director of UCSC's El Centro, the UCSC Chicano/Latino Resource Center, and counselor and academic coordinator at UCSC's Educational Opportunity Program. The project is titled, *With Conocimiento, Love, Spirit, and Community: Rosie Cabrera's Leadership at UC Santa Cruz, 1984-2013*, and Rosalee Cabrera was interviewed by Susy Zepeda.

Furthermore, Alma Guadalupe López was the headlining Poet for the Poesía Peligrosa event held during Semana de la Mujer at the University of California, Riverside on Tuesday, March 3, 2015. López' poem will be featured in forthcoming *Jota Anthology* to be published by Kórima Press.

Puente held its 30+ Years Celebration on December 9, 2016. Puente was honored with a Certificate of Recognition from the California Legislature. The certificate stated, in part, "The 47th Assembly District extends grateful appreciation for your exceptional work as a National Model for Student Success at San Bernardino Valley College."

Notable SBVC Puente Alumni: Alex Espinoza, author of *Still Water Saints, The Five Acts of Diego León*, graduated from San Bernardino Valley College in 1994. After graduating from the University of California, Riverside, he went on to earn a Master of Fine Arts from the University of California, Irvine. Espinoza is a professor in the Department of Television, Film, and Media at California State University, Los Angeles where he is the director of the MFA Program in Creative Writing and Literary Arts. As always, he is at work on his next book. (<http://www.alexespinoza.com/meet-alex/>)

Training in the Puente Summer Institute is held at the University of California, Berkeley for any new counselor or instructor. The Southern California Regional body hosts biannual training sessions each specialized area. Moreover, in an effort to increase outreach and student awareness of the Puente Program among the SBVC campus, the Puente Club is an extension of the Puente Project. The club has embedded a community service component into its structure. Their clean-up/feeding the homeless efforts at Seccombe Lake Park and through Operation Snack Sack should be commended. In addition to their

community involvement, the club has also participated in San Bernardino Valley College's candidate forums and Annual Día de los Muertos events.

Challenges

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

- Research – Manually input data / Not considered Special Population.
- No designation for priority registration. Registration has been an on-going concern with the enrollment process for Puente students changing several times. The Grant Petition has been working thus far.
- Maintaining Phase III Puentistas engaged and connected with Puente familia. Puentistas have a feeling of graduating from the program after Phase II culminates with the Puente End of Year Celebration. The program would like to find ways to keep students engaged as possible Peer Mentors or Ambassadors. There is also an unofficial Phase III in English 102. Several Puentistas stay together as a mini-cohort in Professor López' classes.
- Puente Alumni providing feedback to current students on the benefits of community involvement. The Puente club is involved in community services. The program and the club can find ways to have more Phase III Puentistas stay involved.
- Arroyo Valley High School (AVHS) in San Bernardino City Schools is our sister school. Currently, Maria Alegria, counselor for the program at AVHS, is a mentor for the San Bernardino Valley College Puente Project, but the program will look for ways towards more meaningful participation with our sister school.
- The club helps carry over the Puente mission to the general population. The club has its highs and lows. They have periods when they are very active, and they have other times when participation is not strong. The program will work towards consistency with the club.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|--|---|--|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program <u>does not demonstrate</u> that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program <u>does not have plans</u> to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program <u>demonstrates</u> that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program <u>has plans</u> to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

The Puente Project has been actively seeking and developing partnerships across campus and in the community. Because writing is a cornerstone of the Puente Project, in Phase II of the Puente Project, Puentistas attend a two-hour research session with a reference librarian as a springboard into their research projects for English 101. In addition, once their English 101 research is complete, Puentistas share their research in a three-day Academic Conference. Puentistas create a PowerPoint presentation, highlighting their research findings. The Academic Conference is the culmination of all of their hard work over the year and/or semester. A professional tone is carrying throughout the three days. Puentistas are empowered through the power of the written word. Moreover, because the Puente Club is an extension of the Puente Project, and in an effort to increase outreach and student awareness of the Puente Program among the SBVC campus, the club maintains a Facebook page. The Social Media Representative provides updates on club activities and events.

In addition to the Annual Puente Transfer Motivational Conference, the Puente Project has participated in the Annual Community College Day held at the University of California, Riverside Chicano Student Programs / Native American Student Programs Community College Day is structured to provide students with pertinent information regarding the transfer process, support services, academic programs and student life. Workshops include Chicano/Latino and Native American cultural awareness and empowerment. In addition, workshops and resources are provided for undocumented students. Moreover, when available, the Puente Project has also attended the UCLA STOMP Conference. The Student Transfer Outreach and Mentor Program (STOMP) at UCLA is a volunteer student organization. Its goal is to provide outreach services that motivate

and inspire students who are enrolled at California community colleges to consider the University of California as a practical option for transfer. (<https://www.admission.ucla.edu/stomp/>). Moreover, in its tenth year, the Annual University of California, Riverside Puente Leadership Conference (UCRP) has been an incredibly powerful ten-day residential program and many of the alumni have successfully transferred to several four-year universities, becoming highly active on the campuses and in their communities, while creating lifelong networks with their fellow alum.

As stated in the 2015-2016 Educational Master Plan in the Challenges and Opportunities section, “There is an opportunity to collaborate with Tumaini when possible on student field trips.” That opportunity presented itself to reach out to Tumaini students by inviting a group to attend Luis Valdez’ Zoot Suit at the Mark Taper Forum in Los Angeles on Wednesday, March 8, 2017 with the 2016 - 2017 Puente cohort. The students enjoyed Zoot Suit. For many, it was their first time experiencing a professional stage production. Puente looks forward to future collaborations with Tumaini.

The Puente Project Mentors are a robust group of professionals not only from the campus community but also from the community at large. Mentors for Phase II of the 2016 - 2017 cohort are:

- Elena Acevedo, Student Services Specialist II
- Maria Alegria, High School Puente Counselor, Arroyo Valley High School
- Dr. Horace Alexander, San Bernardino Valley College Associate English Professor
- Laura Araujo-Salinas, Educator, Chino Valley Unified School District
- Mike Arteaga, Event Specialist at California State University, San Bernardino
- Elizabeth Banuelos, San Bernardino Valley College Counselor and Puentista
- Andrew Bauer, Social Service Practitioner and Puentista
- Ana Bojorquez, San Bernardino Valley College Assistive Tech Specialist
- Ynez Canela, District Representative – Eloise Gomez Reyes
- Maribel Cisneros, EOPS Counselor and former Puente Counselor and Co-Coordinator
- Marco Cota, San Bernardino Valley College Dean of Counseling and Matriculation
- Maria Del Carmen Rodriguez, Director of EOPS/CARE at San Bernardino Valley College
- Daihim Fozouni, San Bernardino Valley College Instructor of English
- Sheela S. Free, San Bernardino Valley College Associate Professor of English
- Laura Gomez, San Bernardino Valley College Counselor/Study Abroad Advisor/Hired to launch Puente at SBVC
- June Hill, San Bernardino Valley College Nursing Counselor
- Judy Joshua, San Bernardino Valley College Instructor of English
- Melissa King, San Bernardino Valley College, Assistant Professor of Anthropology
- Erik Macias Morden, San Bernardino Valley College Food Services Manager
- Dolores Moreno, San Bernardino Valley College Associate Professor of English and former Puente English Instructor / Co-Coordinator
- David Quiroz, San Bernardino County Administration
- Charles Ramirez, San Bernardino County Probation Department Corrections Officer
- Oscar Rodriguez, San Bernardino Valley College Senior Student Services Technician
- Raul Sanchez, Substitute Teacher and Puentista
- Dr. Rickey Shabazz, San Bernardino Valley College Vice President of Student Services

Additional Partnerships will begin this spring 2016 semester as the Co-Coordinators for the Puente Project prepare to present an orientation for the CalWORKs program in an effort to diversify the students that enter the Puente Project.

Furthermore, through her work in Puente and the Arts, Lectures, and Diversity committee, Alma Guadalupe López has helped to bring prominent speakers to the San Bernardino Valley College campus to share their knowledge at various campus wide events. To illustrate, in celebration of the 2014 National Hispanic Heritage Month, University of California, Riverside Professor of Ethnic Studies, Anthony Macias, Ph.D. shared his presentation on Chicano Music and Chicano Expressive Culture. Furthermore, Pulitzer Prize winning author, Sonia Nazario, was the keynote speaker for the 2015 National Hispanic Heritage Month. Nazario’s stories have tackled some of this country’s most intractable problems – hunger, drug addiction, immigration – and have won some of the most prestigious journalism and book awards. She is best known for “Enrique’s Journey,” her story of a Honduran boy’s struggle to find his mother in the U.S. Published as a series in the Los Angeles Times, “Enrique’s Journey” won the Pulitzer Prize for feature writing in 2003. It was turned into a book by Random House and

became a national bestseller. Alma Guadalupe López also helped to bring Nina Revoyr, author of five novels and Associate Faculty member at Antioch University, a visiting writer at Pitzer College and Occidental College, and a Visiting Professor at Cornell University to San Bernardino Valley College. Revoyr held a book reading and signing on Wednesday, April 13, 2016. In addition to reading from her current book, *Lost Canyon*, she also shared from her work, *Southland*, the book Phase II Puentistas used in English 101 that semester. Most recently, in celebration of the 2016 National Hispanic Heritage Month, López worked to bring Cherríe Moraga, co-editor of *This Bridge Called My Back: Writings by Radical Women of Color* to San Bernardino Valley College. Cherríe Moraga is a political and literary essayist; she has published several collections of writings, including *A Xicana Codex of Changing Consciousness -- Writings 2000-2010*. Moraga is the recipient of the United States Artist Rockefeller Fellowship for Literature, the American Studies Association Lifetime Achievement Award, and the Lambda Foundation's "Pioneer" award, among many other honors.

Alma Guadalupe López is a member of the Chicano Latino Alumni (CLA) organization at the University of California, Riverside. CLA works to build a community that advocates and creates opportunities for the academic excellence, professional growth, and advancement of Chicano Latino students, alumni, staff, faculty, and our community at large. She is also member of Mujeres Activas en Letras y Cambio Social (MALCS). MALCS is a group of Chicana/Latina academic women who gathered at the University of California, Davis, in spring 1982. The MALCS declaration, written one year later at the Berkeley campus, formally established the organization and affirmed the membership's dedication to the unification of their academic life with their community activism. She attended the 2016 MALCS Summer Institute – Decolonizing the Equality State: Remnants of Colonialism, Trauma, and Invisibility – at the University of Wyoming, Laramie.

Alma Guadalupe López is involved with the Latino Faculty, Staff, and Administrators Association at San Bernardino Valley College. This group serves to reach all Latino faculty, staff and administrators from both San Bernardino Valley College and Crafton Hills College. The focus is to advocate for the Latino community and to maintain our culture within campus life. LFSAA organizes several events, scholarships and campaigns that serve the Latino Community of both San Bernardino Valley College and Crafton Hills College. (<https://fsaa.wordpress.com/home/>)

Alma Guadalupe López is also involved with the Chancellor's Hispanic Serving Institution (HSI) Advisory Committee. The committee's Revised Mission Statement states: "We believe that an integral aspect of this mission is the commitment to respect, support and promote cultural diversity and equity. Equity is seen in our ability to treat all people fairly, justly, and impartially. Additionally, SBCCD's two colleges are recognized as Hispanic Serving Institutions, each having at least twenty-five (25) percent Hispanic student population. Hispanic Serving Institutions are eligible for many grants and other opportunities that benefit all students in the District. The Chancellor's HSI Advisory Committee will have a positive impact on the District by making recommendations that enhance appreciation and support for District's HSIs as such, and increase, retain and improve faculty, student and staff experiences at all levels of SBCCD. The Chancellor's HSI Advisory Committee is advisory to the Chancellor and will operate in harmony with existing District and campus structures and collegial consultation committees" (http://www.sbccd.org/Chancellors_Office/HSI_Advisory_Committee/BoardDocs/2012/9-21-2012?type=addendum).

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by either describing below how your program has remedied these deficiencies, or, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

2016 – 2017 First Efficacy Review

**Program Efficacy Team Report
Spring 2017**

Name of Department: REAL ESTATE

Efficacy Team: Robert Jenkins, Stacy Meyer, and Todd Heibel

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

The Real Estate program will have the opportunity to submit an efficacy document that addresses concerns and deficiencies during next year's efficacy cycle (SP 18). It is hoped that the program will submit this document in a timely manner by the stated deadline. ***This is a necessary reminder, as the Real Estate program submitted its current (SP 17) efficacy document after the mandated deadline. The program must submit an efficacy document in spring 2018 by the stated deadline. Failure to submit by the deadline will result in an automatic recommendation of "probation." Please remember that probationary status will forfeit participation in the Program Review Needs Assessment process.***

The Real Estate efficacy document warrants a "conditional" recommendation, as a result of several key sections garnering "does not meet" ratings. For example, demographics and pattern of service were characterized as meeting student needs and demands. However, more coherent evidence of student input (e.g. student surveys) on course scheduling and format, and marketing/outreach in order to recruit under-served populations should be provided. Furthermore, there is no evidence provided for course- and program-level SLO data collection and analysis. Finally, there are several courses identified as out of date within the curriculum content review process. However, the efficacy document suggests that all courses are up to date and no plans are included to update curriculum for these out of date courses.

The planning and strategic initiatives sections are detailed and indicate that the Real Estate program is proactive in adjusting to external and internal trends and factors in order to better meet student needs and demands. It is clear that there is a need for this program on our campus, especially with continued regional economic recovery and an increasingly energetic real estate market. In addition, other community colleges no longer offer real estate courses, certificates, and degrees.

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

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Demographics: Although this section is lengthy, it does not fully account for demographic discrepancies. For example, there appears to be a conflation between home construction and real estate labor markets in accounting for the under-representation of Hispanic students within the Real Estate program. It would be helpful to see if the SBVC student demographics mirror real estate agent demographics within the Inland Empire. In addition, the over-representation of African-American students within the program is explained in a rather confusing manner. The same could be said of the over-represented white student population. The female population within the Real Estate program is more adequately explained, although it could be characterized in a more nuanced manner.

Pattern of Service: All courses are offered online and this appears to have positively impacted student enrollment. In addition, the certificate requirements have been streamlined. Nonetheless, there may be students who wish to participate in face-to-face class meetings. Perhaps a survey of current and potential students could reveal the need (or not) of face-to-face classes, in addition to the online sections.

The need for a full-time faculty to replace a faculty who retired in 2014 is duly noted within this section.

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program does not provide an adequate analysis of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes (SLOs) | Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete . | Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete . |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Data/analysis demonstrating achievement of instructional success: There is abundant supplemental data included within this section that provides a rich discussion of external forces that continue to impact the Real Estate program. Although student success data are analyzed, it would be helpful to see a more detailed discussion about student retention, as well as certificate and degree completion. Speculation of future certificate and degree completion trends is included, as recent curricular changes may facilitate higher completion and attainment rates. Need for a full-time faculty is articulated, once again, within this section.

Student Learning Outcomes (SLOs): Only a brief summary of program-level SLOs for the Real Estate Certificate and Degree is provided. There is neither analysis of course- nor program-level SLOs for the degree and certificate programs. No course map is provided.

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness – Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Mission: The program provides a mission that clearly interfaces with the institution.

Productivity: Ample discussion of student enrollment is provided, as well as recent modification of course- and program-level curriculum in order to better meet student needs and increase overall enrollment. The decrease in efficiency is partially explained by the increase in the number of sections offered. However, it might be helpful to see a discussion of fill rates for each section (in addition to noting wait lists for selected online sections).

Relevance, currency, and articulation: Of the 16 sections listed, nine indicate out of date curriculum (04/12/2016). However, the program suggests that all curriculum is current and up to date. There appears to be no plan to modify and update out of date curriculum through the content review process. There is a thoughtful discussion about transferability and articulation of 100-level courses, as well as potential negotiations regarding the transferability of other Real Estate courses.

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|---|---|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Trends: Broad trends within the economy and real estate industry are linked with the SBVC Real Estate program. However, some of these external trends are more fully articulated within other sections of the efficacy document, most notably within Part II: Student Success.

Accomplishments: There has been an increase in FTES and enrollment from 2014-15 to 2015-16. As in previous sections, this has been attributed to the conversion of the Real Estate program to a distributed education (entirely online) format, as well as streamlining the certificate program (e.g. removing superfluous courses and prerequisites). There has been an associated increase in the number of section offered (8 to 12 sections). However, it is not explicitly stated that the increase in sections is the result of the conversion to an online format and increased student demands. There is concern about the lack of face-to-face interaction between students and faculty, specifically when students are seeking a certificate (and possibly license). Perhaps the Real Estate program would consider, once again, offering face-to-face sections, in addition to the online sections?

Challenges: There is a lack of a full-time instructor within the Real Estate program. This challenge has been articulated in previous sections. Interestingly, there is no explicit call to hire a full-time faculty within this section. However, there is explicit reference to hiring a full-time faculty provided within other sections of the efficacy document. Adjunct faculty, who are working within the real estate industry, are coordinating with textbook publishers to create discipline-specific materials.

| Strategic Initiative | Institutional Expectations | |
|--|---|--|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The program addresses and incorporates each of the strategic initiatives. This is a thorough section that enumerates current and future implementation of technology, partnerships, and campus climate. The program wisely reiterates the need for full-time faculty leadership to more thoroughly exploit and implement the strategic initiatives.

| Part VI: Previous Does Not Meets Categories |
|--|
| <p>Program addressed each area, by either describing how the program has remedied deficiencies, or if these areas have been discussed elsewhere in this current document, provided the section where these discussions can be located.</p> |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

There were no “does not meet” ratings within the 2012-13 team report.

**Program Efficacy—REAL ESTATE
2016 – 2017**

Complete this cover sheet as the first page of your report.

Program Being Evaluated

| |
|-------------|
| Real Estate |
|-------------|

Name of Division

| |
|---|
| Mathematics, Business & Computer Technology |
|---|

Name of Person Preparing this Report

| |
|-----------------|
| Michael Assumma |
|-----------------|

Extension

| |
|------|
| 8923 |
|------|

Names of Department Members Consulted

| |
|---------------------------|
| Ben Day & Carlos Martinez |
|---------------------------|

Names of Reviewers

| |
|----------------------------------|
| R. Jenkins, T. Heibel, S. Meyers |
|----------------------------------|

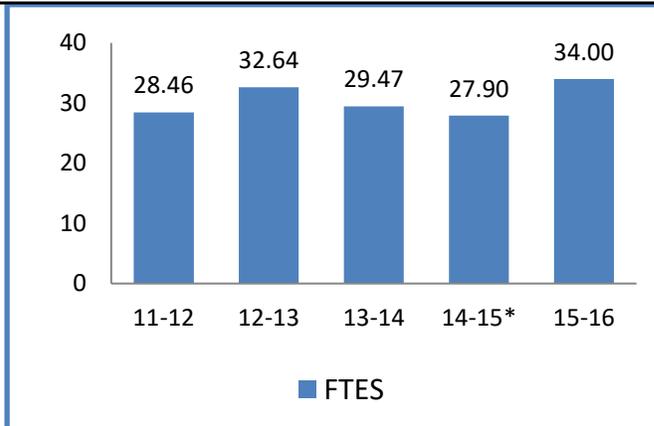
| Work Flow | Date Submitted |
|---|----------------------------|
| Initial meeting with department | |
| Meeting with Program Review Team | |
| Report submitted to Program Review co-chair(s) & Dean | by NOON on March 21 |

Staffing

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

| Classification | Number Full-Time | Number Part-time, Contract | Number adjunct, short- term, hourly |
|-----------------------|-------------------------|---------------------------------------|--|
| Managers | 0 | 0 | 0 |
| Faculty | 0 | 0 | 2 |
| Classified Staff | 0 | 0 | 0 |
| Total | 0 | 0 | 2 |

REAL ESTATE & ESCROW — 2015-2016



Description:

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

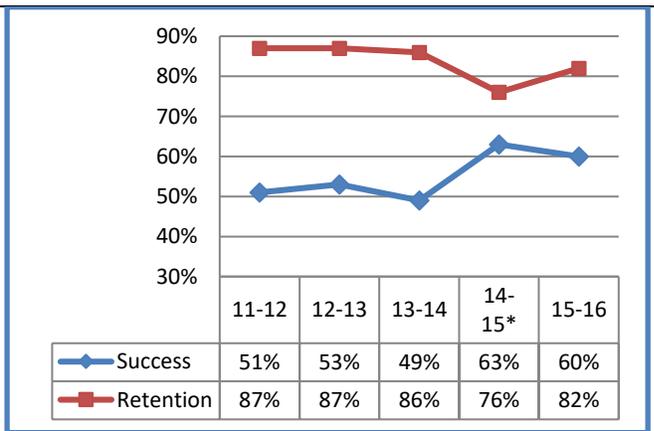
Assessment:

- FTES is on the rise by 22% (27.90 to 34) – this is largely due to the adjustments made in offering the courses 100% online. Courses are now offered 100% online and are now showing higher enrollment numbers per class than in the past.
- REALST 100 classes are now having wait lists.
- FTEF has increased from 1.60 in 2014/2015 to 4.20 in 2015/16, largely to the 50% increase in our course offerings from 8 courses to 12 courses.
- The success rates have dipped slightly – believed to be as a result of the online offerings.
- The degrees/certificates has remained constant, but one would anticipate an increase in the coming academic year as a result of the higher enrollment and reduction in requirements.

| | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|-----------------------|-------|-------|-------|-------|-------|-------|
| Duplicated Enrollment | 494 | 286 | 327 | 297 | 179 | 340 |
| FTEF | 2.80 | 2.00 | 2.00 | 2.20 | 1.60 | 4.20 |
| WSCH per FTEF | 517 | 427 | 490 | 402 | 523 | 243 |

Department Goals:

- Have a clear pathway for students to receive an AA degree and/or certificate in a timely fashion.
- Make adjustments to certificates and/or degrees to meet the changes in the REALST offerings.
- Have all RE courses approved for online education, which provides greater access for students.
- Increase the number of RE courses that are transferable to CSUs.



Challenges & Opportunities:

With the most recent upturn in the economy, we are seeing an increase in the opportunities in the Real Estate industry. Many people are either coming back to the Real Estate industry and are in need of re-certifications, or are looking to capitalize financially, and are looking to get their Real Estate license. The change in the Real Estate license requirements has forced us to re-examine our offerings, the manner in which we offer them, and the content of our offerings. This is difficult to accomplish as a result of having no full-time instructor applied to the discipline – only part-time adjuncts are employed at this point in time. The full-time instructor retired in Spring of 2014.

| | 10-11 | 11-12 | 12-13 | 13-14 | 14-15* | 15-16 |
|------------------------|-------|-------|-------|-------|--------|-------|
| Sections | 16 | 10 | 10 | 11 | 8 | 12 |
| % of online enrollment | 56% | 80% | 80% | 73% | 100% | 92% |
| Degrees awarded* | 2 | 2 | 3 | 2 | 1 | 2 |
| Certificates awarded* | 5 | 5 | 4 | 4 | 1 | 0 |

TOP Code: 0511XX

Award Source:

https://informer.sbccd.cc.ca.us:1443/DashboardViewer.html?locale=en_US&embedToken=b8b5d08a-a99a-4da2-8c50-3dcb64bf48e

Action Plan:

- Continue to implement and adjust curriculum offerings recommended by advisory committee and industry needs.
- Expand online offerings to assure growth and proper connection with the community.
- Develop and implement SLO assessment at the program level.
- Continue to reassess course level SLO's.

Part I: Questions Related to Strategic Initiative: Access

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

SBVC Strategic Initiatives:

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

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

| Demographics - Academic Years - 2014-15 to 2015-16 | | |
|--|-----------------------|--------------|
| Demographic Measure | Program : Real Estate | Campus -wide |
| Asian | 4.4% | 4.8% |
| African-American | 19.5% | 12.8% |
| Hispanic | 50.4% | 64.2% |
| Native American | 0.0% | 0.2% |
| Pacific Islander | 0.0% | 0.3% |
| White | 23.9% | 14.0% |
| Unknown | 0.9% | 0.4% |
| Female | 62.8% | 56.9% |
| Male | 36.3% | 42.9% |
| Disability | 0.9% | 6.3% |
| Age Min: | 15 | 14 |
| Age Max: | 60 | 78 |
| Age Mean: | 30 | 24 |

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

The Real Estate Program's demographic percentages reflect closely to the campus wide demographics with some minor variations. Though they fit into the areas reported statistics for Real Estate Appraisers & Assessor. According to The Census Bureau's American Census Survey, the most common race or ethnicity of Appraisers & assessors of real estate is White, followed by Black or African American.

When we compare 2015-2016 individual categories, we see some differences in the African-American percentages with the variance from the Real Estate Program's 19.5% measured against the campus wide 12.8%. This appears to be about a 7% increase of African American students in the Program when measuring the campus's 12.8% enrollment average. This can be explained by the fact of African Americans recognizing that the Real Estate Program can quickly qualify people for a job and put them on a career path. Requirements to get a license are: three classes pass with a grade of "C" or better; apply to the State of California to take the real estate exam; pass the exam; and receive the Department of Real Estate's license. The U.S Department of Labor, Bureau of Labor Statistics from the Current Population records data supports the claim that some college is better than none. Black or African Americans' unemployment rate measured with those with less than a high school diploma in 2016 was 16.8% vs.10.3% with some college and no degree. The employment population ratio dramatically moves from 31.5% to 64.7% employability and the participation rate 39.3% to 71.5%. All of the stats show gains by getting some education. Of course the percentages improve with more education.

In addition, home ownership among minorities is important. Why? Homeownership is about more than putting a roof over one's head. It is "...a key to upward mobility for low and middle income Americans. It is an anchor for families and a source of stability for communities. It serves as a foundation of many people's security. And it is a source of pride to provide for their families." (Herbert, CE and Belsky E.S., 2006, The Homeownership Experience of Low-Income and Minority families). Homeownership is an important source of wealth for this country, especially for African Americans. When compared to renting, homeownership for any length of time is associated with a high level of wealth. (Herbert and Belsky pg.97). Homeownership for African Americans "termination rates" or the change-over from renting to purchasing, in 2000 was more than double the rate as compared to whites (15.7% to 7.3% respectively). (Haurin, DR and Rosenthal SS, 2004 the Sustainability of Homeownership: Factors Affecting the duration of Home ownership and Rental Spells.)

However, in measuring this Program's African American student population variation over time, we can see that these percentages have remained relatively the same when measured against Program and campus populations from previous program review. The campus wide African American demographics reported in '09/10 was 22.13%, in '12/13 was 20.3% and now reported at 12.8% in '14-15". A 40% variation. In '09/10 the Real Estate Program reported a 31.9% African American enrollment, in '12/13 reported a 30.62% and now in "14-15' it was reported at 20.5%. Again the percentages have remained relatively the same variation over time.

In measuring the Hispanic demographics, the Program appears to have recorded a slightly lower percentage from the campus wide '14-15' figures of 64.2% to the Programs 50.4%. The Programs 50.4% is an almost 14% difference from the campus wide population data. However, the Hispanic campus wide demographic reported in '08-09 was 39.85%, in '12/13 at 48.6% and '14-15 at 64.2%, which makes sense based on a similar growth in the Hispanic population in the San Bernardino area. Clearly, a major change in the population growth of the Inland Empire has taken place.

"Hispanics unemployment soars...the recession hits hardest in industries and regions where Hispanic workers are disproportionately represented...Hispanic workers were more likely to be employed in the construction sector, which was pounded during the housing collapse, particularly in states like

California...which experienced the largest declines in housing prices and the biggest increases in foreclosures... In May 2006, when the U.S. economy was booming, the Hispanic labor rate was at 4.9%...But by October 2009 the Hispanic rate soared to 13.1%, 3% higher than the national rate...Latinos account for about 1/7th of the U.S. labor force, but comprise nearly 1/5th of the unemployed...survey indicated 24% of U.S. workers born in Mexico...were employed in construction, extraction, maintenance and repair in 2007...(Hispanics' unemployment rate soars by Clement Tan, May 6, 2010, Los Angeles Times, Business section).

"The Hispanic population has gone from 26.1% residents in 1990 (675,918) to 37.8% in 2000 (1,228,962) to 47.9% in 2011 (2,062,490). Already, seven of the twelve Inland Cities with over 100,000 people have Hispanic majorities." (John Husing, Economist, Inland Empire, Sanbag Publication, Pg. 2, 2013). This Hispanic population has carried over to a growth pattern in student enrollment. However, when weighing in on Hispanics in the Real Estate Program the decline is understandable. This is where the job losses occurred. There remains a negative 70,000 job lost in the communities which peaked in 2006 @ 127,500 jobs (Ibid pg. 3) Hugh decline in jobs in real estate, construction and related industries. The employment for these blue collar jobs required only a high school education at best. Stats say the bleeding stopped in 2011...but until housing makes a comeback, this housing sector will not change. (Ibid pg.3).

When analyzing the gender population there has been a shift. The female campus wide demographics reported in '09/10 had a statistic of 58.5%, in '12/13 the campus wide calculation dropped to 54.6%, and in '14-15 there was a slight increase to 56.9%. Approximately a 2.5% increase in campus wide female attendance. The Real Estate Program' in '09/10 reported a 60.1% enrollment in female students, in '12/13 this dropped in to 53.9%, and in '14-15 it was at an almost a 9% increase or 62.8%. This increase appears to right in check with the gender reported statistics by the US Labor Statistics illustrating the female dominance in the Real Estate occupation. Another reduction in the male versus female statistics is that in the Hispanic population, males are to contribute to the household income – meaning that more men are in trades earning money versus going to school to be one of the first to acquire a degree in their family.

The reasons are as follows:

- 1) The position of real estate sales agent has long been a work force area acceptable to women. Because the recession beginning in '07 hit San Bernardino and Riverside counties so severely in home foreclosures, women have not seen real estate as a viable educational investment. Women have stayed in or chosen public sector jobs rather than private sector jobs. Women are nearly 50% more likely to work in the public sector than are men with 18.2% of employed women working in public sector jobs. (U.S. Department of Labor, Women's Employment during the Recovery, pg. 1). Employment for women declined most significantly in manufacturing, financial activities, and retail trade during the recession of 2007-2009 ... job losses continued for women through 2010 in manufacturing and financial activities... (Ibid pg.10). March 2011 shows that the economic situation is improving for women who have seen their unemployment rate decline to 8.3%. However the public sector has lost almost 400,000 jobs. Since women are disproportionately likely to work in public sector jobs their unemployment decline has been smaller than that experienced by men. (Ibid Pg.2).
- 2) Women have kept intact whatever security they've attained rather than branch out or change careers. Security has been the motivation. Adult women have had little change in their labor force participation during the recession while adult male labor force participation has declined. (Ibid pg. 6). The total percentage employed has declined since the start of the recession, but the decline has been smaller among women. (Ibid pg. 2) Americans believe that having a secure job is by far the most important requirement to be in the middle class; "...they are equally likely to say a secure job is something Americans need to have in the middle class. (85% for men vs. 88% for women). Nearly 9 out of 10 (86%) say a person needs a secure job to be considered part of the middle class. ...a full 82% of the job losses have fallen on men, who are heavily represented in distressed industries like manufacturing and construction. Women tend to be employed in areas like education and health care, which are less sensitive to economic ups and down, and in jobs that allow more time for child care and other domestic

work.” (As Layoffs surge, women may pass men in Job Force by Catherine Rampell, Pg. 2, New York Times, February 5, 2009).

- 3) Women have remained in secure, public sector jobs because they have found themselves as the family’s main financial provider. “...the percentage of families supported by women tends to rise slightly, and it is expected to do so when this year’s employment numbers are tallied. As of November, women held 49.1% of the nations’ jobs...Bureau of Labor Statistics.” (Ibid pg 3). With the recession on the brink of becoming the longest in the postwar era, a milestone may be at hand: Women are poised to surpass men on the nation’s payrolls, taking the majority of jobs for the first time in American History.(Ibid pg. 1) “Given how stark and concentrated the job losses are among men, and that women represented a high proportion of the labor force in the beginning of this recession, women are now bearing the burden-or the opportunity, one could say-of being breadwinners.” (Heather Boushey, a senior economist of the Center for American Progress, Article New York Times, Ibid pg.2).

Homes are once more selling in San Bernardino and Riverside counties. Women again will be gravitating to real estate and to real estate education which is compatible to child rearing and family life. The Real Estate Program again reflects the school wide stats regarding females (62.8% to 56.9%).

In ‘12/13 the campus wide male calculation was measured at 45.2% enrollment with a reporting of 42.9% in ‘14-15. In ‘12/13 the Program calculation was 46.1% to a 36.3% in ‘14-15. This reduction in male population could largely be attributed to the increase in the overall job market, coupled with the increase in the Hispanic population males needed to contribute financially to the household income.

A category that needs to be noted is the increase of the Caucasian population by almost 10% (19.8% to 23.9%). This statistic is a true indicator of how real estate follows the economic conditions. When unemployment is down, interest rates are lower, and the housing market is on the rise, there is a correlation to growth in those either getting their real estate license, or renewing their license.

All other reported demographics illustrate that the Real Estate Program is right in line with those of the campus. The Real Estate Program is close to mirror imaging campus wide demographics.

Pattern of Service

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

The Real Estate Program is guided by the State of California requirements in offering three mandated courses. In order to qualify to take the California Real Estate Exam students are required to take and pass with a grade of C or better Real Estate Principles (3 units), Real Estate Practice (3 units), and an elective (3 units) offered within the Program curriculum.

Since the last full efficacy review, the program has undergone significant changes/improvements. The courses are all being offered online, and the Real Estate Certificate has been modified to reduce unnecessary units that should result in an increase in demand for the certificate and the program. All five Spring 2015 online sections produced waiting lists, compared with two traditional courses in Fall 2014 having to be cancelled due to lack of demand. The local and state real estate market has also improved, and U.S. Labor Market Data projects an increased demand for both real estate brokers and salespersons. Additionally, another nearby college stopped offering real estate classes (Chaffey College), and another (Riverside Community College) has significantly reduced their real estate course

offerings. To take advantage of this, the real estate department should consider adding a full-time instructor to replace the retired one and meet increasing student demand.

The curriculum has changed from a fully traditional on-campus class scheduling. To meet the needs of students, the Real Estate Program has been updated to a 100% on-line mode of delivery offering. This meets current trends in educational systems. This scheduling was put in place in Spring 2015.

In addition, the Real Estate Program plans to efficiently increase and strengthen its exposure, enrollment to more students. Given the placement of the on-line component, it appears we have been successful and will continue to be successful.

Part II: Questions Related to Strategic Initiative: Student Success

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data. | Program <u>provides an analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes (SLOs) | Program <u>has not demonstrated</u> that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is <u>missing or incomplete</u> . | Program <u>has demonstrated</u> that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is <u>complete</u> . |

Provide an analysis of the data and narrative from the program’s EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded”)

FTES is on the rise by 22% (27.90 to 34) – this is largely due the adjustments made in offering the courses 100% online. Courses are now offered 100% online and are now showing higher enrollment numbers per class than in the past. REALST 100 classes are now having wait lists.

With the most recent upturn in the economy, we are seeing an increase in the opportunities in the Real Estate industry. Many people are either coming back to the Real Estate industry and are in need of re-certifications, or are looking to capitalize financially, and are looking to get their Real Estate license. The change in the Real Estate license requirements has forced us to re-examine our offerings, the manner in which we offer them, and the content of our offerings. This is difficult to accomplish as a result of having no full-time instructor applied to the discipline – only part-time adjuncts are employed at this point in time. The full-time instructor retired in Spring of 2014.

The success rates have dipped slightly – believed to be as a result of the online offerings. Though it needs to be noted that it was only a 3% drop and is up from the prior 3 years (2011-2012 @ 51%, 2012-2013 @ 53% and 2013-2014 @ 49%). Department research has illustrated that with online courses, we have seen about a 6-7% decrease in success rates across the board.

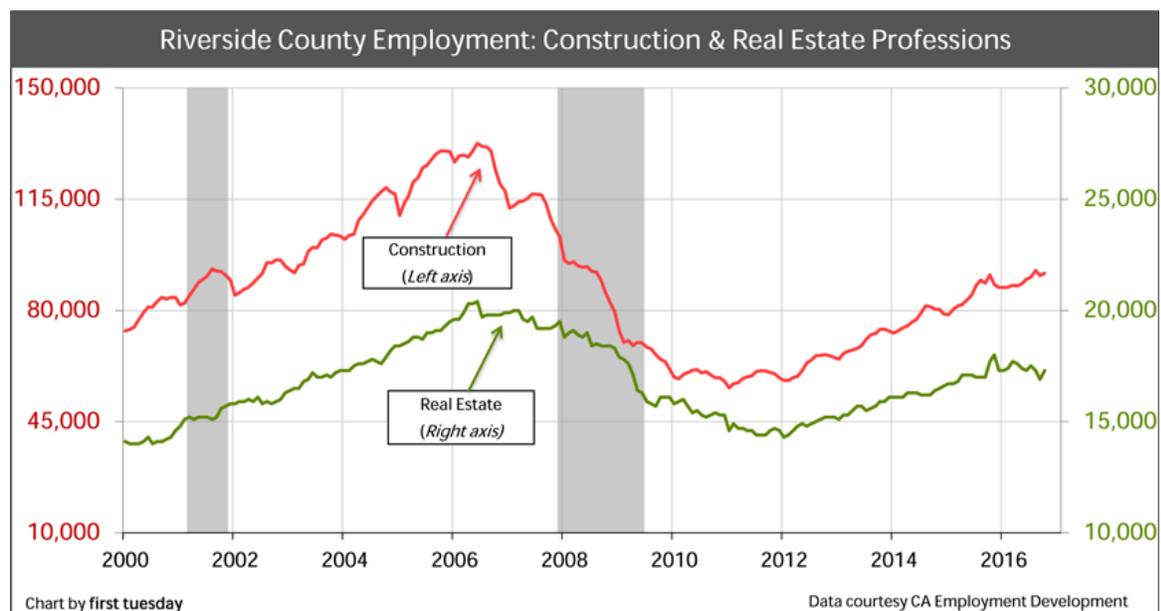
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Supplemental Data

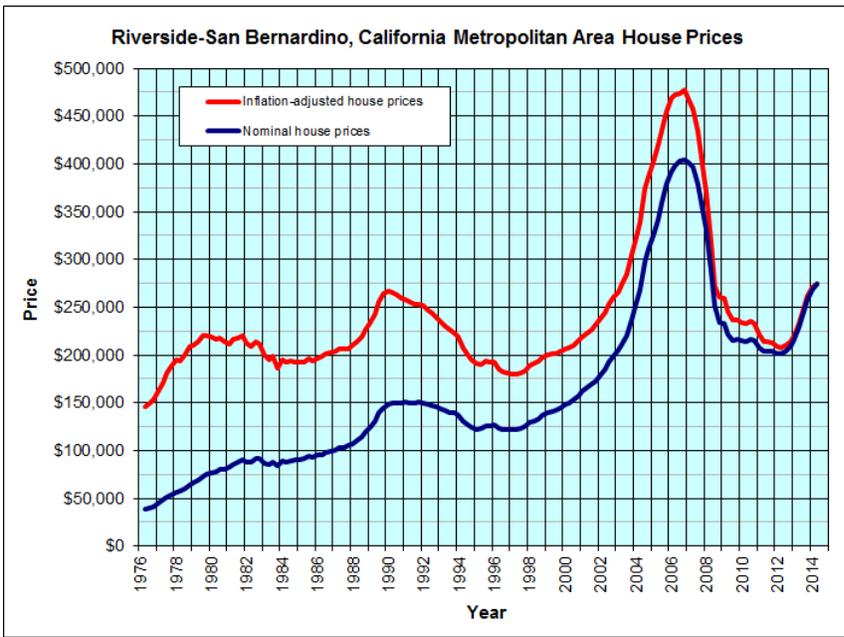
Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

With the Real Estate Program being largely tied to the housing market, interest rates and overall economy, the Riverside/San Bernardino area is seeing a definite upturn and should see for the next 4-5 years. Illustrating the need for additional Real Estate Professionals – of which our Real Estate Program is designed to create.



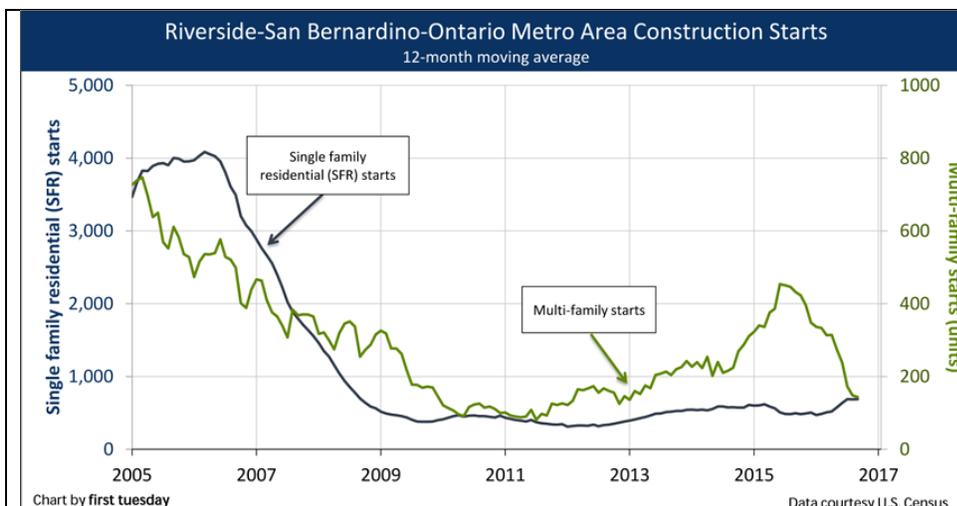
Since the last efficacy review there has been a growing demand for this program, as evidenced by increased enrollment, waiting lists for all five Spring real estate classes, and the improving local and

state real estate market. The positive impact of the program's online transition can be seen by all five Spring 2015 online sections producing extensive waiting lists, compared with two traditional courses in Fall 2014 having to be cancelled due to lack of demand. Over the next ten years, U.S. Labor Market Data indicates an increasing need for more agents and brokers, and California's demand for agents (17%) and brokers (18%) outpaces the national average. According the California Association of Realtors (C.A.R.), there has been a 7.3% increase in year to date sales over last year in San Bernardino County. Additionally, the median home price in San Bernardino County has had a year to date increase of approximately 8.0% over last year, as compared to 5.1% for the State - which points to a vigorous and growing demand for SBVC's Real Estate Program. C.A.R.'s March 2017 forecast indicates that the annual median price for a California home will further increase by 6.4% in 2017. Sales prices have appreciated 87% over the last 5 years in San Bernardino County. This all leads to an increase in demand for real estate education and professionals.



Riverside/San Bernardino is the fourth most populous county in California with nearly 5.4 million residents. Much of the region's population growth took place during the Millennium Boom years, when construction jobs and new home sales skyrocketed.

The recession left the region with deep losses in home sales volume, construction starts and employment. Seven years after the end of the 2008-2009 recession, Riverside/San Bernardino's economy remains in a state of prolonged recovery. Of course, recovery gains momentum as lost jobs are regained. Employment finally exceeded the number of jobs prior to the Great Recession at the end of 2014, though has yet to catch up with the intervening population gain. It will likely take another couple of years to build the jobs sufficient to support the population added since 2007 and generate wage inflation needed for housing.



Residential construction starts are recovering marginally in the Riverside/San Bernardino/Ontario Metropolitan area, though starts across both residential sectors declined in the second half of 2015, continuing in 2016.

Here, the focus on multi-family construction is far less pronounced than in regions closest to the coast. Nevertheless, increased demand for rental housing during this recovery translates to stronger growth in this sector than in single family residential (SFR) construction.

Construction increased dramatically during the Millennium Boom as the population moved from the urban centers of Los Angeles, Orange and San Diego Counties into the **bedroom communities** of Riverside/San Bernardino County. Builders kept pace with buyer demand for new housing. Eventually their starts overran the 2006-2007 decline in buyer demand. The excess starts resulted almost exclusively from distortions in mortgage and construction financing with personal guarantee arrangements.

When the housing bubble burst in 2006, the sale and thus the construction of SFRs and multi-family housing plummeted. Small builders went bust in droves. Today, the general trend for SFR starts in Riverside/San Bernardino County is displaying signs of stability with no signs of reaching 2004 and 2005 numbers in the foreseeable future.

The next peak in SFR construction starts will likely occur in 2019-2021. Even then, SFR construction starts are very unlikely to return to the mortgage-driven numbers seen during the bacchanalia of the Millennium Boom.

According to the State of California Employment Department, jobs are currently and forecasted to grow at a 7% rate over the next 7 years.

<http://www.labormarketinfo.edd.ca.gov/commcolleges/Projections.asp>

Projections of Employment by Occupation, 2014 - 2024

Occupations Matched to CIP Code(s):

521501 *Real Estate*

Geography: Riverside-San Bernardino-Ontario MSA
Counties: Riverside County, San Bernardino County

Annual Job Openings by Occupation

| SOC Code | Occupation Title (Link to Occupation Profile) | 2014 Employment | Annual Job Openings ¹ |
|----------|---|-----------------|----------------------------------|
| 132021 | Appraisers and Assessors of Real Estate | 490 | 13 |
| 119141 | Property, Real Estate, and Community Association Managers | 2,590 | 83 |
| 419021 | Real Estate Brokers | 600 | 20 |
| 419022 | Real Estate Sales Agents | 2,260 | 73 |
| | Total | 5,940 | 189 |

¹Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

Before *end users* can provide sufficient support for the housing recovery, they will need to acquire income — i.e., **jobs** with wages exceeding the rate of consumer inflation.

The number of individuals employed in Riverside/San Bernardino County finally surpassed its December 2007 peak in Q4 2014. As of October 2016, 103,900 more individuals are employed than at the outset of the recession. However, it will likely take another couple years to build the jobs sufficient to support the population added since 2007 and generate wage inflation needed for housing to ultimately reach new heights.

Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. This section is required for all programs.

All courses have SLO's completed and implemented. The SLO assessment information is acquired by setting up core competency questions in each subject area that can be changed from time to time in a quiz, mid-term or final exam. By looking at past areas of low performance and carefully examining test questions, the SLO revision questions can then be fine-tuned to promote understanding and improve the pass rate in low performing areas. With the real estate course now being taught online by adjunct professors, a bi-yearly discussion is done between the department chair and these adjuncts to discuss the successes and short-comings, should there be any. Modifications are then addressed and implemented accordingly.

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

Real Estate Certificate/AA Degree Program Level SLO's

This certificate/AA Degree qualifies students for entry-level employment in title and escrow companies, mortgage companies, saving and loans, and related firms. The certificate also allows the students to apply to take the state salesperson license.

Students Learning Outcomes

Upon completion of the Real Estate Certificate/AA Degree a student should :

- be familiar with various Real Estate listing agreements, concepts, forms, terminology, procedures, contracts, National Association of Realtor's Code of Professional Responsibility.
- be able to read, interpret and discuss various principles of real estate.
- be able to discuss and describe the methods of appraising real property and how to evaluate single-family residences, investment property and commercial property.
- be able to discuss the effect of taxes on real estate including residential, income property, and investments, and understand telephone techniques, direct mail, and building clientele management of investment properties, methods for qualifying loans.
- be prepared to set up a real estate business by understanding the process of licensing and starting your own company, know the selling process including various types of sales. Be familiar with government agencies involved in real estate.
- be able to analyze and know regulation, procedures of finance and economic factors such as understanding types of lenders, methods of qualifying loans, mortgage markets, Urban development, real estate cycles, and trends.
- understand basic real estate mathematics.
- be able to understand the structure and scope of the escrow business and be able to outline the history of the real estate business.
- be prepared for Department of Real Estate (DRE) licensing examination.

Proposed Methodology of Assessment

Being that the above program SLO's were in fact generated from the course(s) content, and are tied directly to identified individual course SLO's within the Associate of Arts Degree/Certificate, the success of the student in completing each of the courses – letter grade of “C” or greater – illustrates successful completion of the Student Learning Outcomes for the overall AA Degree/Certificate.

Hence, a student will NOT be issued an identified AA Degree/Certificate within the Real Estate field unless they have successfully achieved completion of the necessary courses, with a letter grade of “C” or greater.

The measured success will be on the number of actual AA degree(s)/Certificates issued.

(INSERT COURSE MAP IF AVAILABLE)—Contact Dr. Celia Huston if you need assistance.

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|--|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness - Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2016 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Mission and Purpose:

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

What is the mission statement or purpose of the program?

The mission statement of the SBVC's Real Estate Program is to promote the discovery and application of knowledge at the Real Estate Industry. There are a variety of reasons why people study real estate. Some wish to become real estate agents. Application of real estate knowledge and skills learned at San Bernardino Valley College produces better agents. A well-educated, informed consumer or sales agent develops intellectually and acquires an ethical character by learning the laws that surround real estate compliance regulations. People that acquire regulatory licenses effectively go into business for themselves. These people may purchase real estate and acquire long-term investments whereby they become strong contributors both effectively and ethically as citizens of the community where these assets are held. The SBVC's curriculum provides a strong basis for a thorough understanding of the real estate market. The Real Estate Industry has moved aggressively in its use of technology. SBVC has moved in-step by providing student access to the "Argus" commercial software program use in the school's library.

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

The College mission states that the desire is for promotion of both discovery and application of knowledge. SBVC's Real Estate Program prepares a better and well informed community consumer who purchases a home or other assets in our community. The well informed consumers of real estate can better serve their community because the citizen has acquired something of value in the community. What affects the community, may affect the resident. Decisions on issues in the community will be applied by a keener eye intellectually. With a property acquisition in the community, owners become more involved and are more likely to obey the rules and regulations.

Productivity

Provide additional **analysis and explanation** of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

FTEs is on the rise by 22% (27.90 to 34) – this is largely due the adjustments made in offering the courses 100% online. Courses are now offered 100% online and are now showing higher enrollment numbers per class then in the past. REALST 100 classes are now having wait lists.

With the most recent upturn in the economy, we are seeing an increase in the opportunities in the Real Estate industry. Many people are either coming back to the Real Estate industry and are in need of re-certifications, or are looking to capitalize financially, and are looking to get their Real Estate license. The change in the Real Estate license requirements has forced us to re-examine our offerings, the manner in which we offer them, and the content of our offerings. This is difficult to accomplish as a result of having no full-time instructor applied to the discipline – only part-time adjuncts are employed at this point in time. The full-time instructor retired in Spring of 2014.

The success rates have dipped slightly – believed to be as a result of the online offerings. Though it needs to be noted that it was only a 3% drop and is up from the prior 3 years (2011-2012 @ 51%, 2012-2013 @ 53% and 2013-2014 @ 49%). Department research has illustrated that with online courses, we have seen about a 6-7% decrease in success rates across the board.

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The degrees/certificates had remained constant, but one would anticipate an increase in the coming academic year as a result of the higher enrollment and reduction in requirements. The challenge here is going to for the adjunct faculty to continuously inform the students the process for acquiring their Real Estate Certificate – knowing that they do not interface with them in a face-to-face format, as in the past.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

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

All curriculums are current and up-to-date.

| Mathematics, Business & Computer Technology | | | | |
|--|--|---------------|----------------------------|-------------------------|
| Real Estate / Escrow | | | | |
| | Course | Status | Last Content Review | Next Review Date |
| | REALST 902 Broker's License Review | Active | 05/10/2010 | 05/10/2016 |
| | REALST 901 Real Estate Pre-License | Active | 05/10/2010 | 05/10/2016 |
| | ESCROW 001 Escrow Procedures I | Active | 12/08/2014 | 12/08/2020 |
| | ESCROW 002 Escrow Procedures II | Active | 04/12/2010 | 04/12/2016 |
| | ESCROW 003 Escrow Procedures III | Active | 04/12/2010 | 04/12/2016 |
| | REALST 062 Real Estate Practice | Active | 04/26/2010 | 04/26/2016 |
| | REALST 063 Real Estate Loan Processing Fundamentals | Active | 12/08/2014 | 12/08/2020 |
| | REALST 064 Governmental and Non-Conforming Loan Processing | Active | 04/26/2010 | 04/26/2016 |
| | REALST 066 Computerized Real Estate Loan Processing | Active | 04/26/2010 | 04/26/2016 |
| | REALST 068 Real Estate Appraisal: Residential | Active | 12/08/2014 | 12/08/2020 |
| | REALST 070 Real Estate Finance | Active | 12/08/2014 | 12/08/2020 |
| | REALST 072 Advanced Real Estate Finance | Active | 04/26/2010 | 04/26/2016 |
| | REALST 074 Legal Aspects of Real Estate | Active | 12/08/2014 | 12/08/2020 |
| | REALST 076 Property Management | Active | 12/08/2014 | 12/08/2020 |
| | REALST 078 Real Estate Economics | Active | 12/08/2014 | 12/08/2020 |
| | REALST 100 Real Estate Principles | Active | 04/26/2010 | 04/26/2016 |
| | ESCROW 001 Escrow Procedures I | Historical | | |
| | REALST 063 Real Estate Loan Processing Fundamentals | Historical | | |
| | REALST 068 Real Estate Appraisal: Residential | Historical | | |
| | REALST 070 Real Estate Finance | Historical | | |
| | REALST 074 Legal Aspects of Real Estate | Historical | | |
| | REALST 076 Property Management | Historical | | |
| | REALST 078 Real Estate Economics | Historical | | |
| | REALST 100 Real Estate Principles | Historical | | |
| | REALST 100 Real Estate Principles | Historical | | |

| | | | | |
|--|---|------------|--|--|
| | REALST 200 Real Estate Practice | Historical | | |
| | REALST 205 Real Estate Appraisal: Residential | Historical | | |
| | REALST 210 Real Estate Finance | Historical | | |
| | REALST 215 Legal Aspects of Real Estate | Historical | | |

Articulation and Transfer

| List Courses above 100 where articulation or transfer is not occurring | With CSU | With UC |
|---|----------|---------|
| | | |
| | | |
| | | |
| | | |

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

The changes in Community Colleges course numbering has resulted in a simple course-offerings transfer transition to the CSU or UC system. It seems the demand by the CSU system has forced only programs that transfer to be taught at Community Colleges. However, Community College based programs, such as the Real Estate Program, fills a void for students wishing to become sales agents, brokers, etc. Also there is an opportunity for some students to continue their real estate educational goals. With this in mind it should be noted that the following CSU and some private schools strongly support students who would like to follow a Business Degree with a major/minor in real estate. These schools are listed below:

- ✓ Cal Poly Pomona, -Business Administration B.S. with Finance, Real Estate and Law Option
- ✓ CSU East Bay- Business Administration B.S. with Real Estate Management Option
- ✓ CSU Fresno-- Business Administration B.S. with Real Estate and Urban Land Economics Option
- ✓ CSU Los Angeles- Business Administration B.S. with Real Estate Option
- ✓ CSU Northridge-Business Administration B.S. with Real Estate Option
- ✓ CSU Sacramento-Business Administration B.S., Concentration in Real Estate and Land use Affairs
- ✓ CSU San Bernardino-Business Administration B.S.(Real Estate Concentration) B.A. and B.S.**
- ✓ San Diego State University-Business Administration B.S. with emphasis in Real Estate*
- ✓ USC Lusk school of Management-commitment for academic preparation for Real Estate students in both B.S. and MBA and PhD program with specialization in Finance and B.S. in the Real Estate Development track, MBA of Real Estate Development.
- ✓ UCLA Anderson School and Ziman Center for Real Estate, offering undergraduate degrees in Real Estate.

The Real Estate Course RE 100, offered in SBVC's Certificate program is transferable. Presently at Cal State San Bernardino their program is moving toward a smoother transition and articulation for SBVC students to transfer some of their classes as electives. Students may negotiate SBVC's course offerings as electives with the Deans of the various Business/RE minor degrees at CSU, UC programs and private

institutions. Each institution has the ability to accept or reject a class offering once the student has succeeded entry into the school of his/her choice.

All California Community Colleges should have lower division course articulation agreements for the Business majors at the various CSU campuses.

Currency

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

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

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

Catalog was updated and unnecessary courses were deleted in 2014-2015 curriculum review. Modifications to the Real Estate Certificate, where unnecessary prerequisites were removed, leading to a more attractive and attainable certificate. As result of the most recent state requirement adjustments, there is no longer a need for the Escrow Certificate, hence we plan to eliminate ESCROW I, ESCROW II and ESCROW III course offerings and will be consolidating these three course content into one course called ESCROW – as other real estate programs have done.

Part IV: Planning

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|---|--|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

With the Real Estate Program being largely tied to the housing market, interest rates and overall economy, the Riverside/San Bernardino area is seeing a definite upturn and should see for the next 4-5 years. Illustrating the need for additional Real Estate Professionals – of which our Real Estate Program is designed to create.

Over the next ten years, U.S. Labor Market Data indicates an increasing need for more agents and brokers, and California's demand for agents (17%) and brokers (18%) outpaces the national average. According to the California Association of Realtors (C.A.R.), there has been a 7.3% increase in year to date sales over last year in San Bernardino County. Additionally, the median home price in San Bernardino County has had a year to date increase of approximately 8.0% over last year, as compared to 5.1% for the State - which points to a vigorous and growing demand for SBVC's Real Estate Program. C.A.R.'s March 2017 forecast indicates that the annual median price for a California home will further increase by 6.4% in 2017. Sales prices have appreciated 87% over the last 5 years in San Bernardino County. This all leads to an increase in demand for real estate education and professionals.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

The SBVC Real Estate Program continued its mission to promote the discovery and application of knowledge of and about the real estate industry. This produces better agents, brokers, and a more educated and informed consumer. Since the last full efficacy review, the program's courses have become all online capable, and all real estate courses are currently being offered online. This has greatly broadened access to students who could not regularly attend a traditional class. Another positive change has been a modification to the Real Estate Certificate, where unnecessary prerequisites were removed, leading to a more attractive and attainable certificate. These changes have already significantly increased student demand for courses and interest in the program. FTES is on the rise by 22% (27.90 to 34) – this is largely due to the adjustments made in offering the courses 100% online. Courses are now offered 100% online and are now showing higher enrollment numbers per class than in the past. REALST 100 classes are now having wait lists. FTEF has increased from 1.60 in 2014/2015 to 4.20 in 2015/16, largely due to the 50% increase in our course offerings from 8 courses to 12 courses.

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Challenges

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

With the most recent upturn in the economy, we are seeing an increase in the opportunities in the Real Estate industry. Many people are either coming back to the Real Estate industry and are in need of re-certifications, or are looking to capitalize financially, and are looking to get their Real Estate license. The change in the Real Estate license requirements has forced us to re-examine our offerings, the manner in which we offer them, and the content of our offerings. This is difficult to accomplish as a result of having no full-time instructor applied to the discipline – only part-time adjuncts are employed at this point in time. The full-time instructor retired in Spring of 2014. Currently we have 2 well qualified real estate professionals assisting in the development of new course materials. Being that the real estate is not part of the standard publisher's discipline – Cengage, Wiley, Pearson, etc., not all of the course offerings have the appropriate abilities to teach online. We are working diligently with specialized publishers like Rockwell Publishing to meet this gap. Most recently, developed an offerings for ESCROW I.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|--|---|--|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

The Program has utilizes the computer based software program entitled "Argus." This program was installed to strengthen the base of educational real estate for both residential and commercial sides of the industry. Argus has some crossover points between residential and commercial. At present the Program is instituting a search for an additional software program exclusively for the residential side and hopes to install this program in the library as was done with the Argus system.

At present the Real Estate/Escrow Program is cross referenced for substitutions for courses that the Program may not offer at the time students may wish to fit it into their schedule. These cross referenced classes have been established with the Department of Real Estate in lieu of some real estate courses, but only some can be given full credit for those wishing to take the real estate exam. These classes were established working within the campus climate for the benefit of the students. They are linked to Introduction to Economics 100, Financial Accounting 200, Business Administration Courses such as Intro to BUSAD 100 – Introduction to Business, BUSAD 210 - Business Law, BUSAD 103 – Principles of Marketing, BUSAD 106 - Principles of Selling, CIT 101 – Introduction to Computer Literacy, CIT 010 Beginning Keyboarding, and CIT 031 Business English.

As a result of the increase in demand, a new certificate is being created in the BUSAD department that is specifically for real estate agents – being that they are most likely in their own business, that being an Entrepreneurship Certificate in Real Estate. The proposed courses will be the 3 required for the license (REALST 062, REALST 100 and one additional course), and 2 other business administration

courses: BUSAD 103 Principles of Marketing and BUSAD 105 – Small Business Management/Entrepreneurship.

A partnership continues to exist with Tarbell Realty in Redlands. They continue to provide, at no expense to students, educational assistance on short selling and foreclosures. In addition they offer “hands-on” internship opportunities for SBVC students. Tarbell Realty has offered a great mentorship program for our students in the field of real estate. A major partnership is the Program Advisory Board which has met every Spring for the past eight years. The Board provides input into the Program. The Board is comprised of real estate appraisers, real estate managers, community business leaders, educators and real estate salespersons. Most recent things that have been addressed are the need for a possible Real Estate Ethics course. Being that we do not have a full-time person tied to this program, we have decided to add additional coursework to the existing offerings – such as in REALST 100 Real Estate Principles and in REALST 062 Real Estate Practice, which are both the 2 main requirements in order to sit for the real estate license exam. Other areas of concern are in Bankruptcy and Marketing. The Marketing concern is going to be addressed hopefully in the new entrepreneurship certificate being created.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received “Does Not Meet.” Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

All categories were rated “meets” in the 2012-13 efficacy review.

**Program Efficacy Team Report
Spring 2017**

Name of Department: RTVF

Efficacy Team: Sandra Moore, Kathy Adams, Michael Mayne

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation: The program has demonstrated that it continues to support student success and the college mission. The program has identified trends and has plans that should help increase program enrollment. The program could be clearer and more organized in explaining productivity data.

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

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The program analyzes the demographic data, but does not address all discrepancies in the demographic data. The program does include activities for addressing some of the biggest discrepancies. The pattern of instruction meets student needs with a combination of day courses, some evening and online options with KVCR providing hands-on experience to students.

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data. | Program <u>provides an analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes (SLOs) | Program <u>has not demonstrated</u> that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is <u>missing or incomplete</u> . | Program <u>has demonstrated</u> that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is <u>complete</u> . |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The program provides an analysis of the data from the EMP on student success, retention, certificates, and degrees indicating progress on departmental goals. The program also analyzes supplemental data on job market and pay. The program discusses SLOs and demonstrates that the department is continuously assessing SLOs with 80% of students meeting minimum SLOs. A summary of PLOs is listed with results for the 4 certificates and the RTVF degree including percentages of students meeting SLOs within the Programs.

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness – Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The program has a clear mission statement that ties into the College mission to prepare students for transfer and to enter the workforce. For productivity, the program could have repeated the information discussed in the student success section related to the data analysis to illustrate productivity with WSCH per FTEF. There is some discussion, but it doesn't seem very complete. More organization and detail are needed to explain productivity data. In terms of relevance, currency, and articulation, some of their courses were due in 2014, but the courses are now in the queue for review this semester and the catalog is current. Explanations are given for articulation of courses. There is one course 100 level which is needed in the certificate, but does not articulate.

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|---|---|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The department identifies trends in the field, such as changes in technology and incorporating Twitter, Facebook, and web streaming into the program. The program does not directly address how trends will affect enrollment. The program does incorporate accomplishments and strengths into planning including their partnerships with KVCR and CSUSB and community of Media Academy events providing opportunities for students. The program addresses challenges and discusses planning to meet these challenges including their major challenges of low enrollment and funding.

| Strategic Initiative | Institutional Expectations | |
|--|---|--|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships, and Campus Climates and has plans to further implement these initiatives.

There is state-of-the-art equipment for students; they have a broadcasting club and the partnerships provide students opportunities for work, field work experiences and transfer.

| Part VI: Previous Does Not Meets Categories |
|--|
| <p>Program addressed each area, by either describing how the program has remedied deficiencies, or if these areas have been discussed elsewhere in this current document, provided the section where these discussions can be located.</p> |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

There are no previous Does Not Meet Categories to address.

**Program Efficacy--RTVF
2016 – 2017**

Complete this cover sheet as the first page of your report.

Program Being Evaluated

RTVF

Name of Division

Arts & Humanities

Name of Person Preparing this Report

Diane Dusick

Extension

X 8546

Names of Department Members Consulted

Kevin Lyons, adjunct prof., Donna Trehwella, professional expert

Names of Reviewers

S. Moore, M. Mayne, K. Adams

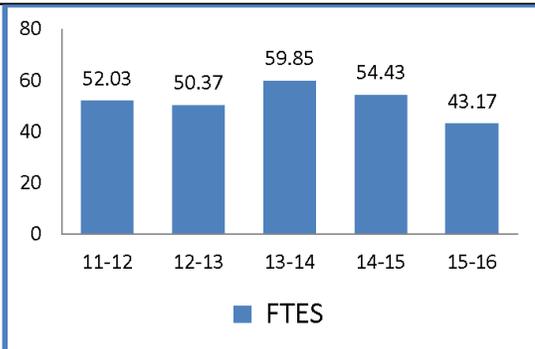
| Work Flow | Date Submitted |
|---|----------------------------|
| Initial meeting with department | 2/6/2017 |
| Meeting with Program Review Team | |
| Report submitted to Program Review co-chair(s) & Dean | by NOON on March 21 |

Staffing

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

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

RADIO, TELEVISION & FILM (RTV) — 2015-2016

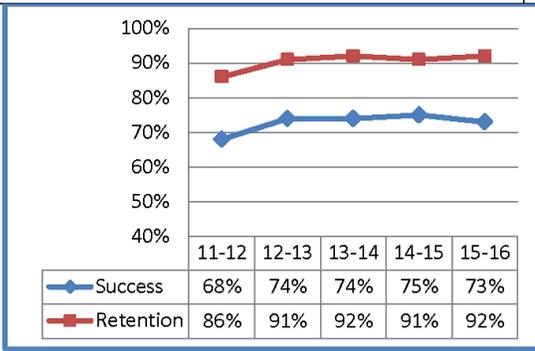


Description: The RTVF Department offers a comprehensive instructional program in radio and television broadcasting, digital film production, and digital audio and video production. The Department provides a two-year curriculum for students majoring in the field resulting in the Associate of Arts Degree and/or transfer to a four-year institution and provides elective courses for students interested in related fields such as marketing, journalism, theater arts, and multimedia. Students may opt for 21-unit certificates in radio, television, film, or RTVF.

Assessment: FTEF dropped significantly in 2015-16. There is no obvious reason for the drop other than low-enrolled classes, based on the parallel drop in WSCH per FTEF. However, our retention rate remains high (92%) and our success rate is remaining in the low/mid 70s.

| | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|-----------------------|-------|-------|-------|-------|-------|-------|
| Duplicated Enrollment | 353 | 376 | 388 | 424 | 370 | 289 |
| FTEF | 4.20 | 3.92 | 3.81 | 5.05 | 4.43 | 4.13 |
| WSCH per FTEF | 363 | 398 | 396 | 355 | 369 | 314 |

Department Goals: Our first priority is to continue the rise in student success and maintain or increase our retention rates while improving our enrollments. Our second priority is to encourage student completion of degrees and/or certificates. Our third priority is to provide production students with valuable hands-on projects with real clientele to provide them with portfolios upon completion that lead to employment.



Challenges & Opportunities: The Inland Empire Media Academy, of which the RTVF department is part, continues to provide internships for students seeking practical experience. We are fundraising to support a series on KVCR, Inland Unsolvable, that serves the community and provides students experience in producing, shooting, and editing. We are partnering with CSUSB on a Title V Cooperative Grant with the objective of improving the digital literacy of students in the areas of Communication Studies, Music, and Computer Science and Engineering in order to prepare students for careers in the digital economy.

| | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|------------------------|-------|-------|-------|-------|-------|-------|
| Sections | 37 | 33 | 32 | 39 | 34 | 30 |
| % of online enrollment | 49% | 61% | 41% | 23% | 21% | 13% |
| Degrees awarded* | 0 | 2 | 5 | 7 | 10 | 7 |
| Certificates awarded* | 0 | 3 | 3 | 1 | 2 | 2 |

Action Plan: In addition to outreach activity, we will (a) provide practical experience to students through internships from Student Equity to produce educational videos, (b) coordinate with grant coordinators at CSUSB to improve RTVF students' digital literacy through the Title V grant, and (c) improve the working relationship with KVCR-TV to provide students with on-air broadcast experience and mentoring. Because of the strong interest in our editing program and in summer classes, we will offer a script writing class and an editing class in summer 2017. We are preparing a certificate in video editing to prepare students for careers as professional video editors. The strong interest in editing has increased enrollments; the certificate program should encourage more students to enroll and complete the program.

TOP Code: 0604XX/061220
 Award Source: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
 *Data will be available in October 2016

Part I: Questions Related to Strategic Initiative: Access

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

SBVC Strategic Initiatives:

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

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

| Demographics - Academic Years - 2014-15 to 2015-16 | | |
|--|---------------|-------------|
| Demographic Measure | Program: RTVF | Campus-wide |
| Asian | 1.6% | 4.8% |
| African-American | 24.6% | 12.8% |
| Hispanic | 53.3% | 64.2% |
| Native American | 1.6% | 0.2% |
| Pacific Islander | 0.0% | 0.3% |
| White | 18.0% | 14.0% |
| Unknown | 0.8% | 0.4% |
| Female | 34.4% | 56.9% |
| Male | 63.9% | 42.9% |
| Disability | 9.0% | 6.3% |
| Age Min: | 19 | 14 |
| Age Max: | 69 | 78 |
| Age Mean: | 29 | 24 |

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

While in the same "ballpark" of the college across demographic categories, we are double the number of African Americans percentage-wise compared to the college, eight times the number of Native Americans, and three percentage points higher serving students with disabilities.

While only slightly lower with Hispanics and Asians, the RTVF department is over 20 percentage points lower with women. By age, we reflect the school distribution within a reasonable margin of error considering the small size of the department.

Clearly, the numbers reflect our serving traditionally underserved populations by ethnicity, but we continue to serve fewer women than we should. Broadly speaking, according to the Women's Media Center (https://wmc.3cdn.net/7d039991d7252a5831_0hum68k6z.pdf), we reflect the gender distribution in the media today. That does not make it right: Women make up 51% percent of the population and our voices should be equally represented. With that said, we will continue to step up our efforts to recruit female students into the department through high school visits, tours, personal invitations to outstanding students, and other recruiting methods as we can develop them.

This year, our student club, "The Visionaries" is creating advertising to reach on-campus students. This is occurring two ways: first, the ads are produced in visible areas of the campus, attracting attention through the use of our filming equipment. Second, the ads will appear both on the campus center monitors and occasionally on the SBVC home page.

Pattern of Service

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

Currently classes are offered in lecture and laboratory combinations Monday through Thursday 8:00 a.m. – 4:00 p.m. Lecture only classes are offered both online and in the classroom. Beginning summer 2016, we started offering summer sections to help students complete their degrees and certificates faster.

In fall and spring, one lecture class is offered in the evening on campus. Beginning fall 2017, we will offer an evening production class where students will produce a variety of projects, including live multi-camera video feeds of the district board meetings. While we did offer our lecture courses online, we have moved them either to hybrid or on-campus as retention and success had decreased in online-only offerings.

The RTVF program stacks some laboratory classes: radio production classes, studio production classes, field production/editing classes, and film production/lighting-cinematography. **Stacking** means that while the different classes have unique lectures, the beginning and intermediate and/or advanced students take the same lab.

In addition to ensuring that all classes will have enough students so classes can be offered every semester and students will have the classes for graduation, the stacking provides several additional benefits to students:

1. Beginning students 'stacked' with advanced students have 'peer educators' who can provide additional tutoring and learning opportunities. This is consistent with Vygotsky's "scaffolding" theory of learning.
2. Having students in different classes working together provides a 'production facility' environment, allowing lighting/cinematography students to crew for acting/directing students.

We serve the needs of the community by offering four tailored degree and four tailored certificate programs, depending on the career goals of the students. Because we offer all courses at least once per year, and nearly all laboratory classes twice per year, students have the option to transfer or go straight to work after two years if they pursue their classes full time.

Our pattern of service meets the needs of the greater majority of our students. While a small minority has mentioned the desire for more night or weekend classes, these are traditionally low-enrolled, often to the point of canceling, so we do not offer a full contingent of courses in these time periods.

Our partnership with KVCR ensures that students are working in a state-of-the-art studio and management class students intern with the employees throughout the semester to get hands-on experience of how to manage a radio and television station.

All our recent graduates have either gone on to work immediately in the industry or transferred to a four-year institution.

Part II: Questions Related to Strategic Initiative: Student Success

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program does not provide an adequate analysis of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes (SLOs) | Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete . | Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete . |

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded")

Duplicate enrollments dropped from a high of 424 in 13-14 to a low of 289 in 15-16 and our WSCH per FTEF dropped from 369 to 314 in 15-16. This drop can be explained in part by low enrollment in RTVF 104 (only 9 of 30 spaces in a lecture class). The class was not canceled because it is a requirement for the radio degree (and fulfills a requirement for the others). It was not offered this year. Similarly, in Fall 2016, the video field production class had only 5 of 15 students in the class. This class was not offered in the 16-17 school year. Enrollments in fall 2016 and spring 2017 are significantly better. Our retention rate continues to be high (92%), though our success rate could improve (73%). Our faculty work closely with students and the program includes paid interns who serve as role models. We are adding more practical assignments in classes to help students develop portfolios useful in job hunting.

RTVF is a small department, but we continue our trend of awarding between 7 and 10 degrees and 1 to 3 certificates every year.

Supplemental Data

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

Students and interns in the department serve the community by producing educational specials for KVCR-TV, including the highly rated Inland Uncovered as well as a new series (16-17) on astronomy produced in conjunction with Chris Clarke from the SBVC planetarium. Students who work on these, and other, projects not only gain valuable experience but build professional portfolios designed to get them jobs upon graduation.

The median pay in 2015 for video/film editors and camera operators is over \$55,000 per year, \$26.80 per hour. (11% growth, faster than average; <https://www.bls.gov/ooh/media-and-communication/film-and-video-editors-and-camera-operators.htm>)

The median pay for TV producers/directors is \$68,440, with the job outlook from 2014-2024 is 9% growth (faster than average (<https://www.bls.gov/ooh/entertainment-and-sports/producers-and-directors.htm>))

A growing area is video editing; our current plan is to design two additional advanced editing classes and combine them with two current editing classes to provide students with an editing certificate (as recommended by our advisory committee) that will lead directly to employment. In line with this, In 2017 we received certification from Avid to become a certification center for Avid video editing software. This current certification (more basic editing) and the advanced SBVC certificate will give students additional credentials for job searches.

Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. This section is required for all programs.

We have completed SLOs for nearly all our courses over the past three years with nearly all having well over 80% of students meeting SLOs. Only one adjunct (no longer with the program) has failed to complete his SLO reports). As the only full time faculty member in the department, I discuss the SLOs

with the adjunct faculty to explain the need and discuss how they can each improve their classes by assessing SLOs. I have personally consistently found that students who fail to meet SLOs are those with poor attendance (this is also a common theme among the adjunct faculty classes). Therefore, we work to encourage attendance by contacting students who consistently miss. In laboratory classes, evaluation is project-based so students demonstrate technology (e.g., computer/camera) skills as well as critical thinking skills as writers, producers, directors, and other crew members. In lecture-only classes, faculty evaluate progress through essays, short-answer, and multiple-choice exams as well as one- to three-page written assignments.

Our student learning outcomes in editing and studio production are particularly helpful for students when they volunteer or intern at KVCR-TV/FM. Our partnership with these stations provides students with additional experience not available at most other community colleges with an RTVF major.

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

We have four degree and four overlapping (same as degree minus general ed) certificate programs:
Film degree: between 78.26% and 88.10% met SLOs
Film certificate: between 79.95% and 88.10% met SLOs
Radio degree/certificate: between 75.71% and 83.64% met SLOs
Television degree/certificate: between 78.26% and 86.56% met SLOs
RTVF degree: between 78.26% and 86.06% met SLOs

Our goal in all programs is to ensure that students (a) are capable of producing quality work appropriate for at least entry-level in their area of choice, (b) have a portfolio of projects from at least two intermediate/advanced classes to demonstrate their skills, and for the degree programs, (c) have a level of education that prepares them for transfer to a four-year institution.

Each of our three areas (radio, television, and film) includes capstone projects that require students to use skills learned in prior classes. Every year faculty review the projects and revise requirements based on new technology (e.g., new editing software, new distribution means in the Internet, etc.) to help students keep pace with the evolving media industry.

All of our laboratory classes are designed to provide at least entry level skills in the areas of radio, television, and/or film. While only one course includes a section on resume writing (RTVF 100), all of the laboratory classes contribute specific skills needed in the industry. One course, RTVF 232 is an advanced editing class that cannot be used for transfer but applies to the certificate program in film.

| Radio Television Film (TELEVISION) | Qualify for entry-level work in television. | Have a portfolio of work to demonstrate entry-level production skills. | Be able to write a resume for entry level employment in television. | Be able to write short news or information scripts for broadcast. | Be able to produce, direct, and edit a short video production. | Qualify for transfer to a four year institution. |
|---|---|--|---|---|--|--|
| CLASSES | | | | | | |
| RTVF 100 | * | | * | | | * |
| RTVF 104 | * | * | | * | * | * |
| RTVF 106 | * | * | | * | | * |
| RTVF 130 | * | * | | * | * | * |
| RTVF 131 | * | * | | * | * | * |
| RTVF 132 | * | * | | * | | * |
| RTVF 133 | * | * | | * | * | * |
| RTVF 134 | | * | | | | * |
| RTVF 221 | * | * | | * | | * |
| RTVF 230 | * | * | | * | * | * |
| RTVF 231 | * | * | | * | * | * |
| RTVF 232 | * | * | | * | * | |

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|--|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness - Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2016 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Mission and Purpose:

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

What is the mission statement or purpose of the program?

The Radio/Television/Film department provides a comprehensive instructional program in radio and television broadcasting, digital film production, and digital audio and video production for use in broadcasting, cablecasting, multimedia, film production, and Internet applications. Students may earn a certificate to begin work immediately after completion. Students are encouraged to transfer to a four-year university.

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

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

- Our comprehensive program provides quality instruction by maintaining state-of-the-art equipment through KVCR and the Media Academy. We ensure all laboratory classes are designed to provide students with quality portfolio projects geared toward job application.
- Our students include all ethnicities served by the campus, male and female students, as well as disabled students.
- Our students have transferred to CSUSB, CSU Fullerton, USC, and other four year institutions
- Students receiving certificates have gone directly into the workforce
- Our program serves students and the Inland Empire community (one IEMA project produced in part by students is Inland Unsolved, an award-winning series aired on KVCR)

Productivity

Provide additional **analysis and explanation** of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

Our enrollments dropped significantly from 2014 to 2016. This may have been due to across-campus enrollment drops. We did cancel several low-enrolled classes during this period. However, current enrollments are stronger this year. While enrollments were low, both success and retention remained high.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

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

All the courses listed as "Next Review Date 2014 or higher" in the following chart are in review this year.

| Arts & Humanities | | | | |
|--------------------------|--|--------|---------------------|------------------|
| Radio, Television & Film | | | | |
| | Course | Status | Last Content Review | Next Review Date |
| | RTVF 100 Introduction to Electronic Media | Active | 03/24/2008 | 03/24/2014 |
| | RTVF 101 Introduction to Cinema | Active | 12/08/2014 | 12/08/2020 |
| | RTVF 102 Announcing and Performing in Electronic Media | Active | 12/08/2014 | 12/08/2020 |

| | | | | |
|--|---|--------|------------|------------|
| | RTVF 104 Basic Writing for Broadcasting | Active | 03/24/2008 | 03/24/2014 |
| | RTVF 106 Media Writing | Active | 03/24/2008 | 03/24/2014 |
| | RTVF 120 Introduction to Audio Production | Active | 03/24/2008 | 03/24/2014 |
| | RTVF 121 Digital Audio Post Production | Active | 03/24/2008 | 03/24/2014 |
| | RTVF 130 Introduction to Studio Production | Active | 12/08/2014 | 12/08/2020 |
| | RTVF 131 Digital Video Editing | Active | 12/08/2014 | 12/08/2020 |
| | RTVF 132 Lighting and Cinematography | Active | 12/08/2014 | 12/08/2020 |
| | RTVF 133 Video Field Production | Active | 03/24/2008 | 03/24/2014 |
| | RTVF 134 Acting and Directing for Television and Film | Active | 12/08/2014 | 12/08/2020 |
| | RTVF 220 Intermediate Radio Station Operations | Active | 03/24/2008 | 03/24/2014 |
| | RTVF 221 Broadcast Station Management | Active | 12/08/2014 | 12/08/2020 |
| | RTVF 222 Independent Study in Radio/Television/Film | Active | 12/08/2014 | 12/08/2020 |
| | RTVF 230 Intermediate Studio Production | Active | 12/08/2014 | 12/08/2020 |
| | RTVF 231 Advanced Video Production | Active | 12/08/2014 | 12/08/2020 |
| | RTVF 232 News and Film-Style Digital Video Editing | Active | 03/12/2012 | 03/12/2018 |
| | RTVF 240 Motion Picture Production | Active | 12/05/2011 | 12/05/2017 |

Articulation and Transfer

| List Courses above 100 where articulation or transfer is not occurring | With CSU | With UC |
|---|----------|----------|
| Is considered an upper division course so applies only to our certificate | RTVF 232 | RTVF 232 |

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

| |
|---|
| Is considered an upper division course so applies only to our certificate. It will not be articulated for transfer. |
|---|

Currency

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

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

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

Yes, the catalog is current. We offer all our courses at least once in four semesters. Every course with a lab is offered every spring and fall. Beginning summer 2017, we will begin offering two summer courses.

Part IV: Planning

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|---|--|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

Given the nature of the industry, the biggest trend is the continuous changes in technology; this makes it critical that the department update to new technology as often as possible. We purchase new cameras approximately every three years and update additional equipment as often as funding is available. In the last 2 years, we upgraded most of our remote field equipment, and through the district, are purchasing additional new equipment for the field class that will be used to cablecast and broadcast district board meetings.

Another important trend in the area of RTVF is different modes of distribution via streaming. Therefore, beginning fall 2017, we will be incorporating Twitter and Facebook posts into the script writing class. Our annual film festival now only accepts submissions via web streaming. Other changes to curricula are also being considered.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

The RTVF department's greatest strengths is its partnership. Our strongest partnership is with KVCR-TV/FM, which houses a multimillion dollar facility in the same building as the RTVF department. Students use the KVCR television studio as a laboratory, and numerous radio/audio students intern with KVCR-FM. In addition, numerous RTVF/Media Academy projects. In addition, we have strong relationship with the Communications Department at CSUSB. In addition to having a strong articulation agreement where nearly every class we offer articulates somewhere in their program, they participate in Media Academy activities (including our student film festival). We also are partnering with CSUSB on a "Here to Career" grant for media students. This grant includes paid internships for our students for the next 5 years, paid CSUSB internships for their students to work on our Media Academy projects that air on KVCR and to mentor our beginning students. A number of local high schools (including the entire San Bernardino, Colton, Rialto, and Redlands school districts) participate in Media Academy events and our faculty attend their advisory meetings (and they attend ours). We have articulation agreements with San Bernardino, Rialto, and Redlands, and are working on one with Colton.

Challenges

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

We have two significant challenges: the first is low enrollments and the second is funding. Our planning includes recruiting students from on-campus with help from the RTVF club on campus. The RTVF Club (One Vision), is producing advertising for our department/club as well as other clubs on campus. This is giving the department higher visibility on campus and students who never knew we existed are expressing interest.

I also actively recruit from local high schools and maintain current articulation agreements with SBUSD, Colton HS, Redlands USD, and Rialto USD.

In addition to funding from the school and Perkins grant, we do fund raising activities (e.g., our film festival). Last year the RTVF/Media Academy received \$5000 from the AQMD for producing a series of videos with student interns and department equipment. This money is being used to help purchase a new set for the department.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|--|---|--|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

1. **Access** – On our website, we have a link for students who are interested in more information. I respond to those students in a timely manner and provide information about when classes start, what classes we offer, and how to enroll. I also invite potential students to come sit in on a class to observe what and how we teach (several students have taken me up on the offer and enrolled the following semester). I also have an open-door policy for students interested in the program. All visitors receive a tour of the department and KVCR so they can see what excellent tools students have to complete projects.
2. **Communication/Culture/Climate** – First and foremost, a collegial culture is critically important, not just for this campus, but for students to be successful in the media industry. Students often work in teams on projects and they are encouraged to (a) include every member of the team through all phases of the project, (b) maintain civility, (c) encourage and help one another, and (d) accept responsibility for their success or failure. Students learn that in the classroom, not completing a successful project is not a failure, but an opportunity to learn from one's mistakes. So in classrooms, evaluation of projects is as important as doing the project.
3. **Student Success** – We main high success and retention rates but do not take that for granted. When new semester enrollments begin, I visit most of our classes to answer students' questions about what courses to take next. When students are failing a class, I (and I encourage my adjunct faculty to do the same) meet privately with the students to discuss ways to become successful.

4. **Leadership/Professional Development** – In 2016, our adjunct professor, Kevin Lyons, took certification courses from Avid to allow him to teach certification courses (our RTVF 131 and 232). Through Walden University, I have taken a number of online teaching seminars, including (a) BRIDGING: A Way Faculty Can Help Students Succeed (2nd), (b) Competency Based Education: The Myths and the Magic (2nd), and (c) Uni-versity: Understanding Hispanic vs. Latino Culture (2nd).

As the department's only faculty, I take responsibility for leadership of our team of adjunct faculty, interns, and laboratory assistants. I manage student projects for KVCR and other clients. I am available to answer questions and provide guidance to both faculty, interns/lab assistants, and students as needed. I work with the student club, One Vision.

5. **Effective Evaluation and Accountability** – all faculty participate in the development and measurement of SLOs/PLOs. All adjuncts, interns, lab assistants, and students are encouraged to discuss the future of the industry and how the department does/can/should change to ensure students get access to the equipment to learn the skills they need to succeed.
6. **Facilities** - Safety is emphasized in every classroom, from not bringing drinks that could spill and damage equipment, to following specific rules when handling equipment, touching hot lights, or using the 30' lift in the KVCR studio. Safety is critical for (a) themselves first, (b) other people present, and (c) the equipment they are using.

Technology – The RTVF Department maintains state-of-the-art equipment as budgeting allows. We are fortunate to partner with KVCR and have access to a multi-million dollar studio.

Campus Climate – Following initiative 2.13.1 (Increase the number of students who participate in campus clubs and organizations), the department re-instituted our broadcasting club in 2016, "One Vision". Over 40 students signed up, and many of them have participated in the club activities, particularly the production of a variety of film projects.

Partnerships – Through the Inland Empire Media Academy, we maintain partnerships not only with KVCR, but with CSUSB and a number of local high schools and school districts. This partnership has included sending SBVC students to take upper division courses at CSUSB while paying SBVC tuition. We produce an annual film festival (2017 is the 6th year) and have numerous industry partners donating prizes valued in the thousands of dollars.

The Mission of the Inland Empire Media Academy is to establish an active partnership among local school districts, community colleges, universities, and businesses in order to

- 1) Provide extraordinary learning opportunities in the areas of radio, television, and film to high school, community college, and university students, as well as members of the SB community;
- 2) Ensure that students of all ages receive the best theoretical and practical training in these media fields;
- 3) Facilitate the smooth transition of students from high school to community college to 4-year universities and beyond; and
- 4) Provide opportunities for job placement in the media industry and local businesses.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

All categories were rated "meets" in the 2012-13 efficacy review.

**Program Efficacy Team Report
Spring 2017**

Name of Department: **STAR**

Efficacy Team: **B.K. Melancon, Michael Mayne, Joanne Fender**

Overall Recommendation:

Continuation **Conditional** Probation

Rationale for Overall Recommendation:

The team recommendation of Conditional is concluded because the information being mentioned has no charts or documentation to back up the suggested comments.

The program needs to be more specific about planning for accomplishments and challenges.

Note: The STAR efficacy report was turned in for review after the deadline. It is recommended that the follow-up report be revised/completed within the time allotted. If the report is not completed on time the conditional recommendation will be changed to **“Probation”** for the STAR program.

The document provides minimal documentation and is written as a more generic report with common information rather than a report that has specific/detailed information related to its subject matter.

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

Efficacy Team Analysis and Feedback

MEETS

DOES NOT MEET

The Star department has met the demographics and the pattern of Service with a very descriptive explanation. The program provides an analysis of the demographic. The department also provides the pattern of service that meets the student’s needs. The data was analyzed, however, the numbers don’t match the report because there was 2 different reports supplied from different sources.

Comment: The data on page 3 does not reflect the comments on page 5. As a public document, the comments on the bottom of page 5 needs to be described within a more professional analysis.

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program does not provide an adequate analysis of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes and/or Service Area Outcomes | Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is missing or incomplete . | Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to area services is complete . |

Efficacy Team Analysis and Feedback:

MEETS

DOES NOT MEET

The Star Program has explained the Data analysis by achievement of instructional success. The supplemental data added, gives extensive in-site on the program, but the data in the EMP did not match the data described in this section.

The information that has to do with the **demographics is not appropriately addressed**. The confusion of the numbers in 2015 – 2016 should have been resolved within the department or/and with the research department.

The language suggesting that the question about **demographic equity was inappropriate** and suggests the program isn’t concerned about demographic discrepancies. It’s also important to remember this is a public document read by others.

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness – Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Efficacy Team Analysis and Feedback: MEETS DOES NOT MEET

The program does have a mission/statement of purpose, and relates with the institutional mission

The Productivity shows no explanation of the bullet points documented. The star program goes into great detail of compliance and success with no data to relate to the comments. The chart is not analyzed.

The Relevance, Currency and Articulation have a N/A but there is relevance, currency and articulation are listed elsewhere in the document.

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|---|---|
| | Does Not Meet | Meets |
| Part IV: Planning – Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

Efficacy Team Analysis and Feedback: MEETS DOES NOT MEET

The Star program does identify and describe major trends in its field and provides explanation on enrollment and planning of assistance for the students.

The program has commented on its accomplishments but there is not documentation included to compare if the accomplishments are successful. The program does state that there are meetings to improve services for students where they examine and implement for the next year.

The documentation is suited more for planning then accomplishments.

The Star program does identify the challenges in its field and provides explanation on the action plan within the EMP for assistance to students.

| Strategic Initiative | Institutional Expectations | |
|--|---|--|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Efficacy Team Analysis and Feedback: **MEETS** **DOES NOT MEET**

The Star program provides information about the technologies that are provided for the students and incorporates the technologies and giving free access to students.

The partnership of the Star program with the Inland Empire and Desert Student support Services consortium gives no documentation of results from those meetings or how the information will be implemented. The partnership and campus climate is not clearly explained within the section.

| Part VI: Previous Does Not Meets Categories |
|---|
| Program addressed each area, by either describing how the program has remedied deficiencies, or if these areas have been discussed elsewhere in this current document, provided the section where these discussions can be located. |

Efficacy Team Analysis and Feedback: **X MEETS** **DOES NOT MEET**

The Star program has identified the deficiencies and has explained very well that the previous does not meet “**is not**” viewed as a problem within the program.

**Program Efficacy
2016 – 2017**

Complete this cover sheet as the first page of your report.

Program Being Evaluated

STAR

Name of Division

Student Services

Name of Person Preparing this Report

Deanne Rabon

Extension

8605

Names of Department Members Consulted

| | |
|-------------------|--|
| Deanne Rabon | Program Coordinator / Tenured Faculty |
| Dr. Reyes Quezada | Adjunct Counselor / Adjunct Faculty |
| Dr. Janet Long | Program Specialist III |
| Dean Marco Cota | Dean, Counseling and Matriculation / Manager |

Name of Reviewers

K. Melancon, M. Mayne, R. Fender

| Work Flow | Date Submitted |
|---|----------------------------|
| Initial meeting with department | |
| Meeting with Program Review Team | |
| Report submitted to Program Review co-chair(s) & Dean | by NOON on March 21 |

Staffing

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

| Classification | Number Full-Time | Number Part-time, Contract | Number adjunct, short-term, hourly |
|-----------------------|-------------------------|-----------------------------------|---|
| Managers | | | |
| Faculty | 1 | 4 | 2 |
| Classified Staff | 1 Vacant | | |
| Total | 2 | 4 | 2 |

PROGRAM: PLEASE INSERT YOUR RECENT EMP FROM FALL 2016

STAR Program — 2015-2016

| Academic Year | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|----------------------------|---------|---------|---------|---------|---------|
| SBVC Duplicated Enrollment | 179 | 193 | 191 | 203 | 173 |

Description:
 STAR, Success Through Achievement and Retention, a Federally funded TRIO Student Support Services program, provides opportunities for academic development, assists students with college requirements, and serves to motivate students toward the successful completion of their AA/AS degree, Certificate and/or transfer to a four-year university.

STAR PROGRAM DEMOGRAPHICS
 STAR is funded by the Department of Education to serve 200 students annually. Students must be either first generation college students, low-income or have a physical or learning disability.

| Gender % | 2011-12 | 2012-13 | 2014-15 | 2015-16 |
|----------|---------|---------|---------|---------|
| Female | 68% | 65% | 61% | 65% |
| Male | 32% | 35% | 39% | 35% |
| N/A | 0% | 0% | 1% | 1% |

Assessment:
 Each semester documentation is collected and kept in student files indicating enrollment status and progress. (Class schedules & transcripts, registration, program application, and program completion data, transfer acceptance letter.) In addition, end of the year surveys are conducted. These surveys vary in content and cover areas like understanding of counseling services and goals, tools taken away from tutorial assistance, motivational factors behind their academic success and retention and overall satisfaction with the program.

Program Goals:

- Provide outstanding services to students
- Empower students to achieve their educational goals allowing them to graduate and/or transfer to a four-year university
- Teach students the importance of an Educational Goal Plan and how to make adjustments to the plan when needed
- Maintain an positive learning environment for STAR students

Challenges & Opportunities:
 The program has many opportunities to help new students each year. With students successfully completing their graduation objectives, the program normally brings in 35 – 60 new students each academic year. This gives the program a chance to help a different cohort of students, as well as continuing students, each fall semester.

Challenges that have arisen in the past few years are directly related to budget cuts. In addition to funding being level there was a time when it was reduced. This year the funding has returned to level funding, which will help in meeting expenses. However, due to the constant increase in salaries and benefits there is a large possibility that the program's funding may not be enough to meet the fiscal needs in academic years 2018 – 2019 and 2019 – 2020.

Action Plan:
 Continue to enhance the following areas: 1. Academic success strategies that begin as soon as a student is accepted into the program. 2. Track student participation, academic standing and review student progress to ensure that participants will meet or have met requirements for academic success and graduation and/or transfer. 3. Students will work directly with STAR counselors to create a full Educational Plan. 4. STAR will offer support services, grant aid, and a privately funded book scholarship to assist students to persist towards graduation and/or transfer. 5. Students will participate in the STAR Academic Intervention plan if their GPA falls below 2.3. Overall, Staff will continue work to increase participant persistence rates.

| Ethnicity % | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|-------------------------|---------|---------|---------|---------|---------|
| African-American | 44% | 38% | 29% | 20% | 15% |
| American Indian/Alaskan | 2% | 3% | 3% | 1% | 1% |
| Asian | 2% | 4% | 4% | 4% | 7% |
| Hispanic | 39% | 48% | 54% | 59% | 62% |
| Multi-Ethnicity | 0% | 0% | 0% | 6% | 6% |
| White | 9% | 7% | 7% | 10% | 8% |

Success and Retention

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|----------------|-----------|-----------|-----------|-----------|-----------|
| STAR Success | 76% | 75% | 76% | 70% | 77% |
| STAR Retention | 89% | 89% | 92% | 87% | 91% |
| SBVC Success | 68% | 69% | 68% | 65% | 67% |
| SBVC Retention | 84% | 89% | 89% | 87% | 88% |

Part I: Questions Related to Strategic Initiative: Access

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

SBVC Strategic Initiatives:

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

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

(1.1) To Coordinate Access Efforts for Potential Students

- On campus recruitment. (STAR cannot recruit off campus based on Department of Education Regulations.
- Recruitment events like Recruit-A-Palooza
- Over 1,500 brochures sent out to classroom instructors at the beginning each academic year

(2.1) To Enhance the Image of the College

- Continuously meeting the Department of Education Grant Objectives
(See Program Compliances and Success Portion of This Document)

(2.2) SBVC Is An Institution That is Respectful and Accepting of Staff and Student Differences

- STAR students are a diverse reflection of the student and community it serves, much like the general student population on campus

(4.1) To Forge and Support Dynamic Partnerships With Other Academic Institutions

- STAR is a part of the regional TRIO Consortium consisting of 9 local two-year and four-year colleges

(5.2) To Increase Student Persistence and Retention

- STAR averages a 90% student Retention Rate

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

| Demographics - Academic Years - 2014-15 to 2015-16 | | |
|---|----------------------|--------------------|
| Demographic Measure | Program: STAR | Campus-wide |
| Asian | 5.0% | 4.8% |
| African-American | 18.3% | 12.8% |
| Hispanic | 67.0% | 64.2% |
| Native American | 1.0% | 0.2% |
| Pacific Islander | 0.0% | 0.3% |
| White | 0.0% | 14.0% |
| Unknown | 0.7% | 0.4% |
| Female | 63.4% | 56.9% |
| Male | 36.6% | 42.9% |
| Disability | 9.0% | 6.3% |
| Age Min: | 17 | 14 |
| Age Max: | 82 | 78 |
| Age Mean: | 32 | 24 |

Analysis and Interpretation of Identified Variance In Demographic Data – Black/African American Participants
 The data provided clearly shows a slightly higher participation rate among Black / African American students and Hispanic/Latino students compared to other ethnicities. Data for the remaining ethnic groups is closely proportionate to SBVC participant percentages.

The previously submitted Program Review document received a ‘Does Not Meet’ because there was, in the reviewer’s opinions, no clear explanation as to why there was a higher number of Black / African American students in the program.

After giving extra time and attention to the data there continues to be no definitive quantitative answer to why so many Black / African American and Hispanic students have opted to be in the program. However, some possible qualitative factors in why there continues to be a high number of Black/African American students that opt to be in the STAR Program are listed below:

- The STAR Program serves students that are primarily first generation college students. In addition, the number of residents in the surrounding communities that have college degrees is staggeringly low at 0.09 % – 0.44%, and the majority of the residents in the surrounding communities are Black / African American or Hispanic / Latino. With that in mind, there will be a greater percent of Black / African American students that are a part of the recruitment and applicant pool for the program.
- Black Male Tutors and Black Female Coordinator/Counselor and Adjunct Counselor
- Hispanic Male Adjunct Counselor and Hispanic
 - Students want to be in a program with people that they feel can relate to their life experience and culture
- Non-discriminatory, tolerant feeling of acceptance projected by all STAR Program employees

The STAR Program recruits in a fair and equal basis and this matched data supports that affirmation. Asking that the program address this as if it is a problem appears discriminatory and inflammatory. Sometimes some variances/occurrences are difficult to explain, like why traffic stops in the same places every morning and then suddenly opens up, with there never having been an accident, incident, road variation, etc. Students have free choice and at this point in time a higher number of Black / African American and Hispanic students are choosing to apply to STAR.

Analysis and Interpretation of Identified Variance In Demographic Data – White/Causation Participants
 The data is clearly inaccurate. It shows 0 White/Causation students in the program. This is not at all the case. The numbers of white students, based on collected STAR Program data used for the Annual Performance Report to the Department of Education currently shows that we are serving 31 White/Causation students, which equals 15%.

Analysis and Interpretation of Gender Data

The gender data closely reflects the campus statistics in that there are more female program participant than male. Programs like STAR have a history of serving more female students than male ones. Evidence from past research has shown that other Student Support programs like EOPS have a large variance in the percent of female participants compared to males as well.

| | | |
|------------------|-------------------------|-----------------------|
| STAR 2011 – 2012 | 67% female participants | 33% male participants |
| STAR 2012 – 2013 | 64% female participants | 36% male participants |

| | | |
|------------------|-------------------------|-----------------------|
| EOPS 2011 – 2012 | 65% female participants | 35% male participants |
| EOPS 2012 – 2013 | 71% female participants | 29% male participants |

Analysis and Interpretation of Gender Data Continued

Studies conducted outside of the SBVC campus demonstrate that classrooms in the western, northern and especially in the southern United States have more female than male students attending and succeeding in college.

A report from the American Council on Education showed that female students have represented about 57 percent of the student population in U.S. colleges, since 2000.

Some of the reasons cited for these numbers are:

- Women have better success in class with higher grades
- Men tend to drop out in disproportionate numbers
- Female enrollment skews higher among older students, low-income students, and black and Hispanic students

For many Historically Black Colleges, HBC, the ratio of females to males closely reflects the number for the STAR Program, with male students being only 35 – 36% of the college population.

With so many colleges across the country experiencing the same gender imbalance it makes sense that the STAR Program and other programs on campus have the same statistical outcomes. Also, because there is a higher number of Black / African American students in the STAR Program and data shows that Historically Black Colleges, with a majority black demographic, have male enrollment rates of approximately 1/3 that of females; this unfortunate trend may also be a contributing factor in the program's numbers.

Williams, Alex. "The New Math On Campus." New York Times 05 Feb. 2010: n. pag. Print.

Stewart, Pearl. "Many Institutions Continue to Struggle With Gender Imbalance." Diverse: Issues In Higher Education [Fairfax] 19 Mar. 2014: n. pg. Print.

Plans and/or Activities In Place to Recruit and Retain Underserved Populations

In a conscientious effort to reach out and provide access to a diverse group of students The STAR Program actively recruits on the SBVC campus without bias to race, age or gender. Information is provided at walk-up information tables, in classrooms, via flyers and brochures provided to faculty and staff and student word of mouth.

STAR Program faculty working the information tables and conducting classroom sessions vary in race, sex and age. In addition, when students tour the program office or come in for general information they are met by a staff that is diverse and welcoming of all. The STAR Program federal grant has five goal objectives that must be met annually and none of those objectives focuses on race in any context; therefore our services are offered to qualifying students of all races.

The program is aware that there are a lower number of Asian and Pacific Island students, as well as male student participants. The program can not actively seek out any particular group of students for recruitment as that is discriminatory and would likely violate Department of Education guidelines. However, the program will continue to provide program information to vocational areas, athletics and academic fields that historically have a larger male student base. (The program already offers to provide information sessions to all instructors via campus wide e-mail but will also send personal invites for class lectures to individual instructors.)

Pattern of Service

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

STAR Provides a variety of support services to program participants.
 Hours of operation are Monday – Friday 8:00 a.m. to 4:30 p.m.
 (Program participant and employee size are used to determine hours of service)

| | |
|---|--|
| <p>No-cost Student Services Include</p> <p>Academic Counseling</p> <p>Personal Counseling</p> <p>Program Orientations</p> <p>Classroom Presentations</p> <p>Cultural & Educational Field Trips</p> <p>Priority B Registration</p> <p>Supplemental Grant Aid</p> <p>Meal Vouchers</p> <p>Transfer Guidance</p> <p>Transfer Application Assistance</p> <p>Social Activities</p> <p>Graduation Petitions</p> <p>Lap Top Compute Loan Program</p> <p>Student Workshops</p> <ul style="list-style-type: none"> - Academic Workshops - Personal Growth Workshops - Transfer Workshops - Financial Aid Workshops | <p>Financial Aid Advising and Appeals</p> <p>Academic Tutoring (English, math, paper writing)</p> <p>Educational Field Trips To Four Year Universities</p> <p>Willie Charles Williams Book Scholarship</p> <p>On Campus Outreach</p> <p>Interpret Assessment Scores / Class Placement</p> <p>Academic Renewal / Exception Petitions</p> <p>Probation / Dismissal Counseling</p> <p>Prerequisite Checks and Course Revisions</p> <p>Course Overload Petitions</p> <p>Educational Plan Revisions</p> <p>Follow-Up Services</p> <p>Scientific Calculator Loan Program</p> |
|---|--|

STAR works to meet the needs of the ethnically and economically diverse population it serves as follows:

- Academic Support is provided through in person and online workshops and individual and group tutoring, to meet the needs of working and multi-tasking students.
- Financial literacy workshops and packets are provided to students to educate them in the areas of budgeting, student loans, fico scores, personal finances, etc.
- Students Centered Counseling is available Monday – Friday by African American and Hispanic, Male and Female faculty members.
- Tutorial services are provided by a diverse group of male and female professionals with BA/BS degrees and higher.
- Students have access to computer lab, printing, Scantron, green books, lap top computers and

scientific calculators. (These free services help offset some of the exorbitant educational expense.)

- Field trips to four-year universities occur annually, providing student access to campuses that they may not otherwise have the opportunity to travel to and explore. All trip expenses are covered by the STAR Program including, but not limited to, charter bus fees, hotel fees, food and beverages, and cultural excursions when applicable.
- Students may schedule counseling visits for the entire semester in advance, to meet their busy and fluctuating schedules.
- Students have the change to conduct counseling sessions over the telephone, in special circumstance situations, when restricted mobility or illness occurs.
- Students can schedule 30 – 55 minute counseling sessions based on their need.
- Counselors are flexible and work with students to provide workshop and forum materials to those that could not attend meetings but want to read the literature provided.
- Students can complete ‘Self-conducted’ workshops in the STAR Program office or online to fit into their busy schedules.
- Workshops focus on specific areas of interest to STAR Program participants and include: male and female forums, health and learning, scholarships, career readiness, etc.

Part II: Questions Related to Strategic Initiative: Student Success

SBVC Strategic Initiatives:

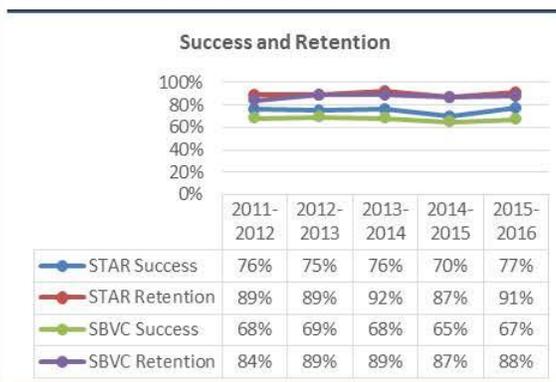
[https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/documents/17-
efficacy/strategic-initiatives.pdf](https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/documents/17-efficacy/strategic-initiatives.pdf)

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

| | | |
|--|---|---|
| Student Learning Outcomes and/or Service Area Outcomes | <p>Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy.</p> <p>Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is missing or incomplete.</p> | <p>Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy.</p> <p>Evidence of data collection, evaluation, and reflection/feedback, and connection to area services is complete.</p> |
|--|---|---|

Explain how the services in the program support student success.

Student success is a priority at STAR. The numbers below show high retention and success rates for STAR Program participants. (Numbers that exceed those of the SBVC General student population.) One of the primary goals of this enduring TRIO program is to ensure that first generation college students, low-income and disabled students increase their chances of successfully completing their Associate and/or Certificate goals and ideally transfer to a four-year university.



In order to allow for these goals to be met our students are provided the following:

- Assess student needs to give students a better understanding of how they can help themselves in achieving goals and identifying factors that will make that possible
- Explain the reason for and provide two year comprehensive Educational Plan to ensure students are aware of course selection, graduation and transfer requirements, and more
- Provide tutorial assistance to improve grades and/or maintain grades
- Academic Intervention Program is designed to address the needs of students in probationary status
- Monitoring student progress with Mid-Semester Progress Reports sent to instructors and review reports with students to aid in successful course completion
- Conduct workshops geared to student success in areas of communication, academic success, financial management, etcetera.
- Conduct evaluations of program services provided, to Improve areas when needed and to let students know that they are being heard and that the program is working to serve them
- Conduct surveys to learn about the factors students feel have led to their retention and success
- Priority B Registration, serves to help students get into the classes needed to complete their educational goals
- Provide separate literature for Non-Traditional students to help identify any needs that may be specific to this STAR/SBVC population

- Provide transfer assistance, transfer program review, field-trips to four-year universities, etcetera
- Offered a SDEV 103 Course for STAR Program Students. Transferable Course to aid in meeting transfer requirements
- Conduct educational and cultural field trips and activities to expose students to life beyond their daily surroundings and to expose them to the possibilities that are within reach
- Services are in a One-Stop setting for ease of use
- Other services are available for review in our TRIO Grant Proposal

(INSERT SLO AND/OR SAO DATA FROM CURRENT SLO REPORT. INSERT COURSE MAP IF AVAILABLE. Refer to prior reports as needed for the analysis.) (Contact Dr. Celia Huston if you need assistance.)

Demonstrate that your program is continuously assessing Service Area Outcome (SAOs) and/or Student Learning Outcomes (SLOs) based on the plans of the program since the program's last efficacy report; refer to prior SAO/SLO summary. Include evidence of data collection, evaluation, analysis, and reflection/feedback, and describe how the SLOs/SAOs are being used to improve student learning and area services as appropriate (e.g., faculty discussions, SLO/SAO revisions, assessments, etc.).

The following page contains a copy of the STAR Program SAO Summary Evaluation Form a sample End of Semester evaluation and a field trip evaluation.

Students are required to complete an End of the Semester survey at STAR at the conclusion of Fall and Spring. These surveys are both mailed out to students and handed to them when they are in the office to utilize services. Students are then required to turn in the survey during the last two weeks of the semester.

Students are also required to complete a workshop and field trip evaluation at the completion of those activities. These are passed out at the end of all workshops and trips.

Students that are graduating from the program complete an exit survey as well. This is handed directly to the students in their graduation packet, provided by STAR.

The surveys, in all areas mentioned above, are calculated to determine the success of program SAOs and overall student satisfaction.

Students continue to be able to successfully identify factors leading to their resilience, tools learned as a part of participating in STAR and/or factors that have helped you succeed in school as a result of being in STAR. When the data is collected the STAR Program full-time faculty and staff, as well as part-time employees look at the outcome data and discuss what is and is not working for the students. Discussions occur throughout the academic year to decide what if any changes may be needed to improve on services. Areas that are successful remain in place and may be modified if there is a chance to make that service more student-friendly.

STAR is a part of a regional TRIO Consortium and Best Practices are often shared to help keep the program moving in a direction that continues to meet the evolving needs of the students being served.

Program SAO Summary Evaluation Form

| | | |
|--|---|---|
| Division/Program: Counseling & Matriculation/STAR Program Semester Evaluated: Spring 2016 Next Evaluation: Fall 2017 | | Lead Evaluator: Deanne Rabon Participants: STAR Program Students |
| Service Area Outcome Statement | | |
| Strategic Initiatives aligned with the SAO. | <input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Facilities <input checked="" type="checkbox"/> Communication, Culture, & Climate <input checked="" type="checkbox"/> Leadership & Professional Development <input checked="" type="checkbox"/> Effective Evaluation and Accountability | |
| SAO Assessment Tool | Survey | |
| Criteria – What is “good enough”? Rubric | Students are required to clearly state motivational factors and tools that influence their retention and resiliency while in the STAR Program at SBVC. If they cannot do this for at least two of the three survey question areas then the result would not be ‘good enough’. | |
| What are the results of the assessment? Are the results satisfactory? | 100% of STAR Program students surveyed were able to clearly elaborate on what they contribute to their academic success and resiliency. They answer questions relating to factors both on and off campus that aid in their success and are very detailed in their explanations. | |
| Were trends evident in the outcomes? Are there gaps? | Students find the STAR Family Support, Personal Motivation, Counseling, Overall STAR Program Support and Financial Assistance to be top factors in their resiliency. | |
| What content, structure, strategies might improve outcomes? | Hands on learning through inclusive/interactive workshops, forum sessions, educational and cultural field trips and activities, etc. These all help improve student understanding and self-motivation. | |
| Will you change evaluation and/or assessment method and or criteria? | Adjustments are made to the questions periodically. However, overall the questions used lead students to provide answers that are thoughtful and help STAR better see what components of the program are well received and influential. | |
| Evidence of Dialogue (Attach representative samples of evidence) | <i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input type="checkbox"/> Staff Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Click here to enter text. | |
| Will you rewrite the SAOs | At this time the SAOs used by STAR are going to remain as is. | |
| Response to program outcome evaluation and assessment? How were/are results used for program improvement. | <input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services <input checked="" type="checkbox"/> Program Planning /Student Success Results are used to determine if the tools used by the STAR staff are affective in helping students have a strong understanding of the educational process. | |

Service Area Outcome (SAO) Assessment 2015 - 2016

EXECUTIVE SUMMARY

| | |
|--|--|
| Division Dean | Marco Cota |
| Division | Counseling and Matriculation |
| Service Area | STAR Program |
| Objective(s) | (Objective 1) To help students identify key factors leading to their educational resiliency and academic success. (Objective 2) STAR Program students will learn to recognize and utilize skill building tools, supplementary to classroom instruction. |
| Defined or rewritten expected SAO(s) 2010-2011 | The goal of the STAR Program /TRIO is to increase the college retention and graduation rates of first generation, low-income, and physical or learning disabled students, and facilitate the process of transferring to a four year university. The STAR Program provides a variety of student activities and services to 200 students each year. Services Include, but are not limited to: counseling & tutoring assistance, the STAR Academic Intervention Program (A.I.P.), workshops, desktop and laptop computer access, same-day and overnight educational field trips, etc. |
| Assessment | End of Semester Survey Consisting of the Following Sections (Objective 1) Counseling Information Retention and Comprehension Survey (Objective 2) Tutoring Information Retention and Comprehension Survey (Objective 2) Workshop Evaluation Surveys |
| Past Evaluation of Assessment Findings | (Objective 1) In the past program participants attributed the following three items as the top factors in their academic resiliency: Self-Motivation, Family, Friend, Friend/Peer Support. Results vary year to year with usually one or two factors remaining. (Self and Family.) (Objective 2) Based on past survey results, over 90% of the students surveyed could list and explain in detail, one or more items they learned, from a STAR Program Counselor or Tutor, that aided and/or strengthened them academically. (Objective 3) Program participants attributed the following three items as the top factors in their academic resiliency: Self-Motivation, Family, Friend/Peer Support. (Based on past SAO information.) |
| Response to Findings(s) | The STAR Program will continue to work with students to aid in their academic growth and empowerment. Similar tools will be used to assess resiliency factors and student success as STAR Program participants. |

Service Area Outcome (SAO) 2015 - 2016

**STAR PROGRAM
2015 – 2016 STUDENT SUCCESS EXTENDED SURVEY
(Administered Spring 2015)**

| | |
|--|--------------|
| Student Name | |
| Student ID# | |
| Service Area | STAR Program |
| In one paragraph answer the following: Student Success I Give an example of at least one factor relating to being in the STAR Program, that has led to your educational resiliency/persistence and academic success. | |
| In one paragraph answer the following: Student Success II Give an example of at least one factor leading to your educational resiliency/persistence and academic success, which can be attributed to factors like: Family/Friend/Peer Support, Church, Self-Motivation, Mentor, Etc. | |
| In one paragraph answer the following: Student Success III Explain in detail one thing/tool you learned from a STAR Program Counselors, tutors, employees and/or workshops that helped or strengthened you academically and your path to completing your educational goals. | |

| STAR PROGRAM EDUCATIONAL & CULTURAL FIELD TRIP EVALUATION Trip Location: <u>University California, Riverside</u> Trip Date(s): <u>February 27, 2015</u> | |
|---|--|
| Rate the overall trip experience. | <input type="checkbox"/> Outstanding <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor Optional Comments: _____ _____ |
| Rate the overall interaction with other STAR students. | <input type="checkbox"/> Outstanding <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor Optional Comment: _____ _____ |
| Rate the overall educational value of the trip. | <input type="checkbox"/> Outstanding <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor |
| Do you feel you learned something new, or expanded your knowledge? Briefly explain in box to the right. | State what you learned on this trip: A new educational experience. (Do Not Leave Black) _____ _____ _____ _____ |
| If there was a cultural component of the trip, rate the overall cultural experience. | <input type="checkbox"/> Outstanding <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor |
| If there was a cultural component of the trip, did you learn or experience something new culturally, visit a new location, etc. Briefly explain in box to the right. | Please state what you learn on this trip culturally. (Do Not Leave Black If Question Immediately Above Was Answered) _____ _____ _____ _____ |
| Rate the overall organization and planning of the trip. | <input type="checkbox"/> Outstanding <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor Optional Comment: _____ _____ |

Would you participate in another STAR Program Field Trip? Yes No

Student's Signature _____ Date _____

STAR PROGRAM
GRADUATING STUDENT EXIT SURVEY 2016

Student Name: First _____ Middle Initial _____ Last _____

CHECK ALL BOXES BELOW THAT APPLY TO YOU

My degree(s) from SBVC will be an A.A. in: _____

My degree(s) from SBVC will be an A.S. in: _____

My Certificate(s) from SBVC will be in: _____

IF YOU ARE TRANSFERRING COMPLETE QUESTIONS IN THIS SECTION

I have applied to the following four-year university/universities

1. _____ 3. _____

2. _____ 4. _____

I have been accepted to and will be attending the following four-year university. *(Attach acceptance letter to this form.)*

1. _____

I will be transferring to a vocational /career college or another two-year college. ___ Yes ___ No

If yes, what is the name of the college _____

I have not yet been accepted to another college but plan to attend the following school:

My transfer major will be: _____

Please select the last semester you will be enrolled at SBVC:

___ Fall 2015 ___ Spring 2016 ___ Summer 2016 ___ Fall 2016

I will have earned an Associate degree or Certificate and plan to continue to attend SBVC to work on:

Associate Degree Requirements (In Addition To The AA/AS or Certificate Earned This Year)

Certificate Requirements (In Addition To The AA/AS or Certificate Earned This Year)

Personal Learning/Continued Education

Transfer Requirements

Student: completing transfer requirements and want to continue in the STAR Program, must receive Program Coordinator approval and meet with a STAR Counselor to create an Educational Goal Plan showing transfer requirement completion within three semesters.

Student: having earned and AA/AS or Certificate and not completing transfer requirements, will automatically promote out of the STAR Program.

Complete Survey on Side II - Over

What are your future educational and/or career plans?

I. MY OVERALL STAR PROGRAM EXPERIENCE WAS:

Great/Exceptional (Positive and Productive)

Good (Helpful Overall)

Fair (Room For Slight Improvement)

Poor (Much Improvement Needed)

Please explain your above selection. If Great/Exceptional or Good give examples of what made the experience positive. If Fair or Poor give examples that might have made your experience better.

Student Signature: _____ Date: _____

THANK YOU FOR YOUR TIME AND PARTICIPATION IN THIS SURVEY

ATTACH ALL COPIES OF TRANSFER ACCEPTANCE LETTERS TO THIS FORM

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|--|--|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness - Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |

| | | |
|-----------------------------------|---|--|
| Relevance, Currency, Articulation | <p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p><u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2016 may result in an overall recommendation no higher than Conditional.</u></p> | <p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p> |
|-----------------------------------|---|--|

Mission and Purpose

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

What is the mission statement or purpose of the program?

STAR, Success Through Achievement and Retention, provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students toward the successful completion of their AA/AS and/or certificate.

The STAR Program has played a key role in many SBVC student success stories. We strive to motivate and empower students to reach their academic and personal goals, as well as work through and prevail in times of challenge and adversity. Most importantly, all of the STAR staff focus on helping students meet their educational needs in a positive supportive setting.

The goal of STAR, a TRIO Student Support Services program Federally funded by the Department of Education, is to increase the college retention and graduation rates of its participants, and facilitate the process of transferring to a four year university.

For the past twenty three years, the STAR Program has been a prominent part of the San Bernardino Valley College Student Services family. Having received a commendation from the Western Association of Schools and Colleges Accreditation Committee in 2002, STAR is proud to continue to provide SBVC students with outstanding student service.

The STAR tutorial center, serving *200 students each year, offers tutoring assistance in a comfortable, student-friendly environment. Many of the STAR tutorial staff have earned a Bachelor’s degree and are pursuing teaching credentials and/or Master’s degrees.

The outstanding STAR counseling staff also works closely with SBVC students to develop and implement successful educational plans and cultivate educational dreams.

* STAR is funded to serve 200 students annually. STAR may serve as up to 220 students and remain within the TRIO - Student Support Services Grant Guidelines.

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

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

This directly relates to the college mission in that both strive to uplift and empower a diverse population of learners, through quality service and learning experience. STAR – Student Support Services Students receive a range of services designed to strengthen learning skills, and promote retention of at risk, underrepresented, low-income, first generation, and disabled students. STAR is designed to help students complete courses needed to graduate and transfer. The program even has a working agreement with TRIO Student Support Service Programs at CSUSB and UCR to give Priority Consideration to transferring STAR Program students, so that they can start their transfer process in a support program like STAR.

In addition, the services provided by STAR better enable students to be competitive in the courses, in the success rates, in their transfer rates; all of which feed into success in their future and their potential for economic growth.

Productivity

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

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

- Relative status of the department at SBVC in comparison to the same department at other multi-campus districts in terms of
 - i. staffing levels
 - ii. compliance with state, local, and federal regulations
- Average time to respond to requests for service
- Average time to respond to complaints
- Results of user satisfaction surveys
- Results of employee satisfaction/staff morale surveys
- Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence

PROGRAM COMPLIANCE AND SUCCESS

As a grant funded program STAR is required to meet grant objectives. The grant objectives are used as a benchmark for determining if the program is in compliance and meeting many of the program objectives. In addition, the program follows federal regulations within EDGAR. (Education Department General Administrative Regulations) These are two key ways in which levels of success and compliance are tracked. Example for 2015 – 2016 reporting period is below. (Data for the 2016 – 2017 academic year will not be available until December 2017 or later.)

(SEE CHART BELOW)

*2015 – 2016 STAR PROGRAM
STUDENT SUPPORT SERVICES GRANT OBJECTIVES DATA*

| 2015-16 Results for the Persistence Objective | | | | | |
|---|-------------------------------|------------------|--------------------------------|-------------------------|--------------------------|
| Number of Participants Funded to Serve | Number of Participants Served | Number Persisted | Approved Persistence Objective | Actual Persistence Rate | Standard Objective Score |
| 200 | 215 | 210 | 63% | 98% | 4 |

| 2015-16 Results for the Good Academic Standing (GAS) Objective | | | | | |
|--|-------------------------------|---------------|------------------------|-----------------|--------------------------|
| Number of Participants Funded to Serve | Number of Participants Served | Number in GAS | Approved GAS Objective | Actual GAS Rate | Standard Objective Score |
| 200 | 215 | 206 | 80% | 96% | 4 |

| 2015-16 Results for the Associate's Degree or Certificate Attainment Objective | | | | | |
|--|----------------------------------|--|---|---|--------------------------|
| Cohort Year | Number of Participants in Cohort | Number Attaining Associate's Degree or Certificate | Approved Associate's Degree/Certificate Objective | Actual Associate's Degree/Certificate Attainment Rate | Standard Objective Score |
| 2012-13 | 66 | 27 | 25% | 41% | 2 |

STUDENT SATISFACTION

Data regarding student satisfaction is collected at the end of the academic year, at the completion of fieldtrips and in a graduation/exit survey. Over the past three years student surveys have reflected a strong satisfaction with STAR Program services and the employees that provide.

In addition to surveys, students are encouraged to come in and meet with the Program Coordinator to discuss any questions or concerns. In the past they have received written invites to come in at the end of the year and share their questions, concerns and comments.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum (e.g., seminars, workshops, presentations, classes, etc. for Student Services).

N/A

If applicable, describe your formal curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

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

N/A

CURRICUNET REPORT (If applicable):

Articulation and Transfer

| List Courses above 100 where articulation or transfer is not occurring | With CSU | With UC |
|---|----------|---------|
| N/A | | |
| | | |
| | | |
| | | |

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

N/A

Currency

Follow the link below and review the last college catalog data.
<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

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

Program information in the catalogue for the STAR Program is accurate.

Part IV: Planning

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|---|---|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

| |
|--|
| <p><u>Trends</u></p> <p>Recession: Funding for the current and the past grant cycle, 2015-2020 and 2010 – 2015, have been met with challenges. Though it is a great accomplishment to have been selected to continue as a TRIO Student Support Service Grant recipient, having to face the set budget is difficult. TRIO has not had an increase in funding beyond the one that returned the program to its' original level funding during this new grand award cycle. As a result, with salary and benefit increases that program continues to be challenged in determining how the program services and needs of the students can continually be met with a minimal operational budget.</p> <p>Financial obstacles posed as a result of the current recession have also played a role in the lives of the students we serve. More students are coming to college, but they seem to have fewer resources. Their needs are often greater than the parameters of the grant. Some of the plans recently implemented and set in place to help students during this difficult time are:</p> <ul style="list-style-type: none"> • Priority Registration, the program was granted Priority B Registration in 2013. This is extremely helpful in ensuring that students get the classes they need for transfer. This eliminates courses being dropped for non-payment, or money being misspent taking courses that are not going to advance graduation or transfer progress. • To save on gas, students may now complete one of the two required workshops online from home, or any location that is convenient for them. • STAR Program employees are continually provide students with information on how they can purchase books at a savings, apply for scholarships, get information of government sponsored programs that may |
|--|

help them with find affordable housing, medical care, etc. Workshops, counseling sessions and resource manuals are provided to students.

- Free printing in the STAR Program computer lab has been a huge plus for students that are often struggle to pay for expenses like this.
- Financial Literacy – As a part of the TRIO Gran students are required to receive vital information that will better prepare them to manage their finances. This is discriminated through online workshops and information booklets, leaflets and packets.
- The Willie Charles Williams Memorial Book Scholarship – A private scholarship that annually provides five STAR students with a \$200 book credit at the SBVC Books Store.
- Supplemental Grant Award – The program has opted to include an annual grant award of \$10,000, when writing the most recent and previous grant proposals. This money is awarded to qualifying students that receive Pell Grant. The award is at least the same as the Federal Pell Grant Full-time award minimum and in the past has ranged from \$550 - \$1,200.
- Transfer Assistance: As STAR is a TRIO Program with an emphasis on transfer, many of the program participants' graduate and go on to four-year universities. (This is encouraged as various studies show that college attendance and graduation increases overall lifetime earnings 6% - 10%) In order to make this transition easier and to increase the chances for success at the four-year level the STAR Program is has put the following plans in place.

TRIO Transfer Priority Consideration: This is an agreement that members of the regional Student Support Services TRIO Consortium have agreed upon and implemented with the groups conception. Students that were a part of one of the consortium's two year college programs are given priority consideration when applying to a four-year SSS Program. This helps increase the chances of acceptance and once accepted, provides continued TRIO support to prior STAR Program students.

Transfer Workshops and Forums: STAR Program faculty provides transfer workshops annually. These workshops give students that opportunity to have a conversation about the transfer process from A-Z. Students are informed about transfer application deadlines, how to complete the application process, how to network at their new university, what to expect when going from a semester to possibly a quarter system, when and how to apply for financial assistance, how to navigate a new campus and more.

Transfer Application Assistance: Students are encouraged to meet with a STAR Program counselor for assistance on completing their transfer applications. Many times students are apprehensive about transferring and the applications themselves can be extremely intimidating. STAR is there to answer questions and help students at they move forward with this sometimes daunting task.

Four-Year University Tours: Because money is limited for so many of the STAR Program students and SBVC students in general, the program provides no cost same-day and overnight field trips to four-year universities. This gives students that chance to experience life at a new school beforehand. Often times these trips broaden students thinking as to what is accessible to them. Students may not know that a campus like CSU Channel Islands exists or know what the local setting and community is like. After having the chance to tour the campus, eat on campus and talk with students from the campus, STAR students are more likely to add a new campus to their list of possible transfer locations.

In addition, students sometimes fail to realize that the look, feel and culture of a campus can be an attraction or a deterrent to a new college. Free campus visits give students the opportunity to see and experience firsthand what a new school will feel like. Unfortunately, some students relocate to a new school and find that the overall ‘feel’ of the campus and/or surrounding community is not a fit for them. This causes frustration and can lead to student drop out. STAR is working to eliminate this with campus tours and surrounding community visits.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

STAR continues to be a successful program on the SBVC campus. The accomplishments are seen through the successes of the program participants. STAR has an ongoing goal to continue to be proactive is working with students to determine individual needs as well as providing students with the knowledge of best practices that serve our population well.

STAR also works with program alumni to encourage them to come back and share their experiences with current students. This helps shed light on the graduation and transfer experience.

At the end of each academic year STAR employees sit down and meet to discuss what changes will improve program services for the students. Planning begins as each year ends. Throughout the summer plans are carefully examined and action plans are developed and then implemented, as needed, for the new year. Generally, the intent is to engage and enlighten students with the focus of student success and to deviate from the same-old and create new ways to reach students and to educate in a positive interactive environment.

Challenges

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

EMP Action Plans and the STAR Program Services In Place to Support Them:

1. Academic success strategies that begin as soon as a student is accepted into the program.
 - Academic Intervention Program (AIP)
 - Recommended Tutoring
 - Complete 2 – 3 Year Educational Goal Plan
 - Access to All Program Services
 - Required Academic Success Tips From A-Z Workshop
2. Track student participation, academic standing and review student progress to ensure that participants will meet or have met requirements for academic success and graduation and/or transfer.
 - Send out Early Alert Evaluations and Mid Semester Grade Evaluations to Instructors to determine student progress
 - Update Educational Goal Plans as needed to ensure students are on track
 - Provide Graduation and Transfer workshops
 - Assist with graduation and transfer paperwork
 - Provide students with a Priority Consideration Letter to four-year SSS Programs to help them transition from one SSS Program to another

3. Students will work directly with STAR counselors to create a full Educational Plan.
 - New program students are in the AIP Program and are required to meet with a STAR Program counselor two to three times a semester
 - All STAR students receive a complete 2-3 year Educational Goal Plan when they enter the program and updates are provided as often as needed
 - Group Counseling sessions are also available for Educational Plan Review, transfer updates, group discussions, etc.

4. STAR will offer support services, grant aid, and a privately funded book scholarship to assist students to persist towards graduation and/or transfer.
 - STAR gives out \$10,000 in Supplemental Pell Grant Aid every year.
 - Willie Charles Williams Memorial Book Scholarship – Privately donate for \$1,000 annually. This money allows five STAR Program students to receive a \$200 book credit at the SBVC Book store. (Due to grant guidelines, the program cannot give out books from the grant funding)

5. Students will participate in the STAR Academic Intervention Program if their GPA falls below 2.2.
 - Students in the AIP Program meet with a counselor 2 – 3 times a semester and receive special counseling modules related to student success and academic improvement
 - Students in the AIP Program with a GPA below a 2.2 will have required tutoring
 - Students in the AIP Program, New Program participants or continuing with a GPA below 2.2, will complete the Academic Success Tips workshop

The action plans in the EMP are constantly being addressed and services are being provided to ensure that these goals are being met. They address the trends and weaknesses in that the main goal of STAR is to increase our student's chances for academic success regardless of the financial or cultural climate. The program works diligently to make students aware of the services available to them that will make their lives easier, to save on the cost of printing, books, paying for tutoring, spending gas money to go visit and tour other college campuses and maintaining positive status on campus to avoid the time and cost of repeating classes and extending their time pursuing their academic dreams. Student success is vital to the success of the program and therefore efforts are made daily to ensure that all STAR faculty and staff work together to ensure student empowerment, support and success.

The STAR Program planning address trends in the program by looking at the changing needs of the students. Tracking participating, providing special and general counseling services, and working to alleviate financial burdens and then assessing the success or needed changes of these practices allows for a better understanding of changing needs and trends in need, population, etcetera.

Program or overall campus weaknesses are also addressed through services directed at benefiting the students. Weaknesses, like level funding, are not easily fixed. In the past there have not been and resources for outside funding, beyond the grant, and the program manages to do its best to continue to serve students. At this time however, there are limited SSSP funds that have been gifted to the program last year and this year. \$20,000 has been given to assist in counseling salaries and other needed services. This has been a big help. Overall, the program must work with the Federal Funding that is accessible and so STAR continues to watch spending closely and when funds are available from other sources they are greatly welcomed. With each new grant cycle the program outlines and designs are slightly modified to accommodate fiscal limitations. The next cycle might allow for a higher level of funding and if that occurs program planning will be slightly less challenging.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|--|---|--|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

STAR program students have access to technology. STAR has the only computer lab on campus that allows students to print for free. In addition, students have access to lap top computers and scientific calculators that can be checked out at no cost to them.

Students, staff and the general public can learn about our program via e-mail, social media and the program web site.

STAR also utilizes software like Student Access to track student participation and maintain personal statistics and data. This software is also utilized to complete the required Annual Performance Report that is required by the Department of Education annually.

STAR in in partnership with the region Inland Empire and Dessert Student Support Services Consortium to share best practices, provide student centered activities and events, and to aid in the transition from two-year to four-year institutions and TRIO Programs.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by either describing below how your program has remedied these deficiencies, or, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

The STAR program demographic data reveals that African American students are overrepresented and male students are underrepresented when compared to campus demographic data. However, the percentage of male students have been increasing between the years 2009-2012. It is unclear if the STAR program finds these discrepancies acceptable. The document also does not address that white students are significantly underrepresented in the program when compared to the campus data. The document indicates that data is not available in areas of first generation students and low income students. If this data was available, this might explain some of these inconsistencies, but the document does not specify any plans to collect or request this data from the institutional research office or alternative sources as required by the instructions. When this area of the document is updated, efforts regarding the recruitment of students in affected demographic areas where there are discrepancies should be addressed.

Address, in detail and with specific examples, how this deficiency was resolved:

This is an area that will likely not be resolved and is not viewed as a problem within the program. Student sometimes gravitate to programs that welcome them, respect them, value their needs and stories and have employees that look like them. STAR is proud to say that the African American population feel comfortable and welcome in STAR!

The recruitment process does not in any way practice discriminatory acceptance policies. All students meeting the program requirements are encouraged to apply. Students are admitted based on meeting the admission requirements. Students falling outside of the African American category also come into the program, in numbers higher than the general campus population.

As for the White student enrollment in STAR. The data is not accurate. There are in fact white students in the program; approximately 31% of current program participants are Causation/White.

The EMP one sheet identifies five action plans. This area of the document lists three trends as impacting the STAR program. There is no analysis of the trends in relation to the action plans identified in the EMP. This area of the document is also not supported by data.

Address, in detail and with specific examples, how this deficiency was resolved:

If the question is understood correctly, those three trends have been addressed in the answer to Weaknesses/Challenges listed on the next page. The EMP is limited in the amount of data that it can provide and unfortunately all the information within this report does not always appear on the EMP. The program works to provide as much information as possible in the space allowed for on the EMP. However, if understood correctly the answer to this question appears in the next one or two pages.

The document lists accomplishments/strengths of the STAR program but there is no analysis of these strengths in relation to planning. In the previous area of the document related to trends, it is stated that there was a 3.2% reduction in grant awards, but in this area being “awarded 1.5 million dollar grant for 2010-2015 is listed as a strength of the program. This is unclear. Action plans defined in the EMP one sheet need to be incorporated into this area of the document and supported with data and analysis of the data.

Address, in detail and with specific examples, how this deficiency was resolved:

The program continues to utilize those strengths that have benefited the program for over 24 years. Planning will continue to use the strengths focused on.

Fortunately, the new grant award returned to the original level funding. There is no data to support this information. The funding is set and does not normally fluctuate beyond the dollar amount set by the grant at the onset of the award cycle. The research department had never provided data related to the grant funding to be incorporated in the EMP charts.

The efficacy review team believes that the trends listed in the earlier area of the document related to the economy, CSU admission policies, and job displacement/training are challenges for the program. When this area (*Weaknesses/challenges*) is left unanswered, it appears that the program has not incorporated the challenges resulting from these trends into its planning and this is a concern.

Address, in detail and with specific examples, how this deficiency was resolved:

Some deficiencies have resolved themselves. The admission process has become slightly less impacted however, STAR continues to provide students with alternative ideas for transfer. Students have been given workshop by private colleges and have been encouraged to participate in the HBCU, Historically Black College and University tour offered by the Transfer Center. Students have always been given a myriad of information to broaden their transfer success. Because of this, the challenges are addressed on a regular basis and because some of the actions of the program were not listed in the previous report that does not mean that the problems are not being taken into consideration during program planning.

While this area of the document lists services to students in relation to technology, it also needs to provide more details about the effectiveness of these services. This area of the document should also describe any online efforts it has in place to communicate with students participating in the program, recruiting efforts, and communication with faculty and other student support areas of the campus. Does the program maintain and regularly update its website? Does the program recruit and communicate with enrolled students in the program via, email and/or social media, etc. How does the program measure the success of its efforts and services related to technology, campus climate, and its partnerships?

Address, in detail and with specific examples, how this deficiency was resolved:

STAR had online communications much like most programs on campus. Students are notified by e-mail, campus is given program updates through social media and students can access workshops online as well. Faculty is contacted each semester to give them the opportunity for in class presentations. Flyers are attached to e-mails sent to the entire campus and campus wide e-mail blasts are sent out to student to let them know about program services, application requirements and application submission time lines.

The program website is maintained regularly.

Success is measured through student success, student participation, work of mouth referrals and meeting grant objectives.

**Program Efficacy Team Report
Spring 2017**

Name of Department: Tumaini

Efficacy Team: Adams, K; Wahad, A.; Lopez, L.

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

The team recommends a rating of **Conditional status**. The team recognizes that the Tumaini Program is a valuable program for students, and commends the effort to increase the success, retention, and transfer rates of African American students. The collaborations within the Tumaini Learning community are excellent and the program offers a wide variety of services that support the College Mission. The strengths of the program are discussed in the report.

The report was submitted late, but was accepted by the Program Review Committee. The Committee strongly advises the program to submit timely reports the future. Late reports will result in probationary status. The team recommends that the program provide a more thorough analysis of the data for the specific Strategic Initiatives. The team recommends that the report describe and analyze the data from the EMP. One suggestion is to gather data on similar programs at other community colleges. This could provide new ideas for improving all aspects of program efficacy. finally, the team recommends that the report describe more strategies to address each initiative.

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

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The report addresses the open access nature of the program and explains that it includes a learning community tied to History and Student Development courses. These are scheduled in a consecutive block of time. The report explains that this schedule allows time for study sessions, counseling, student success services and educational field trips. The learning community collaboration with the student development and history classes appears to be an excellent opportunity for students. Classes and counseling seem to be offered at times when student are usually available. Opportunities outside of the classroom are also available and accessible.

There is a solid explanation for the outsized number of African American students, as this program is designed to provide a first-year experience and to improve retention and transfer rates for this population. However, African American male students are a key demographic for the program, and the male student population is slightly lower (approximately 3%) than the college-wide average. The male to female differences are close to the college average. The section includes the comparison, but does not address it with specifics. The EMP showed that there was an increase in the male population from 35% to 45% from 14-15 to 15-16 and it would be helpful to see these data in the report.

The report describes challenges and opportunities, but more could be said regarding plans to recruit and retain students in general, and male students in particular. The report could also provide more discussion of the data and the fluctuating rates or the decrease in overall enrollment numbers.

| Strategic Initiative | Institutional Expectations | |
|---|--|--|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program does not provide an adequate analysis of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes and/or Service Area Outcomes | Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is missing or incomplete. | Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to area services is complete. |

Efficacy Team Analysis and Feedback: Meets **X** Does Not Meet

The SLOs for the different courses are listed with percentages for success for each section. The program shows evidence of data collection and evaluation. The program is working hard to provide needed guidance and support to students, as evidenced by the counseling, workshops, cultural and educational activities, tutoring services, mentoring, and other services.

As this is the program's first Program Efficacy Report, the program cannot be compared to previous reports. The report states that the program is working with the research department to create a database for SAOs. There is no overall analysis of SAOs for this program. The team recommends that the Program develop and analyze SAOs for the program.

The report discusses different components of the Program in this section, and all of the support services that are available to encourage student success. The numbers for each section are listed for success and retention, but there is no data analysis included for overall success or retention from the EMP. an always is is required to meet expectations.

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness – Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The Program has a Mission Statement which aligns with the College Mission Statement, but the report does not demonstrate that the program is productive at an acceptable level.

The courses in the program are current in CurricuNet, but this is not addressed in the report. The History courses are due for content review in 2020 and the StudentDevelopment courses are due in 2022. Articulation and transferability of courses were not addressed.

The report lists the results of a Summer Bridge Program Leadership Training Survey to demonstrate that, after the training, the participants understood the definitions and skills of a string leader. The team recommends that the program also provide an analysis of the EMP data.

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|---|--|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The strengths of the Tumaini Program are discussed, and specific activities and events are listed as support. The fact that the program is under the administrative umbrella of the Umoja program is itself a strength, since it provides date on major trends in outreach efforts to African American students. The report describes what appear to be terrifically effective activities, given the research cited on the value of cultural integrity.

The report offered some reasons why student enrollment and retention are low. It provided information from a 2015 study entitled “Black Minds Matter”, which indicated that low academic performance, lack of confidence, substandard college readiness, need to work, and mental health issue are factors that impact enrollment for the Program's key demographic.

Given these findings, however, the team recommends that the report incorporate the challenges, weaknesses and strengths into planning. The team also recommends that the report provide specific data on whether the listed activities have been successful and evidence of plans to meet the program goals.

It would be helpful if the report discussed how the challenges relate to increased attrition rates. The report lists strategies such as offering a bridge to the second year cohort, peer to peer mentoring, orientation, and summer bridge program. Still, it would be helpful to see data showing whether and how these would increase retention and success.

| | | |
|--|---|--|
| Strategic Initiative | Institutional Expectations | |
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program <u>does not demonstrate</u> that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program <u>does not have plans</u> to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program <u>demonstrates</u> that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program <u>has plans</u> to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The Tumaini Program partners with the State Chancellor’s Office, and a goal of this partnership is to “Integrate direct instruction of information and technology literacy.” This clearly incorporates the Partnerships initiative, but the report is unclear of whether and how the partnership furthers the Technology initiative.

The report does not clearly describe whether or how the quoted goal is achieved. The team recommends specific data on the incorporation and implementation of all the strategic initiatives.

There is mention of a possible partnership with the Puente Program, and the team certainly anticipates a benefit from this partnership. However, the report does not specifically describe how this partnership will be beneficial.

| |
|--|
| Part VI: Previous Does Not Meets Categories |
| <p>Program addressed each area, by either describing how the program has remedied deficiencies, or if these areas have been discussed elsewhere in this current document, provided the section where these discussions can be located.</p> |

Efficacy Team Analysis and Feedback: Meets Does Not Meet

This is the first efficacy review for the program - N/A

**Program Efficacy--TUMAINI
2016 – 2017**

Complete this cover sheet as the first page of your report.

Program Being Evaluated

| |
|-----------------|
| Tumaini Program |
|-----------------|

Name of Division

| |
|------------------|
| Student Services |
|------------------|

Name of Person Preparing this Report

Extension

| |
|--------------------------------------|
| Kathy Kafela and Daniela Ramsey |
| Ext. 8950 Ext. 8651 |

Names of Department Members Consulted

| |
|-----------------|
| Sandra Blackman |
|-----------------|

Name of Reviewers

| |
|------------------------------|
| L. Lopez, A. Wahab, K. Adams |
|------------------------------|

| Work Flow | Date Submitted |
|---|----------------------------|
| Initial meeting with department | Feb. 10, 2017 |
| Meeting with Program Review Team | |
| Report submitted to Program Review co-chair(s) & Dean | by NOON on March 21 |

Staffing

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

| Classification | Number Full-Time | Number Part-time, Contract | Number adjunct, short- term, hourly |
|-----------------------|-------------------------|---------------------------------------|--|
| Managers | | | |
| Faculty | 2 | | 2 |
| Classified Staff | | | |
| Total | 2 | | 2 |

| Academic Year | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|----------------------------|-------|-------|-------|-------|-------|
| SBVC Duplicated Enrollment | 26 | 20 | 36 | 40 | 30 |

| Gender % | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|-------------------------|-------|-------|-------|-------|-------|
| Female | 44% | 45% | 71% | 65% | 55% |
| Male | 56% | 55% | 29% | 35% | 45% |
| Ethnicity % | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
| African-American | 46% | 65% | 63% | 70% | 69% |
| American Indian/Alaskan | 0% | 5% | 3% | 0% | 0% |
| Asian | 0% | 0% | 0% | 8% | 3% |
| Hispanic | 27% | 30% | 14% | 8% | 17% |
| Multi-Ethnicity | 12% | 0% | 20% | 15% | 10% |
| Pacific Islander | 0% | 0% | 0% | 0% | 0% |
| White | 4% | 0% | 0% | 0% | 0% |
| Unknown | 12% | 0% | 0% | 0% | 0% |

Description: The Tumaini Program is an open access learning community designed to increase the personal and academic success of African American students attending San Bernardino Valley College, under the statewide Umoja Community. The mission of the program is to retain students at the community college level, assist students in graduating with an associate's degree or certificate, and increase transfer readiness to the a four-year college or university. The program offers opportunities for students who are interested in personal development through the enrichment of African American history, literature and culture. There are two parts to the program: students enrolled in the "learning community" and students who are in the "program."

Assessment:

- In the academic year 14-15 to 15-16 the gender gap narrowed due to an increase in male participation.
- In spring 2016, 30 students who attended the HBCU tour completed a survey to account for student equity funding.
- Over the past two years both success and retention percentages have stabilized. The goal of the program is to increase both percentages by 3% in 2016-2017.
- Monitor and assess students retention verses student success.
- The goal is to ensure students who are retained are passing their classes.
- Assess program and instructional SAOs and SLOs

Department Goals:

- Increase the number of students who successfully complete their courses and are retained at SBVC until they attain their educational goals.
- Expand to a second year experience to maintain student involvement and further support educational goals, including transferring to a UC, CSU, or HBCU.
- Provide activities that support student success: summer bridge, tutoring, counseling, and cultural and educational field trips

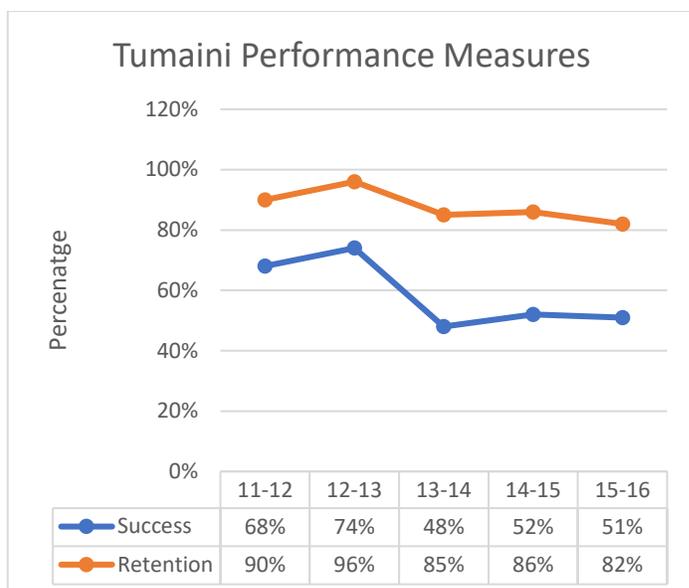
Challenges & Opportunities:

Challenges:

- Maintaining engagement of students who are underrepresented, underprepared, and enrolled in below transfer-level courses.
- Obtain funding of faculty for second year cohort as well as gain faculty buy-in to teach additional courses

Opportunities:

- Partner with Puente whenever possible
- Create community space/one-stop to access tutoring, counseling, resources, mentoring, computer space, etc. to meet challenges of typical program participant
- Expand impact of program on greater number of African American and other students



Action Plan:

- Marketing—conduct outreach and recruit students during spring and summer
- Require mandatory participation in study hall of all students enrolled in the learning community
- Bridge students to second year cohort
- Provide a mentoring program (peer and professional)
- Provide students, during orientation and summer bridge program, with tools/resources to assist them in becoming a successful college students.
- Provide referral(s) to mental health services for Tumaini students .

Part I: Questions Related to Strategic Initiative: Access

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

SBVC Strategic Initiatives:

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

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

| Demographics - Academic Years - 2014-15 to 2015-16 | | |
|--|---------------------|-----------------|
| Demographic Measure | Program: Tumaini | Campus- wide |
| Asian | 6.1% | 4.8% |
| African-American | 84.7% | 12.8% |
| Hispanic | 9.1% | 64.2% |
| Native American | 0.0% | 0.2% |
| Pacific Islander | 0.0% | 0.3% |
| White | 0.0% | 14.0% |
| Unknown | 0.0% | 0.4% |
| Female | 60.7% | 56.9% |
| Male | 39.4% | 42.9% |
| Disability | 1.5% | 6.3% |
| Age Min: | 18 | 14 |
| Age Max: | 59 | 78 |
| Age Mean: | 23 | 24 |

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

The Tumaini Program is an open access learning community designed to increase personal and academic success of African American students attending San Bernardino Valley College under the statewide Umoja Community. It is geared toward both providing a first-year experience for students and improving retention and transfers rates to four-year colleges. Because the program's focus is African American students they represent 84.7% of the program population, as compared to only 12.8% campus-wide. This explains why it would appear that students who identify as Hispanic and White are underrepresented as a percentage of program participants. Program staff has and will continue to recruit and serve the focus population of African Americans and emphasize the open-door policy of Tumaini to potential participants of other race/ethnicities the open-door policy of Tumaini. Asian students have participated in Tumaini to a greater extent at 6.1% than they represented campus-wide at 4.8%. In terms of gender, the program has a slightly larger percentage of female-to-male participation than that of the campus. Females constitute 60.7% of the program participants while only 39.4% are male. By comparison, the campus-wide enrollment is 56.9% female and 42.9% male.

Pattern of Service

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

The classes are scheduled so that students can take the History and Student Development classes in a consecutive block of time on Mondays 8:00am -9:30am and Wednesdays 8:00AM -12:00 noon.. On Mondays 9:45-11:30am study hall session is held for all Tumaini students. Counseling hours are available to students on Tuesday and Wednesday from 8:00am – 7pm and on Monday, Thursday and Friday from 8:00am – 4:00pm. Faculty are also available after class to meet with students. Tumaini students have an opportunity to participate in cultural and educational fieldtrips during evenings and on weekends.

Part II: Questions Related to Strategic Initiative: Student Success

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|--|--|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program does not provide an adequate analysis of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes and/or Service Area Outcomes | Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is missing or incomplete. | Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to area services is complete. |

Explain how the services in the program support student success.

Counseling: Academic, career, and personal counseling is provided by the Tumaini counselor. Students are required to participate in a minimum of two counseling and advisement services, which include an academic skills

assessment, and the development of a student education plan. The student education plan outlines courses that are needed for completion of a certificate or an associate's degree as well as requirements for successful transfer and transition to four year universities.

Workshops: Tumaini participants are offered career, transfer, and life-skills workshops. These workshops are offered to supplement the classroom activities. We want to ensure we are taking a holistic approach to serving students and facilitating/supporting student success.

Cultural and Educational Activities/Events:

Tumaini participants are required to attend student success academic sessions, and are strongly encouraged to participate in educational field trips, cultural activities and other relevant events. These help students to know who they are and to gain more self-awareness. Providing these events boosts the students' self-esteem and self-confidence which, in turn, help them to handle academic challenges.

Tutoring Services: Tumaini participants are strongly encouraged to participate in the Tumaini study session once a week. Students are also made aware of other centers on campus where they can receive academic support. This support is designed to assist the students with their academic progress toward their degree or certificate completion.

Mentoring: Students are required to meet with their mentors a minimum of twice a semester. Mentors encourage students to enhance their interest in community involvement and development, and they assist the mentees in formulating their educational and career goals. Mentors also play a vital role in helping mentees to identify and overcome their educational or personal issues. The objective is for students to develop a professional relationship and to enhance their professional identity through their interactions with their mentors. Through hands-on-experiences, students develop leadership and peer-mentoring skills

Other Support Services:

- Assistance with Registration
- Assistance with Financial Aid – Liaison/Advocate
- Textbook Assistance
- Academic and Student Support Services

(INSERT SLO AND/OR SAO DATA FROM CURRENT SLO REPORT. INSERT COURSE MAP IF AVAILABLE. Refer to prior reports as needed for the analysis.) (Contact Dr. Celia Huston if you need assistance.)

Demonstrate that your program is continuously assessing Service Area Outcome (SAOs) and/or Student Learning Outcomes (SLOs) based on the plans of the program since the program's last efficacy report; refer to prior SAO/SLO summary. Include evidence of data collection, evaluation, analysis, and reflection/feedback, and describe how the SLOs/SAOs are being used to improve student learning, and area services as appropriate (e.g., faculty discussions, SLO/SAO revisions, assessments, etc.).

Since this is the first year Tumaini is participating in the Program Review process we have no prior efficacy report to refer to. We are working with the research department to create a database for SAOs and to establish ongoing tools to ensure data collection is being accomplished. The Tumaini learning community continues to provide study hall once a week for participating students to offer an on-campus site to work on assignments, to study, and to collaborate. Since the fall of 2014 an English language arts tutor has been made available to assist students on a one-on-one basis. However, this position could be expanded to serve more students in the community. Partnering with reading and writing instructors within the English Department could also facilitate student success. Additional support is necessary for students who underperform for a host of reasons, including lack of academic preparation, physical and emotional abuse, mental illness, and a host of other problems that impact their lives. Students who

have successfully completed the fall and spring courses are used as mentors in the classroom and study hall to assist new students.

Tumaini section of HIST 138 African-American history

During the fall of 2014 sixteen (16) of thirty-two (32) students in HIST 138 completed the course with a C or better for a 52% success rate.

During the fall of 2015 eighteen (18) of twenty-four (24) completed HIST 138 with a grade of C or better for a success rate of 66%.

Tumaini section of HIST 139 African-American history

During the spring 2015 fifteen (15) of twenty-two (22) students completed the HIST 139 with a C or better for a 68% success rate. Seventeen (17) of thirty-one (32) returned for the spring semester and three of the students who did not return had previously completed the second sequence of the African American history with a C or better.

During the spring 2016 fourteen (14) of nineteen (19) students completed HIST 139 with a C or better for 84% success rate. Of the nineteen (19) students enrolled in HIST 138 in the fall, thirteen (13) returned in the spring. Two of the students from the fall did not return because they had successfully completed HIST 139 previously with a C or better.

Year-to-year students have shown improvements in completing the class with a C or better.

Student Learning Outcomes

Students in HIST 138 in the Fall of 2014 were assessed for two of the three History department Learning Outcomes—SLO #1 and SLO#2.

SLO #1 was based on a quiz results and 28 of 32 students scored 70 percent or better. This was 87.5% of the class and met the department goal of 85% or better.

SLO #2 was a written assignment and only 15 of 32 students completed the assignment with a C or better. This is 47% of the total students and well below the department goal of 85%. Since then an English language arts tutor was added and is currently providing support for students because although the preference is for students to assess at English 015 or better, the majority of students entering the program assess below this marker

Students in HIST 138 in the Fall of 2015 were assessed for two of the three History. SLO #1 and SLO #2

SLO #1 was assessed as a unit exam and “good enough” was a C or better. It was reported as five (5) of twenty (24) students received a C or better. In reviewing the gradebook, the data as reported was incomplete or incorrect. Nineteen (19) of twenty-four (24) students earned a C or better on the exam. The results were below the department goal of 85%, at 79%. This was below the previous year, but the assessment was much more difficult than the previous year.

SLO #2 was a written assignment and twelve (12) of 24 turned in the completed assignment. Of those twelve (12) nine (9) received a C or better. At 37.5 %, this is well below the department goal of 85%.

This is an area that continues to require additional resources and effort because despite the use of a tutor and office hours there were no significant gains, and in fact it would appear that ground was lost. It also underscores the need for additional support services and linkages to reading and writing courses.

Students in HIST 139 in the Spring of 2015 twenty-two students were assessed for SLO #1 and SLO #3.

SLO #1: Fourteen (14) of twenty-two (22) students completed the SLO successfully. The assessment tool was completion of an exam with a C or better, 64%. This is well below the department benchmark of 85% of students.

SLO #3: Seventeen (17) of twenty-two (22) students completed the SLO successfully. The assessment was based on the completion of written assignment with a C or better. That is 77% compared to the department goal of 85% of students.

Because students continued to assess below the minimum English requirement, some class time and adjunct faculty office hours were spent preparing students to complete the written assignment and provide encouragement, especially for students who were unfamiliar with the demands of college-level coursework. The changes were made based on the previous semester's failure of more than half the class to complete the assignment.

SLOs for the Spring of 2016 were not reported for HIST 139.

Student Development 102

During the fall of 2014, 24 of the 38 students in Student Development 102 completed the course with a C or better for a 68% success rate.

SLO #1: Students will be able to conduct a job search

- The Career Counselor facilitated a session on career planning and job skills. Students learned to navigate the online resource (Career Cruising) and learned the steps to conduct a job search and apply for jobs and internship opportunities.

2. SLO #2: Students will demonstrate self-knowledge with regards to their interest, values and aptitudes

- Students completed the STRONGS and Myers-Briggs Type Indicator to better understand self, personality, major and career options.

3. SLO #3: Students will understand the transfer process and will be able to differentiate among IGETC, CSU GE Breadth, and Associate Degree requirements.

- Students become familiar with assist.org, are given an overview of transfer requirements and guided on how to complete a SEP (student educational plan) in class for one of the following: IGETC, CSU, and AA/AS degrees, based on their career goal. As the follow-up assignment students schedule an appointment with a counselor, complete an official Student Education Plan and write about their college of choice along with requirements that must be met.

Student Development 103 SLO's

During the spring of 2015, 10 of the 18 students in Student Development 103 completed the course with a C or better for a 55% success rate.

Spring 2015

SLO #1: Student will demonstrate ability to compose a functional resume and cover letter, and post on appropriate websites.

A pre- and post- assessment are given to students in the Student Development class.

Pre Assessment: As part of the pre-assessment not many directives are given to the students except they are to come to class as if they were applying for a job. Students are broken into 5 groups and placed at five of six stations where they complete the following:

- Station 1: Application, Cover letter and Resume
- Station 2: Interdependence/Team building exercise
- Station 3: Interview Panel
- Station 4: Skills (students create a flyer, a telemarketing script on selling a product or an explanation how of they would handle an angry customer
- Station 5: Career Personality & Skill Assessment
- Station 6: C-Harmony/Perfect Career Match. (Based on the career assessment students find careers that are a perfect match with their personality and skills.

Students are given twenty minutes at each station to complete a task. Volunteer faculty and staff complete a rubric at each station and give feedback. Each student walks away with a pre-assessment of her/his job readiness skills. In class the following week students complete a self-assessment, examine rubric tallies and view themselves on a video taken during their interview.

In the following weeks, job readiness skills are taught in the class and students complete the following: a cover letter, resume, brand their name, website, view strengths, increase interviewing vocabulary, and strengthen interview skills.

Post assessment: Students go through the same rigor, receive rubric scores and complete a self-evaluation.

Final project consist of: Career portfolio, Vision board and Mission statement.

SLO #2: Student will identify and design key tasks and strategies to obtain life goals and career choice in increments of one year, five year, and ten year plans.

- Students create goals for one, five, and ten years, in the following areas: financial (income, investments and money management as a college student), physical (health, appearance, exercise), personal development (education, knowledge, paying it forward), social (Increasing number of friends or networks and community involvement), career (ambitions, hopes and dreams) and spiritual (personal commitment, giving back to others).

SLO#3: Student will demonstrate multi-generational awareness

- Students learn multiple spheres of influence including; individual, family, and organizational multi-generational perspectives through lecture and exercises in the classroom. Students demonstrated knowledge by taking a test.

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|---|--|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness - Rubric | | |
| Mission/Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2016 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. |

Mission and Purpose

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

What is the mission statement or purpose of the program?

The Tumaini Program is an open access learning community designed to increase personal and academic success of African American students attending San Bernardino Valley College, under the statewide Umoja Community. The mission of the program is to retain students at the community college level, assist students in graduating with an associate's degree or certificate, and increase transfer readiness to a four-year college or university. The program offers opportunities for students who are interested in personal development through the enrichment of African American history, literature and culture. There are two parts to the program: students enrolled in the "learning community" and students who are in the "program."

Tumaini was born out of a larger community called Umoja. Umoja (a Kiswahili word meaning unity) is a community of educators and learners committed to student academic success. The community is a critical resource dedicated to enhancing the cultural and educational experiences of African American and other students. **Umoja Practices:**

- Intentional and Deliberate
- Ethic of Love-the Affective Domain
- Manifesting
- Counseling: Affirming, Integrated and Intentional
- The Porch
- Live Learning
- Language as Power
- Tapping African American Intellectual, Spiritual and Artistic Voice
- Awareness of connectedness to African Diaspora
- Community Building Communal Intelligences
- Acceleration: English, Math, ESL and Counseling
- Occupy Study Spaces on Campus
- Mentoring
- Mattering
- Encircling Diversity
- Gifting
- Everybody's Business

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

The mission and purpose of Tumaini aligns with SBVC's in that both seek to provide innovative instruction and serve a diverse group of learners, prepare students for transfer to four year institutions and to make a positive difference both in their lives and in the lives of others. This dual effort positively impacts the Inland Empire.

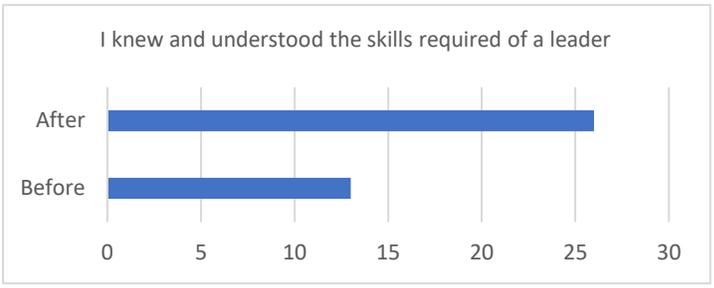
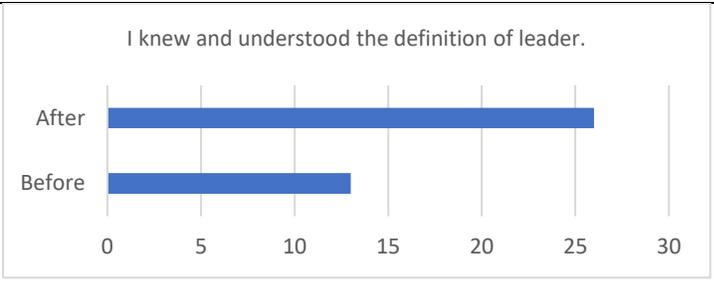
Productivity

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

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

- Relative status of the department at SBVC in comparison to the same department at other multi-campus districts in terms of
 - i. staffing levels
 - ii. compliance with state, local, and federal regulations
- Average time to respond to requests for service
- Average time to respond to complaints
- Results of user satisfaction surveys
- Results of employee satisfaction/staff morale surveys
- Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence

Below are results from the Summer Bridge Program leadership training survey



- The Tumaini Program measures satisfaction to better understand students and how we can enhance their experience while here at SBVC.
- Retention and success of the Tumaini Program is assessed by retention and success of like programs in the Umoja Community.
- Although each Umoja program is unique, guiding principles are incorporated into each program. For example: “Porch Talk”, If things don’t seem right, the “Porch” is a safe place for students to discuss issues, and then move forward. Anyone can bring the class, group, etc. to the porch which also works as a measure for surveying satisfaction and correction in the course delivery, etc.
- Complaints are addressed by staff: in meetings with staff and administrators.
- Complaints are addressed by students: face to face, in the classroom, or at club meetings using a one-on-one approach, conference style or the “Porch talk”.

50% of the participants had an understanding of the definition and the skills required for leadership before the retreat. After attending a three-day leadership retreat, 100% of the participants had an understanding of the definition of a leader and of the skills required to be a leader.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum (e.g., seminars, workshops, presentations, classes, etc. for Student Services).

Students in the Tumaini are required to take linked classes together History 138 and SDEV 102 in the fall semester and History 139 and SDEV 103 in the spring semester. Since the classes are linked the faculty works diligently to provide assignments that are integrated into both classes. Workshops focus on stress management, career assessments and presentations from 4-year university representatives. Tumaini students are strongly encouraged to participate in Umoja state and regional conference

If applicable, describe your formal curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

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

NA

CURRICUNET REPORT (If applicable):

Articulation and Transfer

| List Courses above 100 where articulation or transfer is not occurring | With CSU | With UC |
|---|----------|---------|
| | | |
| | | |
| | | |
| | | |

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

NA

Currency

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

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

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

NA

Part IV: Planning

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|---|---|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

| |
|--|
| <p>There are several factors that impact students enrollment in Tumaini:</p> <ul style="list-style-type: none"> In the 2015 report "Black Minds Matter," Education Trust -West states that there are several factors that contribute to the problems our students of color have, which are: 1. Low Academic Performance –Most students of color earn lower grade point averages, experience lower rates of success in their courses and demonstrate lower persistence from term to term as compared to all other ethnic groups; 2. Lack of Confidence-Minority stereotyping leads directly to feelings of alienation and abandonment in the classroom for students of color; 3. Substandard College Readiness-Sixty-five percent of students in the California Community College system are students of color. A closer examination of this data finds that students of color are at the bottom across all grade levels for any ethnic group and income level. Other Trends: Need to Work- Many of the students need to work. Thus, when they find a job, they quit school to support themselves and/or their families. Worse still, their employers are not amenable to their continuing education. Growing Mental Health Issues- Mental health issues are going untreated due to lack of medication or access to medical care. <p>These trends will impact planning greatly. The needs and trends are expanding at a rate that challenges program staff to stay ahead as we look to expand and improve services. In 2016-17 we are looking to partner with a community- oriented team to provide culturally relevant mental health counseling.</p> |
|--|

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

The strengths of the Tumaini-Umoja Program are student empowerment, cultural practices and transfer readiness. According to Chavous, Rivas-Drake, Smalls, Griffin. & Cogburn. 2008, high self-efficacy and positive racial identity can be linked to academic success, behavioral adjustment, and positive emotional functioning. Students in the program undergo a Rites of Passage ceremony at the completion of the History 138/139 and Student Development 102/103 spring term. This includes rituals(libation), activities (family gatherings, AA museum, leadership camp, naming ceremony), and teachings (AA history, family and generational accomplishments and struggles). Connecting historical roots to their present situations empowers students to persevere and build resiliency.

Chavous TM, Rivas-Drake D, Smalls C, Griffin T, Cogburn C. Gender matters, too: The influences of school racial discrimination and racial identity on academic engagement outcomes among African American adolescents. *Developmental Psychology*. 2008;44:637–654

Challenges

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

As part of our recruiting efforts, previous participants will have an opportunity to conduct outreach and recruitment of students during spring and summer. Those students will have not only an opportunity to extol the benefits of joining the Tumaini learning community and program, but will also be able to remain active in pursuing their own educational goals.

Underprepared students will continue to need the services of the program (as evidenced in the continuing trends) and the goal is to expand the cohort to two years in order to provide continuity for the underprepared students. The Action Plan includes mandatory participation in study hall for students in the learning community. Study hall makes a positive impact. Students who used the services in the past have successfully completed learning community classes and have transferred to colleges and universities in California and to HBCUs across the nation. Students who currently use the services are performing better than during their previous attempts at this community college. These current students also performed better on the assessments of SLOs. Unfortunately, not all current and past students have taken advantage of the services. An expanded study hall would offer a space for students who lack support at home to set aside time to complete assignments, prepare for exams, and establish study habits.

Offering a bridge to the second year cohort could enhance the persistence rate of students who successfully completed their first year while offering a clear path to a second year of classes that will make them transfer-ready or continue on the path to their educational goals.

Expanded community space would allow more students to use study hall as well as offer a site for peer-to-peer mentoring while developing additional opportunities for student engagement. This could assist in improving retention over semesters and improve persistence.

Many of our students, because they are underprepared and have no previous experience with a college campus, do not successfully complete their first semester of classes. They often do not understand the need to drop classes or ask for help. Nor do they understand the importance of developing good study habits even as life is happening around them and to them. Orientation and the summer bridge program staff will address college procedures, inform

students on how to navigate these hurdles, and explain what it will take for them to succeed academically at SBVC and beyond.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

SBVC Strategic Initiatives:

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

| Strategic Initiative | Institutional Expectations | |
|--|---|--|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

Tumaini is in partnership with Umoja, a statewide program which has recently become a part of the Community College Chancellor's office. All programs in partnership with Umoja have been asked to change or hyphenate their name. Thus, we will become Umoja-Tumaini. We are in the process of adding the Umoja to our name and developing a marketing plan to promote the new name.

THE ORGANIZING PRINCIPLES OF OUR COMMUNITY.

- Umoja is committed to collaborating with campuses at a local level so that there is integration of the core Umoja Community with the particular college mission goals, strategic plan and student equity efforts. The following strategies are used to assist partnership campuses like Tumaini:
- [Share a name with a core set of pedagogies and promising practices.](#)
- [Support the academic success of all students.](#)
- [Support the persistence and retention of all students toward defined educational goals: transfer, certificate, associate degree.](#)

- [Integrate both instructional and student services.](#)
- [Integrate direct instruction of information and technology literacy.](#)
- [Integrate sound assessment strategies and a set of core benchmark measures.](#)
- [Recruit and train students, staff and faculty through seminars, conferences, and other professional development.](#)
- [Facilitate the sharing of resources: financial, curriculum, methodologies, pedagogies.](#)

Tumaini will partner with Puente on field trips and campus events when possible to increase opportunity for students to experience a greater breadth of cultural activities. The strategy is to form stronger collaboration between the two programs.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by either describing below how your program has remedied these deficiencies, or, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

2015-16 is the first efficacy review for the program.

Two-Year CTE Mini-Reviews

Career Education Program Two-Year Review

**Program Team Efficacy Report
Spring 2017**

Name of Department: Administration of Justice

Efficacy Team: Full Program Review Committee

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation: The program provides a solid purpose. The program connects back to the employment data and does a thorough job showing the growth in those fields. The program addresses its evaluation of SLOs, and it discusses the faculty in the program who are experts in their respective fields of law enforcement professionals. All courses are “vetted and approved for distance delivery.”

The program is unclear with one data point—doubling of degree numbers. It was noted that they are one of the top programs in certificates and degrees but did not add the data. The program does not reference Strong Workforce. And it does not reference funding possibilities through the college’s needs assessment process or grant proposals. The program states that it generates 102 FTES with the WSCH per FTEF consistently between 542 and 629. It states that it has only one full-time faculty, but it does not state that it has plans to request additional full-time faculty. The program shows stability. The program addresses the previous “does not meets”—specifically addressing trends.

1. Purpose of this Program: Meets Does Not Meet

The program provides a solid purpose. It states that its goal is to “familiarize students with a foundation in the Criminal Justice sub-systems” and “provides preparation for employment with a related agency and/or transfer to a college or university.”

2. Demand for this Program: Meets Does Not Meet

The program connects back to the employment data and does a thorough job showing the growth in those fields. It references the State of California Employment Development Department’s 2017 labor market report and the “Occupational Projections of Employment for 2014 -2024...for Police and Sheriff’s Patrol Officers [which] shows a statewide estimated employment of 68,700 with a projected employment of 73,700; an increase of 5000 (7.3%).”

3. Quality of this Program: Meets Does Not Meet

The program addresses its evaluation of SLOs, and it discusses the faculty in the program who are experts in their respective fields of law enforcement professionals. All courses are “vetted and approved for distance delivery.”

The program is unclear with one data point—doubling of degree numbers. It was noted that they are one of the top programs in certificates and degrees but did not add the data.

4. External Issues: Meets Does Not Meet

This category generally meets. The program states that it does not use “Perkins funding and has no budget” but relies on the professionals in the program to support the students by enabling them to “use their working positions to secure locations for field trips in real-world settings.” It notes also as external issues the “prior life decisions of students” and the program’s inability to track graduated students. It states that “federal changes have not impacted curriculum in this field.”

The program does not reference Strong Workforce. And it does not reference funding possibilities through the college’s needs assessment process or grant proposals.

5. Cost of this Program: Meets Does Not Meet

The program states that it generates 102 FTES with the WSCH per FTEF consistently between 542 and 629. It states that it has only one full-time faculty, but it does not state that it has plans to request additional full-time faculty. There is some lack of clarity about whether it has instructor to teach online courses.

6. Two-Year Plan: Meets Does Not Meet

The program shows stability. It maintains its evaluation of SLOs. It is stays aware of the employment projections. And it plans to recruit instructors who can teach online. The program plans to “continue to drive students towards the AS-T degree and add online classes as instructors are developed. The plan will be reviewed in 2018 to see if anything needs to be tweaked.”

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

The program addresses the previous “does not meets”—specifically addressing trends.

CAREER TECHNICAL EDUCATION PROGRAM TWO-YEAR REVIEW

Date: 3/21/2017

College: San Bernardino Valley College

Program: Administration of Justice

| | | |
|--|---|--|
| 1. Purpose of this Program | | |
| No Changes in Purpose in the Last Two Years | Minor Changes in Purpose in the Last Two Years | Significantly Changed Purpose In the Last Two Years |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (Provide update since last full efficacy review; examples include description, mission, target population, etc.) | | |
| <p>The AOJ Department strives to provide our students with the legal, ethical, and educational background necessary to pursue a career in a criminal justice-related field and to successfully transition into a 4-year academic program.</p> <p>Administration of Justice is the study of the causes, consequences and control of crime. The program is designed to acquaint pre-service and in-service students with the principles and practices of criminal justice systems in America. The goal of this program is to familiarize students with a foundation in the Criminal Justice sub-systems: Law Enforcement, Correctional Science, Criminology, Forensics, Investigations, and the Judicial /Court's role. The program is both academic and professional in that it is an interdisciplinary attempt to relate intellectual issues and practitioner perspectives to the challenge of crime in a free society. Consequently, the program provides preparation for employment with a related agency and /or transfer to a college or university. Students will be prepared to work in a variety of fields, including: public law enforcement agencies such as municipal police, probation officers, county deputy sheriffs, correctional officers, game wardens, state park rangers, and private security.</p> | | |
| 2. Demand for this Program | | |
| Low Demand | Adequate Demand for our Students | High Demand |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| (Provide update since last full efficacy review; examples include labor market data, advisory input, etc.) | | |
| <p>According to the State of California, Employment Development Department's latest 2017 labor market report, the Occupational Projections of Employment for 2014 - 2024 (also called "outlook" or "demand") for Police and Sheriff's Patrol Officers shows a statewide estimated employment of 68,700 with a projected employment of 73,700; an increase of 5000 (7.3%). More specifically in the Inland Empire Area, the estimated employment is 4330 Police and Sheriff's Patrol Officers with a projected growth to 4,810 officers a growth of 11.1%. These statistics only represent the entry level positions and does not include positions such as detectives, supervisors, etc.</p> <p>The employment demand for this program is consistent and shows good growth for many future students over the next ten years.</p> | | |

3. Quality of this Program

Needs Significant Improvement

Meets Student Needs

Highest Quality

(Provide update since last full efficacy review; examples include core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)

SLOs are assessed each time they are taught. The most recent 3 year program review provided by the SLO Cloud show that the percent of students meeting at or above the program, degree or certificate standard is between 86% and over 95%. Because of planning and promotion by faculty, the AS-T degree has now doubled the AA degree (36 to 16 in the 15-16 school year). Certificates issued are at 18 for the 15-16 school year. All AOJ courses are articulated and have been certified for C-ID numbers. All AOJ courses are approved for distance education delivery and the diversity has improved over the past two years adding a female Latina and a male African American adjunct to the staff.

Faculty are all respected experts in their fields. Many are working sworn law enforcement professionals, probation officers, or District Attorneys. Some are recently retired professionals from area law enforcement agencies and one is a recently retired female Warden from the California Department of Corrections and Rehabilitation. She is one of the rarest individuals who has worked every rank within the prison system; from corrections officer up the Warden of the prison. All courses that need C-ID approval; have it. All courses are vetted and approved for distance delivery. Curriculum SLOs updated in February 2015 and reviewed in February 2017 with no update recommended by the advisory committee.

4. External Issues

Not Consistent with External Issues

Complies with External Issues

Benefits From and Contributes to External Issues

(Provide update since last full efficacy review; examples include legislation, CCCCOC mandates, Perkins, CTE transition, CalWORKs, WIOA, Career Ladders, etc.)

This program does not use Perkins funding and has no budget. The value of having content experts as faculty enables them to use their working positions to secure locations for field trips in real-world settings if desired by the various instructors. A real budget might provide a financial avenue to provide buses or other suitable transportation for students to use other than their own transportation. So far, it hasn't been necessary.

An external issue that cannot be controlled by a college education is prior life decisions. All job candidates, no matter how well they do at any college level or with any degree, must still pass rigid hiring standards including: a background investigation including credit management, prior drug usage and testing, polygraph, extensive medical and physical agility testing, and completion of an agency's statewide-mandated training prior to full employment. This is unique to any other CTE field. It is impossible to track graduating students once they leave this campus and the information from the Chancellor's Office is incomplete or lacking. Knowing this, the program continues with high academic rigor to help student success in moving to the university level and completing a degree in law enforcement-related fields such as law, paralegal, or criminology to name a few. This program is directed at graduating students to continue on to the four-year universities. State or Federal changes have not impacted curriculum in this field. We have already addressed any issues caused by C-ID certification. The above listed external issues concerning hiring requirements are the driving causes of success or lack of success not academic success since only a high school education is required for employment in most law enforcement fields.

5. Cost of this Program

Expenditures Exceed Income

Income Covers Expenditures

Income Exceeds Expenditures

(Provide update since last full efficacy review; examples include enrollment/FTES generated & in-kind contributions of time/resources minus salaries/equipment/supplies, etc.)

Per the 2016 Administration of Justice EMP, the program generates approximately 102 FTES with the WSCH per FTEF consistently between 542 and 629 over the past five years. The FTEF remains around 5.60 but the program has only one full-time faculty. The Department Chair handles all schedules, evaluations, SLOs, program and content reviews, etc. As such, the program makes significant profit for the college. There are no plans to request additional full-time faculty at this time, however, we may have to recruit an online faculty if we cannot find adjunct faculty to teach this important area. Right now, one can fulfill the degree requirements online.

6. Two-Year Plan

| | | |
|---|-------------------------------------|-----------------------------------|
| Need Significant Changes And/or Increased Resources to Continue | On Track for Next Two Years | Significant Growth Anticipated |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

(Provide update since last full efficacy review; examples include recommendations, project future trends, personnel and equipment needs, etc.)

During the Advisory Group meetings in February 2015 and February 2017, all of the course content and SLOs were reviewed. In 2015, some SLOs were updated and reviewed in 2017. The 3-year SLO review show that 85%-95% of all students meet or exceed program standards. The industry experts confirmed that there is consistent employment for the next several years. The course pathway was discussed and determined that the current pathway of courses was excellent. The planning included identifying instructors who can teach online and learn the new CANVAS system. The plan is to keep the current two-year course cycle in place, continue to drive students towards the AS-T degree and add online classes as instructors are developed. The plan will be reviewed in 2018 to see if anything needs to be tweaked.

7. Progress on Previous Does Not Meets

| | | |
|--------------------------|-------------------------------------|--------------------------|
| No Progress | On Track for Next Two Years | Significant Progress |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

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

The last full efficacy review team felt there wasn't enough discussion over the Trends planning. The trend in law enforcement over the next decade is consistent hiring and employment. According to the State of California, Employment Development Department's latest 2017 labor market report, the Occupational Projections of Employment for 2014 -2024 for Police and Sheriff's Patrol Officers shows a statewide estimated employment of 68,700 with a projected employment of 73,700; an increase of 5000 (7.3%). More specifically in the Inland Empire Area, the estimated employment is 4330 Police and Sheriff's Patrol Officers with a projected growth to 4,810 officers a growth of 11.1%. These statistics only represent the entry level positions and does not include positions such as detectives, supervisors, etc.

I have meetings with law enforcement advisors and others employed in the industry. Course schedules are examined every semester and course sections are adjusted as demand increases or decreases. The schedule is planned so that any student can complete the program in two – three semesters and I insure any course that has a backlog of students is offered in the summer program. There are three or four introductory courses planned for each semester to provide

"feeder courses" which leads to more students being exposed to the other courses in the degree or certificate pathway. All of the courses have C-ID approval and our planning resulted in the hiring of a more diverse faculty to better reflect the student population.

An article written by Paul Cappitelli in the PoliceOne.com News outlines the seven biggest issues facing law enforcement in 2016. One of those issues is recruitment and retention. He opines, "A recent article in USA today indicates that open positions for California law enforcement officers has increased by 603 percent since 2010, according to the Peace Officer Standards and Training Commission (POST)." Paul goes on, "The last time this shortage occurred to this degree was back in the early-mid 2000s. The difficulty then stemmed from trying to lure the candidates away from higher-paying opportunities in the dotcom and other sectors. Nowadays, the reduced pension benefits, understaffing, and fear of making a mistake that will bring scrutiny and perhaps criminal prosecution is difficult to overcome. It will require extra effort to keep the morale and enthusiasm for policing at high levels." I know Paul from when he was a Captain with the San Bernardino County Sheriff's department in charge of the police academy training. He left (retired) to become the Executive Director for the California Commission on Peace Officers Standards and Training (POST) from 2007-2012. POST is the licensing, training and testing agency for all law enforcement training in California; much like the Bureau of Registered Nursing and the California Bar Association tests and licenses RNs and attorneys in California. The biggest problem with this unique profession is that many candidates are eliminated because of the extensive requirements concerning drug use, credit history, passing a class "A" medical physical, polygraph, vision, body height to weight ratio, and tedious physical conditioning tests that no college education can control. No other occupation has so many disqualifiers for employment beyond formal academic excellence.

According to the State of California, Employment Development Department's latest 2017 labor market report, the Occupational Projections of Employment for 2014 - 2024 (also called "outlook" or "demand") for Police and Sheriff's Patrol Officers shows a statewide estimated employment of 68,700 with a projected employment of 73,700; an increase of 5000 (7.3%). More specifically in the Inland Empire Area, the estimated employment is 4330 Police and Sheriff's Patrol Officers with a projected growth to 4,810 officers a growth of 11.1%. These statistics only represent the entry level positions and does not include positions such as detectives, supervisors, etc. There are no state or federal changes on the horizon that will impact future job prospects.

Signatures:



Administrator

3/6/17

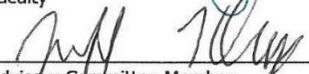
Date



Faculty

3/6/17

Date



Advisory Committee Member

3/6/17

Date

Career Education Program Two-Year Review

**Program Team Efficacy Report
Spring 2017**

Name of Department: Architecture

Efficacy Team: Lopez, L., S. Tillman, A. Beavor

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

Continuation would be appropriate had the Program addressed the previous “Does Not Meet” on PLOs/SLOs. It has not, and in this Review, the Program offered two different timelines for a resolution: the end of the semester and within the next two years. This is a serious issue, and the Committee needs to see progress on PLOs/SLOs.

1. Purpose of this Program: Meets Does Not Meet

The Program has updated by including the development of a drafting certificate option, an increase in online offerings, and an expansion of the program to include courses in related fields.

2. Demand for this Program: Meets Does Not Meet

The program cites a projected increase in career opportunities in the field, but not for the program in particular. Only one degree and one certificate have been awarded in two years. The Program cites a perfect record of transfers to Cal Poly Pomona and Cal Poly San Luis Obispo, but there is no indication of the actual number of transfers. Internal demands are not addressed. EMP shows that enrollment has declined, and the committee suggests that it engage in outreach and marketing to highlight the external demand and to bring students into the program.

3. Quality of this Program: Meets Does Not Meet

The Program cites an increase in both success and retention, and related qualitative measures. Although the program sites PLO and SLO/core competency mapping as included in the two-year plan, because this was not resolved since the last efficacy reporting, and it was noted then by the team, this category does not meet.

4. External Issues: Meets Does Not Meet

The Program cites the effect of statewide mandates on the creative offerings and stand-alone courses that were important to the Program in the past.

5. Cost of this Program: Meets Does Not Meet

The Program cites a slight increase in FTES, and stable costs overall. An urgent need for increased funding for supplies is supported.

6. Two-Year Plan: Meets Does Not Meet

The Program is planning for continued growth, including the need to identify adjunct faculty. The resolution of a previous "Does Not Meet" has been incorporated into the plan.

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

The PLO/SLO deficiency has not been resolved and appears unlikely to be resolved by the end of the semester. In fact, it is listed as a goal in the Program's Two-Year Plan.

The job trends deficiency has been resolved.

CAREER TECHNICAL EDUCATION PROGRAM TWO-YEAR REVIEW

Date: March 19, 2017

College: San Bernardino Valley College

Program: Architecture & Environmental Design

1. Purpose of this Program

No Changes in Purpose
in the Last Two Years

Minor Changes in Purpose
in the Last Two Years

Significantly Changed Purpose
In the Last Two Years

(Provide update since last full efficacy review; examples include description, mission, target population, etc.)

While the general purpose of the program remains essentially the same, there are three improvements that have been in the works. First, the purpose of the program has been gradually expanding to include more applications of the related fields of Landscape Architecture, Urban Planning, and Construction Management. This expansion is being accomplished within the current course offerings by modifying specific course assignments and relating existing projects to the broader context of the various field and career choices for students. The program is currently undergoing significant updates in curriculum, and we hope to incorporate these areas into our course outlines. As these fields continue to grow, we may look into adding related certificates in the future.

Second, as a component of the curriculum updates this semester, we are in the process of developing and submitting drafting courses, in order to offer a new Drafting certificate, which will serve a student population who may not need a program as extensive as our Computer Aided Drafting (CAD) certificate. The Drafting certificate will also be designed to build toward the CAD certificate, for those students who choose to continue their coursework in this area.

And finally, we are working to provide additional online course offerings—all courses going through curriculum are addressing and/or proposing the online component. The goal is to eventually set up all lecture courses or lecture components of lecture/lab courses to be offered in either online, hybrid, or traditional classroom formats. Lab hours will continue to be offered in the Architecture computer lab.

2. Demand for this Program

Low Demand

Adequate Demand
for our Students

High Demand

(Provide update since last full efficacy review; examples include labor market data, advisory input, etc.)

Collectively, labor market indicators and transfer institution information show that the skills and training provided by our Program are contributing to our students' ability to secure jobs in the fields of Architecture, Drafting, and Design.

Architectural programs at Cal Poly Pomona and Cal Poly San Luis Obispo continue to be designated as Impacted Programs. Our program continues to train students to be competitive upon transfer to baccalaureate degrees.

A search of labor market projections (2014 – 2024) for both the State of California and the counties of Riverside/San Bernardino show a 2 – 3% increase for careers resulting from community-college programs in the fields of Architecture, Landscape Architecture, and Drafting (<http://www.labormarketinfo.edd.ca.gov>). While moderate, this growth is likely an effect of a rebuilding of the local economy as related to design and construction. Importantly, the California Occupational Guide (<http://www.labormarketinfo.edd.ca.gov/OccGuides/>) shows that jobs for

licensed Architects (excluding Landscape Architects) in the Inland Empire are expected to increase at a rate of 17.9% (compared to 9.7% statewide), whereas the employment growth for Architectural and Civil Drafters is projected at 10.9% locally.

3. Quality of this Program

Needs Significant Improvement Meets Student Needs Highest Quality

(Provide update since last full efficacy review; examples include core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)

Our students have achieved awards, scholarships, and recognition by professional organizations such as the American Institute of Architects (AIA), including the Pasadena Foothill Chapter and the Inland California Chapters.

The past two years of EMP data show an increase in both success (from 65% to 70%) and retention (from 88% to 90%). Over the past two years, however, we have only awarded one degree and one certificate, according to 2015 – 2016 EMP data. This number is likely due to a couple of reasons. First, it is possible that many students are only seeking to complete a few classes in order to improve their job prospects. We anticipate that our lower-unit Drafting certificate may capture some of these students. We also hope that the successful completion of this certificate, may propel some students to go on to achieve either the CAD certificate or Architecture degree. Second, many of our students transfer without obtaining a certificate or degree. Notably, greater numbers of students and high acceptance rates have developed over the past few years. All of our students who applied for admission in the 2016 – 2017 year were accepted at Cal Poly Pomona, Cal Poly San Luis Obispo or both. We have received verbal indications that our students have been more successful in these programs than freshmen who entered with GPAs exceeding 4.0. While these admissions are certainly an indication of the high quality of our program, we should investigate further to see if there are some relatively simple changes that may increase the number of certificates and degrees awarded.

4. External Issues

Not Consistent with External Issues Complies with External Issues Benefits From and Contributes to External Issues

(Provide update since last full efficacy review; examples include legislation, CCCCCO mandates, Perkins, CTE transition, CalWORKs, WIOA, Career Ladders, etc.)

Tighter scrutiny of curriculum at the State level has resulted in a push towards all courses being tied to a degree or certificate, as well as an emphasis on articulation. These changes have impacted the development of more creative offerings and stand-alone courses in our program. We are revising and updating our curriculum to ensure this compliance, but also to include these innovative and pedagogically important elements within the course structure that is allowed.

5. Cost of this Program

Expenditures Exceed Income Income Covers Expenditures Income Exceeds Expenditures

(Provide update since last full efficacy review; examples include enrollment/FTES generated & in-kind contributions of time/resources minus salaries/equipment/supplies, etc.)

The cost of this program has remained stable. Salaries for one FT and two PT faculty constitute the major cost, and appear to be covered by the FTES generated. The most recent Educational Master Plan (EMP) data show 30.73 FTES for 2015 – 2016, which has increased slightly for 2016 – 2017.

The budget allocated for this program is currently less than \$500 for supplies. During future needs-assessment cycles, we anticipate putting forward more aggressive requests in order to justify a budget increase as well as specific software and supplies needs. Due to this bare-bones amount, a great deal of outside effort, creativity, and partnerships are required on behalf of the faculty to create meaningful educational opportunities and experiences for our students.

These relevant educational experiences for students have involved the development of hands-on projects that persist and present a legacy for students. Examples of such projects (itemized below) are both an inspiration to new students and a reflective reminder for students who have completed these projects.

- Three Valley College Blue benches have been strategically placed in the vicinity of the Physical Sciences Building with the support of faculty funding.
- Alcove enhancement within the Physical Science Building hallways has been made possible by the partnership with Dunn Edwards Paint.
- Classroom supplies for color units has been supported by partnerships with Dunn Edwards and Sherwin Williams.
- Continued project experience has been made possible by partnerships with Habitat for Humanity of the San Bernardino Area.
- The continued development of partnerships with the San Bernardino Symphony Association has expanded the opportunities for students to encounter architecturally historic and culturally significant experiences.
- A grant application was recently filed with the Fine Arts Commission of San Bernardino for the printing of 4,500 Activity Books focused on third grade students within the San Bernardino Unified School District. This book utilizes the skills of line abstraction and builds awareness of community and project development.
- Establishment of general partnerships with CSI Construction Specifications Institute and the AIA chapters in our area (professional organizations); product suppliers include Simpson Strong Tie and Arizona Tile.

6. Two-Year Plan

Need Significant Changes
And/or Increased Resources
to Continue

On Track for
Next Two Years

Significant Growth
Anticipated

(Provide update since last full efficacy review; examples include recommendations, project future trends, personnel and equipment needs, etc.)

With the revision of our curriculum and the introduction of a new certificate, as well as improved labor market indicators, we expect to continue to see increases in enrollment that have begun during the 2016 – 2017 year. One challenge that the program faces is having a sufficient pool of qualified adjunct faculty; we currently have one full-time and two adjunct faculty, with load for 2.1 FTEF. In order to sustain anticipated increases in enrollment, we need to begin dedicated efforts to identify potential adjunct faculty. Other components of our two-year plan include completion of PLO and SLO/core-competency mappings, strengthened needs-assessment requests, and strategic increases in degrees and certificates awarded.

7. Progress on Previous Does Not Meets

No Progress

On Track for
Next Two Years

Significant Progress

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

SLOs/PLOs. Deficiencies noted: PLO grid missing; SLOs not effectively linked to core competencies.

Progress: We have continued to spend significant effort on revising curriculum since the previous full efficacy review, and are working with the curriculum chair and articulation officer to ensure

that these updates are completed by the end of this semester. We will then be in a position to perform the detailed mapping suggested, so that we have fully addressed this deficiency for our next report in two years.

Planning – Trends. Deficiencies noted: Inadequate discussion of job trends and impact on program; other trends not mentioned or analyzed.

Progress: Within this 2-year review, we have noted current job trends and have discussed how increased job opportunities are expected to impact the program. We have also addressed the long-standing trend of an insufficient supplies budget, and the efforts taken by faculty to ensure that our students experience real-world projects, which contribute to building their skills, resumes, and critical-thinking and project-planning capabilities. Finally, we anticipate that our curriculum revisions, coupled with the job outlook, will begin to boost enrollment in the program.

Signatures:



Administrator

3-20-17

Date



Faculty **Judy Zak** Jorgensen

3-20-17

Date



Advisory Committee Member

3-20-17

Date

Career Education Program Two-Year Review

**Program Team Efficacy Report
Spring 2017**

Name of Department: Automotive Collision

Efficacy Team: Kay Weiss, Rochelle Fender, and Todd Heibel

Overall Recommendation: Continuation

Continuation Conditional Probation

Rationale for Overall Recommendation: It is clear that the Automotive Collision Program has evolved and will continue to evolve. It appears to meet the needs of students, as well as regional employer demands. The narrative within the “External Issues” and “Cost of this Program” sections does not adequately address expectations. The narrative within other sections, in fact, should have been included within these sections. It is expected that the program will address any issues and deficiencies within the forthcoming full efficacy document. Overall, this is a well-crafted document and the program is most certainly adapting to technological and environmental changes within the industry.

1. Purpose of this Program: Meets Does Not Meet

The program provides a coherent, basic description of purpose. In the forthcoming full efficacy document, the program is encouraged to specify how the program has changed. In addition, the program should compare its female demographic cohort with other CTE programs within the full efficacy document. We anticipate a more detailed discussion of program purpose evolution, as well as demographic analysis within future program review documents.

2. Demand for this Program: Meets Does Not Meet

Partnerships and labor market data inform this section. However, a brief summary of advisory committee input would strengthen this section. In addition, a slight decrease in job opportunities is noted, but there is no subsequent program planning suggested as a remedy to this external issue. The full efficacy document should incorporate and address the issues of advisory committee input and fluctuating labor markets.

3. Quality of this Program: Meets Does Not Meet

The program summarizes forward-looking components included within the curriculum, including green technologies. Perkins core indicator data suggest that the program is exceeding state averages in several areas, including skill attainment and retention. Tabular data indicate that there is a gap between labor market demand (within the Riverside-San Bernardino-Ontario MSA) and students earning degrees and certificates. These data are helpful within this section, but are more germane to the previous “Demand for this Program,” as well as following “External Issues” sections.

4. External Issues: Meets Does Not Meet

Although Perkins funding data are thoroughly incorporated within this section, there is no linkage with other external issues. Industry standards are noted, but there is no context provided (e.g. federal and state legislation, educational mandates, etc.). Some of the labor market data, provided within previous sections, would be useful in this narrative. In addition, the program endeavors to institutionalize budgets and associated costs for professional experts. However, no plans are included on achieving this transition from grant- to institutional-funding. The program is encouraged to address these concerns within the full efficacy document.

5. Cost of this Program: Meets Does Not Meet

Duplicated enrollment, FTEF, and efficiency data are provided from the program EMP document. However, there is no context provided and the cost of the program is not addressed. The program suggests that income covers expenditures, but no actual budgetary data are provided. Evidence from Perkins data could be incorporated within the narrative, for example, to better address the program costs. While low efficiency is certainly understandable for this program, recent declines in efficiency are not addressed within this situation. This throws into question whether the program is truly covering expenditures. It is puzzling why the program did not include EMP data from 2014-15 and 2015-16 academic years.

6. Two-Year Plan: Meets Does Not Meet

An “action plan” is provided that relies primarily upon Strong Workforce grant funding, as well as institutional/district funding (presumably via Needs Assessment process). New “green” technology, retooling, and automotive interior components are detailed, as well as partnerships with area high schools (e.g. concurrent enrollment). Faculty are certified by

nationally-sanctioned and respected bodies, and this bolsters the effort of the program to provide qualified technicians to meet labor market demands. The full efficacy document should include alternative means to address this ambitious action plan. Specifically, the program relies primarily upon grant funding to meet current and future expenses. Are alternate plans in place to meet these needs through other budgetary sources (e.g. Program Review Needs Assessment process)?

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

The narrative minimally meets the expectations of the Program Review Committee. The full efficacy document should include specific details about curriculum and computer/laboratory facility updates (e.g. a timeline for completion of these important endeavors should be incorporated).

CAREER TECHNICAL EDUCATION PROGRAM TWO-YEAR REVIEW

Date: 03-13-2017 **College:** San Bernardino Valley College

Program: Collision, Refinishing, Street Rod 0949 and Interiors 0949.10

1. Purpose of this Program

No Changes in Purpose
in the Last Two Years

Minor Changes in Purpose
in the Last Two Years

Significantly Changed Purpose
In the Last Two Years

(Provide update since last full efficacy review; examples include description, mission, target population, etc.)

The Collision Repair & Refinishing Street Rod and Interiors Program instructs students in collision repair, frame straightening, refinishing, estimating, vehicle restoration, safety with hybrids & EV and interiors/upholstery. Students acquire job skills that range from minor repairs and uni-body frame replacement to spot jobs and complete vehicle refinishing and restoration. The newest edition to the program is the Auto Interiors program that will be starting Fall2017 that will instruct students in basic and custom auto upholstery/Interiors.

The Collision department has a diverse target population and is also leader in the female student population with 12.8%

Demographics - Academic Years - 2011-12 to 2013-14

2. Demand for this Program

Low Demand

Adequate Demand
for our Students

High Demand

(Provide update since last full efficacy review; examples include labor market data, advisory input, etc.)

Internship Opportunities:

We are partnering with the Collision & Refinishing industry to place our graduates into paid internships, Caliber Collision Centers, Service King Collision, Ford and Toyota to name a few.

Job Opportunities

Automotive Body and Related Repairers job opportunities are expected to decrease by five jobs from 2015 to 2020 in the Riverside-San Bernardino-Ontario MSA, contrary to the job growth across the State (five percent growth). During the five year time frame, nine percent of the annual job openings across the State will be located in the local region; 54 job openings in this occupation are expected each year due to growth in this occupation and replacement need (e.g. retirements).

Earnings

The median wage for Automotive Body and Related Repairers is \$ 16.02 per hour, above the MIT Living Wage estimate of \$11.75 per hour for a single adult living in the Riverside-San Bernardino-Ontario MSA. Experienced workers, those with five or more years of experience and the highest credentials can expect to earn \$28.61 per hour. The average annual earnings for this occupation are \$37,586 per year, assuming full-time employment throughout the year.

Education

The typical entry level education for the Automotive Body and Related Repairers is a high school diploma or equivalent and long-term-on-the-job training. According to the Bureau of Labor Statistics, 26 percent of workers currently working this occupation have some college course work or an award that can be earned at a California Community College; an Associate's degree or Some College (see Exhibit 3). Burning Glass online job postings in 2015 show 100 percent of employers are looking for Automotive Body and Related Repairers with a minimum education requirement of a High School or Some Vocational School

Education.

3. Quality of this Program

Needs Significant Improvement Meets Student Needs Highest Quality

(Provide update since last full efficacy review; examples include core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)

The Collision, Refinishing, Street Rod and Interiors Department will continue to offer quality education and increase in vehicle restoration and green technology. This includes clean air refinishing techniques for collision and hybrid/alternative fuel body repair classes. To do this we will need the latest technology, vehicles and equipment.

Student Completions: The SBVC Collision department has created a partnership with Riverside City College and has applied for the CTE Enhancement 40% Regional Project Grant to update equipment and curriculum. The 13-14 Perkins IV Core Indicators show that the program's Core1 – skill attainment is higher than the state's: 97.3% vs. 92.25% and it is also higher than the Core 1 Performance Goal of 88.83%. The program's retention rate is also higher than the state's: 95% vs. 77.32%. The Core 3 Persistence Performance Goal is 85.8%, so the program surpasses this.

Exhibit 4 shows the projected 2015-2020 annual job openings for the occupations in Exhibit 1 with an associated TOP6 programs. Exhibit 4 also shows the annual average regional community college awards. Please note, an award is not equivalent to a single person in search of a job opening since students may earn more than one award, such as a degree in addition to a certificate.

Exhibit 4: Student Completions in Riverside-San Bernardino-Ontario MSA

| TOP06 | TOP06 Title | Annual Job Openings (Exhibit 1) | Annual Avg Associate Degrees (2012-15) | Annual Avg Certificates or Other Credit Awards (2012-15) |
|--------|-----------------------------|---------------------------------|--|--|
| 094900 | Automotive Collision Repair | 54 | 4 | 34 |
| Total | | 54 | 39 | |

4. External Issues

Not Consistent with External Issues Complies with External Issues Benefits From and Contributes to External Issues

(Provide update since last full efficacy review; examples include legislation, CCCCOC mandates, Perkins, CTE transition, CalWORKs, WIOA, Career Ladders, etc.)

The Collision Refinishing & Street Rod Department has been utilizing Perkins funding for approximately nine years under the Top Code 094900.

Since the last efficacy review, the Collision department has been on track with its purchasing of MIG welders, spray guns, frame rack and related tooling as well as an aluminum repair station. We are utilizing Professional Experts paid from Perkins funds and we are attempting to switch that to General budget funding. We are currently searching for a new computerized laser measuring system to keep up with industry standards and stay in-line with our 2016-17 CTE Perkins Reports.

5. Cost of this Program

Expenditures Exceed Income Income Covers Expenditures Income Exceeds Expenditures

(Provide update since last full efficacy review; examples include enrollment/FTES generated & in-kind contributions of time/resources minus salaries/equipment/supplies, etc.)

The enrollment in the Collision, Refinishing and Street Rod Department has doubled in five (5) years from 243 to 580. The FTES generated exceeds the current district budget.

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

6. Two-Year Plan

Need Significant Changes And/or Increased Resources to Continue On Track for Next Two Years Significant Growth Anticipated

(Provide update since last full efficacy review; examples include recommendations, project future trends, personnel and equipment needs, etc.)

Action Plan:

We are teaming up with the Strong Workforce Program with the implementation of "Hybrid and EV Curriculum Update" and "Outreach to Increase Enrollment" projects to our Collision, Automotive and Diesel programs. We are purchasing several vehicles, tooling and equipment and re-utilizing our existing lab space, to keep current with industry demands. There is another mission: to "Change the Perception of the Automotive Industry" project which includes reorganizing existing computer and working lab space. The Collision, Refinishing, Street Rod and Interiors Program is continuing to grow with additional classes throughout the year, two summer school classes and two new Interiors classes opening in Fall 2017, however are underfunded. We are requesting an additional budget under the 0949 collision and 0949.10 Upholstery/Interiors Tops Code (SOC 49-3021 & 51-6093) and through the District budget.

San Bernardino Valley College and Pacific High School have partnered in the Diesel program and it is a success. Collision & Refinishing will be implementing a Con-Current Enrollment program in 2017-18 if the logistics are adequate and authorized by the Board of Trustees. The automotive department and instructors are certified by ICAR and ASE which are nationally recognized organization. The fastest growing industry in the Inland Empire is transportation; our programs will continue to grow and help deplete the need of the much needed, qualified technicians.

7. Progress on Previous Does Not Meets

No Progress On Track for Next Two Years Significant Progress

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

We are updating curriculum and exiting computer/lab space to meet industry standards and the safety of

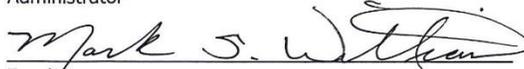
our students.

Signatures:



Administrator

3/20/2017
Date



Faculty

3/15/17
Date



Advisory Committee Member

3-20-2017
Date

Career Education Program Two-Year Review

**Program Team Efficacy Report
Spring 2017**

Name of Department: **Business Administration**

Efficacy Team: Paula Ferri-Milligan, Christie Gabriel

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

The Business Administration CTE Two-Year review was submitted late. If the updated report is not submitted on time, the program will automatically receive a rating of “probation.”

The purpose of the program is clearly stated. The author provided information regarding local employers’ needs and avenues in which our students can help to meet those needs by increasing their education.

Although the program provides general statements about planning, Evidence of planning is not there. Which new certificates have been created? How were efficiency and effectiveness evaluated? How were modifications to certificates to accommodate community needs made, etc.? How will the new faculty member proceed with a plan for growth? The program does not address the previous “does not meet.”

Although this document is meant to be a short program snapshot, much of the EMP data was inaccurately analyzed, and evidence of many claims is not provided. The program does not address WSCH.

1. Purpose of this Program: Meets Does Not Meet

The purpose of the program is clearly stated. Its purpose is to provide students with “high-quality learning opportunities in business and business related topics.” Since the last efficacy report, the program states that many of its courses are now approved for online delivery. The program has developed two additional certificates— Management/Leadership and Entrepreneurship to meet student needs.

2. Demand for this Program: Meets Does Not Meet

Enrollment has actually decreased since 13-14 (see EMP). There is no evidence to wait list lengths. If this is the case, data should be provided (wait list and fill rate data is available through Research and Planning). Quantity of degrees has increased, but labor market data was not provided. DE course offerings have been relatively consistent over the last three years (see EMP). So, there is only one piece of evidence (degrees) to show demand. The enrollment data was inaccurately analyzed and evidence in other areas is not shown.

3. Quality of this Program: Meets Does Not Meet

Core indicators that have been met are not defined nor explained further. There may be some very fine instructors, but evidence of this is not shown. For example, degrees held and teaching experience is not mentioned. An increase in FTEF is not proof of quality – it merely shows an increase in teaching time. Success rates have dropped slightly over the past 5 years, and this is not mentioned. Other information that can show the quality of the program is not mentioned—student learning outcomes, articulation, etc.

4. External Issues: Meets Does Not Meet

The author provided information regarding local employers' needs and avenues in which our students can help to meet those needs by increasing their education. The program reports that the "many employers in the Inland Empire (Stater Bros., Mattel, Kohl's, AMAZON, Pep Boys, Ashley Furniture, etc.) are asking those who are employed to further their education for personal and business growth." The program cites the US Census statistics that show the educational levels of the workforce and cites the lack of education as the most pressing external issue.

5. Cost of this Program: Meets Does Not Meet

The program states that it has become "more efficient since the last full efficacy report." It cites the "effective use of adjunct faculty" and an "increase in overall FTES" as the reasons for the improved efficiency.

However, the FTES has decreased. As mentioned in section 3, efficiency is not measured by an increased FTEF; that is simply the denominator in the WSCH/FTEF productivity measure. The program does not address WSCH.

6. Two-Year Plan: Meets Does Not Meet

The program provides general statements about planning—which include mention of online courses, modifications to certificates and courses, relying on new a new faculty member to broaden course offerings and certificates even further, and a general projected growth for this year.

Evidence of planning is not there. Which new certificates have been created? How were efficiency and effectiveness evaluated? How were modifications to certificates to accommodate community needs made, etc.? How will the new faculty member proceed with a plan for growth?

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

This section was not included in the program's document. The previous full efficacy team report states the following: The prior report weaknesses are listed, but improvements are not addressed in this section. Some of the same weaknesses reappear (analysis of pattern of service.) The accomplishments and weakness/challenges sections of the current document meet the current rubric standard.

CAREER TECHNICAL EDUCATION PROGRAM TWO-YEAR REVIEW

Date: 3/22/2017

College: San Bernardino Valley College

Program: Business Administration

1. Purpose of this Program

No Changes in Purpose
in the Last Two Years

Minor Changes in Purpose
in the Last Two Years

Significantly Changed Purpose
In the Last Two Years

The SBVC Business Administration Program continued its mission to inspire our students to pursue productive careers in the business world. We provide them with high-quality learning opportunities in business and business related topics. The program serves students pursuing transfer, certificate, and skill upgrade objectives – both from a hard skills and soft skills perspective. The program offers an AA and AS-T degree in Business Administration. The program also offers Certificates of Achievement in Business Administration, Retail Management and soon Management/Leadership and Entrepreneurship. Since the last full efficacy review, many of the program's courses have become all online capable, and all of the WAFC (Western Association of Food Chains) Retail Certificate is currently being offered online (BUSAD 103, BUSAD 110, BUSAD 112, BUSAD 120, BUSAD 127, BUSAD 150, BUSAD 151 & CIT 101). This has greatly broadened access to students who could not regularly attend a traditional class. We have seen classes this Spring 2017 semester like BUSAD 151 – which normally had about 15 students per class to a capacity of 35 students with a waitlist of 19 students and BUSAD 120 which normally has a 15-20 student load to a class size of 30 students as a result of these offerings. Another positive change has been the addition of 2 new Certificates – Management/Leadership and Entrepreneurship. In addition, several non-credit courses and a certificate were generated and approved through the curriculum process in regards to the entrepreneurship - in hopes of getting additional FTES while giving new and existing entrepreneur's an opportunity to become more knowledgeable on how to run a business more successfully. These changes have already significantly increased student demand for courses and interest in the program.

2. Demand for this Program

Low Demand

Adequate Demand
for our Students

High Demand

Since the last efficacy review there has been a growing demand for this program, as evidenced by increased enrollment, strong waiting lists and opening of additional sections each semester. As a result of unemployment – now being at 5.6% - many students are needing more flexibility in their schedules in order to be able to continue their education. In addition, local employers are requiring employees to further education for personal/business growth. Through continual efforts to offer distributed education (hybrid and/or online), community involvement and counseling (on campus and local universities), our efforts have continued to garner a 50% growth in degrees (2013-2014 where at 59 and 2015-2016 being at 88) certificates awarded – with the primary growth being in AS-T. The success rate has dipped slightly (from 73% to 71%) – believed to be a result of more online/hybrid offerings. As can be illustrated in a higher SLO result of face-to-face offerings vs. online/hybrid. The main degree growth, as stated, is in the AS-T's awarded. With many students transferring to Cal State San Bernardino, it has become even more important for them to assure acceptance by acquiring their AS-T while in attendance here at San Bernardino Valley College.

3. Quality of this Program

| | | | | |
|-------------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| Needs Significant Improvement | | Meets Student Needs | | Highest Quality |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

The Business Administration department has met and exceeded state requirements for core indicators 1, 4, 9, 17 and 20. The department prides itself on hiring faculty who bring experience to the classroom - which can be evidenced by their most recent addition of a longtime practicing business owner with over 35+ years of experience in running and operating businesses. The Department FTEF has increased from 7.20 in both 2013/2014 and 2014/2015 to 7.60 in 2015/2016.

4. External Issues

| | | | | |
|-------------------------------------|--------------------------|-------------------------------|-------------------------------------|--|
| Not Consistent with External Issues | | Complies with External Issues | | Benefits From and Contributes to External Issues |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

With the most recent reported Unemployment Rate (1/2017) being @ 5.6%, many students are returning to school in hopes of increasing their marketability. Many employers in the Inland Empire (Stater Bros., Mattel, Kohl's, AMAZON, Pep Boys, Ashley Furniture, etc.) are asking those who are employed to further their education for personal and business growth. Statistics (U.S. Census) show that 21% of the workforce have less than a high school degree, 26% have a high school degree or equivalency, 35% have some college or A.A degree and 18% have a B.S. degree or higher. And the respective unemployment rates are 13% for less than a high school degree 9.6% for a high school degree of equivalency, 7.1% for some college or A.A. degree, and 3.6% for those with a B.S. degree or higher. Through our continual efforts in offering "distributed education" - hybrid and online, community involvement, coordination with counselors, and our concentrated efforts at Stater Bros. (Retail Management Certificate & Management/Leadership Certificate) and other key employers in the community college area, we have watched a growth of approximately 50% in degrees/certificates since the last efficacy review.

5. Cost of this Program

| | | | | |
|----------------------------|--------------------------|-------------------------------------|--------------------------|-----------------------------|
| Expenditures Exceed Income | | Income Covers Expenditures | | Income Exceeds Expenditures |
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

The program has become more cost efficient since the last full efficacy review. The reduction in costs is due to the effective use of adjunct faculty (approximately 50% of course offerings) and the increase in overall FTES. The increased efficiency can also be seen by the improving FTEF (7.20 in both 2013/2014 and 2014/2015 to 7.60 in 2015/2016).

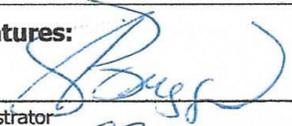
6. Two-Year Plan

| | | | | |
|---|--------------------------|-----------------------------|-------------------------------------|--------------------------------|
| Need Significant Changes And/or Increased Resources to Continue | | On Track for Next Two Years | | Significant Growth Anticipated |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Since the last full efficacy review, the program has undergone changes/improvements. Many of the courses are being offered online, and many new Certificates have been created to increase in demand for the certificate and the program. We have evaluated efficiency and effectiveness in every course within the discipline. We have made modifications to existing certificates and courses to accommodate the community needs. With the most recent hiring of a new instructor, we should be able to broaden our course offerings and certificates even further - primarily in the Entrepreneurial discipline. With the amount of curriculum changes, the main challenge is internally getting the new faculty member up to speed and ALL the changes approved for final offering. With the increase in demand, modification of existing certificates and addition of a new faculty member,

we should see a greater concentrated growth in 2016-2017.

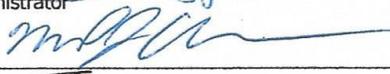
Signatures:



Administrator

5/7/17

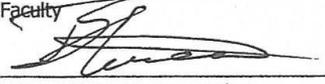
Date



Faculty

5/7/17

Date



Advisory Committee Member

5/7/17

Date

Career Education Program Two-Year Review

**Program Team Efficacy Report
Spring 2017**

Name of Department: Child Development

Efficacy Team: David Smith, Kay Weiss, Abena Wahab, Jessica Robledo

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

Well written document with supporting data shows the program maintains a standard of excellence. Continued partnerships with transfer institutions provide clear pathways for students. The department is aware of trends and works to improve based on this information.

1. Purpose of this Program: Meets Does Not Meet

The program's purpose remains unchanged and supports the college mission

2. Demand for this Program: Meets Does Not Meet

The program continues to receive advice from the advisory committee indicating high demand for graduates. Labor market analysis supports this assertion

3. Quality of this Program: Meets Does Not Meet

Program quality remains high with high success and retention. Partnerships that include transfer have been initiated, with cohorts of students successfully moving to four-year programs. The department recognizes a need to increase participation of male students and has plans for outreach to this target population.

4. External Issues: Meets Does Not Meet

The department recognizes trends and works with external bodies to ensure high quality preparation for graduates

5. Cost of this Program: Meets Does Not Meet

The department is run on a small budget. FTES continues to rise, though productivity has fallen some, partially due to reduction in class caps.

6. Two-Year Plan: Meets Does Not Meet

The department plans to hire a full-time faculty member to assist in updating, revising and implementing the education courses within the department that have not been offered in the last 5 years. It is unclear if the department has this approval, though the program received a ranking of #2 for faculty in the most recent needs assessment process. The program has 8 certificates and 3 degrees to support.

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

No previous "does not meet" areas

CAREER TECHNICAL EDUCATION PROGRAM TWO-YEAR REVIEW

Date: 3/20/2017

College: San Bernardino Valley College

Program: Child Development and Education

1. Purpose of this Program

No Changes in Purpose
in the Last Two Years

Minor Changes in Purpose
in the Last Two Years

Significantly Changed Purpose
In the Last Two Years

(Provide update since last full efficacy review; examples include description, mission, target population, etc.)

The mission of the Child Development Department (CDD) is to provide quality education in the field of child development (CD) to support a diverse community of learners. The CDD is committed to student success, to quality teaching, and excellence by preparing students to earn their certificates/permits and degrees to work in CD centers and transfer to universities. The CDD has an academic and vocational orientation which prepares students for transfer in a variety of transfer pathways and for immediate employment in CD and early childhood education (ECE) careers. Transfer career pathways include elementary and special education teaching, social work, school psychology, counseling and other careers working with children. The program currently offers 8 certificates and 3 degrees including an ECE Transfer Degree. Four of the certificates prepare students for the CD Permit for the California Commission on Teacher Credentialing. These permits are needed to work in State Preschool, Head Start and all Title 5 CD centers or programs. Other certificates prepare students for work with different age groups, such as infants and toddlers or school-age children. One of the certificates prepares students to work with children with special needs and disabilities and another prepares students to operate a family child care business.

The purpose and mission of this program have remained the same in the last two years. The CDD is committed to providing excellent preparation for work and transfer in child development and education pathways. The mission and purpose supports the College Mission to provide high-quality education to a diverse community of learners and to prepare students for employment and transfer.

2. Demand for this Program

Low Demand

Adequate Demand
for our Students

High Demand

(Provide update since last full efficacy review; examples include labor market data, advisory input, etc.)

The demand for child development programs continues to be high. The CD Advisory Board has met twice per year since the last efficacy review in spring 2015. **At each CD Advisory Board meeting in the last 2 years, the members affirm the need for well-trained graduates of our programs to work in local community programs as child care workers, preschool teachers, site supervisors, center directors and in related fields.**

The employment outlook is very good for the CD/ECE field, ensuring continued enrollment in CD courses at SBVC. There are many job opportunities for students who wish to work in early childhood positions, elementary teacher's assistants or paraprofessionals in early intervention and inclusion positions, child care workers and preschool teachers. State preschool has been refunded and current Head Start funding is strong. There has been funding for Early Head Start which has increased job opportunities. Below is research related to the demands for various occupations in Child Development.

In a comparison of growing occupations by entry level Education in California for 2015-2017, **preschool teachers** were the largest in new and replacement needs at the Associate Degree level. (EDD Comparison of Growing Occupations by Entry Level Education in California, 2015-2017) [http://www.labormarketinfo.edd.ca.gov/file/occproj/cal\\$occnarr-2015-2017.pdf](http://www.labormarketinfo.edd.ca.gov/file/occproj/cal$occnarr-2015-2017.pdf), retrieved March 12, 2017.

Preschool teacher projected growth for Riverside and San Bernardino counties is 10.2 percent which is higher than the State average projected percentage or 7.6 percent. <http://www.labormarketinfo.edd.ca.gov/OccGuides/Detail.aspx?Soccode=252011&Geography=0604000071> Retrieved, March 11, 2017.

Teaching assistant positions are also expected to be higher than the State average in the Inland Empire. The EDD/ LMID projections indicate that Teacher Assistants growth at 11.4 % compared to the State growth rate of 10.5 percent. <http://www.labormarketinfo.edd.ca.gov/OccGuides/Detail.aspx?Soccode=259041&geography=0604000071> retrieved, March 11, 2017

The demand for **child care workers** is also expected to increase by 7.4% in San Bernardino County in the next 5 years. <http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerOSDetails.asp?searchCriteria=child&careerID=&menuChoice=&geogArea=0604000071&soccode=399011&search=Explore+Occupation>. Retrieved, March 11, 2017.

The occupational outlook for **child care center directors** is expected to increase 6-7% from 2014-24. Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Preschool and Childcare Center Directors, on the Internet at <https://www.bls.gov/ooh/management/preschool-and-childcare-center-directors.htm> (visited March 12, 2017).

In 2015, San Bernardino Valley College offered more sections to more students in CD/ECE, for a college of its size in our region, with 1292 CD students, supplying trained workers and helping to meet the need for the region. (www.calpasspluss.org)

3. Quality of this Program

Needs Significant Improvement

Meets Student Needs

Highest Quality

(Provide update since last full efficacy review; examples include core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)

The CD Department offers courses at a variety of times and both face-to-face and hybrid options during the day, afternoon, evening and weekends. Online course offerings have remained at 16% over the last 2 years and the CDD considers this appropriate for this subject area. (2015-16 CD EMP)

Success rates have remained around the same with a slight increase from 70% in 2014-15 to 71% in 2015-16. Retention rates have also remained around the same, with a slight increase from 89% in 2014-15 to 91% in 2015-16. **FTES were up slightly to 262.10 in 2015-2016 from 260.31 in 2014-15 and FTEF are at 16.28, which shows the need for more full-time faculty.** (2015-16 CD EMP) The CDD has 3 full-time faculty and 11 adjunct faculty, but could support 8 full-time faculty. In 2015-16 the CDD had 38 degrees and 37 certificates. **Child Development is one of the top 5 programs with certificates earned at SBVC in 2015-16.** (Office of Research, Planning and Institutional Effectiveness, SBVC)

One of the CDD's goals for 2015-16 was to offer all courses needed for the degree and certificates to prepare students for employment and transfer. (EMP 2015-16) The CDD increased courses sections from 71 in 2013-14 to 76 in 2014-15 to 83 in 2015-16 to try to meet the goals of the department and to offer new courses needed in the field. (EMP 2015-16). The CDD faculty have reviewed the data and

believe that growing too quickly lowered the WSCH per FTEF to 483, which was at 604 in 2012-13, 587 in 2013-14, and 536 in 2014-15. Adjustments to the classroom caps may also had an impact on the numbers. The CDD is now trying to adjust the number of sections and the classroom caps to meet the needs of the program and be more efficient. (2015-16 EMP)

The CDD has many partnerships in the community and 2 State Contracts. **The CDD added a new partnership since our last efficacy with as the Rialto Unified School District (RUSD) MOU.** With this partnership, CD practicum / lab instructors may send lab students to RUSD with Mentor Teachers.

The Child Development Training Consortium (CDTC) contract has provided the program additional funds each year due to the needs of the students. The California Early Childhood Mentor Program (CECMP) contracts has remained the same for the last 2 years.

The CDD has articulation agreements with local ROP and high school programs articulating CD 100, Introduction to CD, with these programs. **Articulation agreements with local high schools were updated and created each year at the on-campus articulation meetings.**

The CD articulation agreement with CSU San Bernardino is strong. There are **10 lower division courses which articulate with the CSUSB Human Development/Child Development transfer pathway.** (http://web2.assist.org/web-assist/report.do?agreement=aa&reportPath=REPORT_2&reportScript=Rep2.pl&event=19&dir=1&sia=SBVC&ria=CSUSB&ia=SBVC&oia=CSUSB&aay=16-17&ay=16-17&dora=HDEV+BA+CD+I).

The CDD has a partnership with the University of La Verne **which now has 4 cohorts of students transferring into the CD BA program on the SBVC campus in agreement with the MOU.** Since 2015, **The ECE AS-T now articulates with Cal Poly Pomona, CSU Fullerton and CSU LA and other CSU campuses throughout the State.** All other contracts and partnerships remain the same including the Head Start Friday Program and local agency partnerships. (See efficacy report 2015)

The CD faculty chairs encourage all faculty to assess SLOs after each course is taught and all CD programs were assessed in spring 2015. The CDD programs are due for the 3-year assessment cycle in spring of 2018. **In the last 2-year cycle, the CDD updated 6 courses. All CD courses and programs are current.** In the last efficacy review, English 015 advisories to all 100 level courses. **In this last 2-year cycle, English 914 prerequisites were added to two courses to increase student success.** The CD faculty meet each semester to discuss SLOs assessments and brainstorm ideas to improve student success. **In the last 2 years, the CDD has added an annual 2-day CD all faculty retreat in Oceanside to discuss strategies for student success.**

Each spring since 2015, the CDD has held an Inclusion Conference at Valley College in B-100 for students and teachers in the community in collaboration with 5 other local community agencies.

The CDD's greatest challenge in demographics continues to be the low number of males enrolled in the program. **Since the last efficacy report the CDD hired 2 male tutors to work as role models to other students coming into the field. Male students are also hired at the campus CD Center where the CD Director is a man. At faculty meetings 2 times per year, the CD chairs intentionally shared course materials and promotional materials and videos showing males working the field in order to encourage adjunct faculty to target male students.** While this trend is typical in ECE/ CD fields dominated by females, the CDD continues to encourage males to join the CD programs at SBVC.

4. External Issues

| Not Consistent with External Issues | Complies with External Issues | Benefits From and Contributes to External Issues |
|-------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | |

(Provide update since last full efficacy review; examples include legislation, CCCCCO mandates, Perkins, CTE transition, CalWORKs, WIOA, Career Ladders, etc.)

The CDD has aligned the Certificates and Degrees to meet with CD Curriculum Alignment Project (CAP) for the ECE/CD field and 8 C-ID's at the CCCCCO. All eight C-IDs have been approved and are currently found in the CD AA Degree, the ECE AS-T Degree and the CD Teacher Certificate, Master Teacher Certificate and Site Supervisor Certificate. These courses comply with California Community Care Licensing requirements and with requirements for the Commission on Teacher Credentialing.

The CDD has 2 State contracts with which the CDD must comply. The Child Development Training Consortium (CDTC) provides stipend funds to help students reach their goals to take the necessary CD and GE courses to meet the requirements for CD Permits for the Commission on Teacher Credentialing. Each year the CDTC provides over \$12,000 in funding for SBVC CD students. The CDD must comply with all of the requirements for this program, including holding meetings, reporting, and ensuring funds are distributed to students.

The CDTC has recently created courses for Transitional Kindergarten teachers (TK) which TK teachers will need by 2018. The CDD is planning to write and offer these courses to meet the needs of the community.

A State-wide CD Permit Committee is currently working with the Commission on Teacher Credentialing to revise the CD Permit Matrix. The CD faculty at Valley College have participated in the process by completing surveys and providing input. The CDD faculty at SBVC are keeping a close watch on any changes which may be made to the CD Permit which will affect preparation for the ECE/CD field including our certificates and degrees.

The California Early Childhood Mentor Program (CECMP) is the other State contract. It provides quality improvement funds for the Valley/Crafton Mentor Program. These funds provide stipends to Master Teachers to mentor practicum/lab students at community training sites. Funds for the Valley/Crafton Mentor Program also provide monthly trainings for Director Meetings in the region. The CDD must comply with all of the requirements for this program, including holding meeting, visiting community sites, organizing directors meetings, providing trainings, and reporting.

5. Cost of this Program

| Expenditures Exceed Income | Income Covers Expenditures | Income Exceeds Expenditures |
|----------------------------|-------------------------------------|-----------------------------|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

(Provide update since last full efficacy review; examples include enrollment/FTES generated & in-kind contributions of time/resources minus salaries/equipment/supplies, etc.)

The CDD has a small budget for the CD brochures and other educational supplies needed by the Department. The CDD plans to maintain this budget and request additional funds for students to attend conferences. The CDD plans to add one-sheet certificate/ degree flyers to promote the CD programs at local high schools and in the community.

The CDD FTES were 262.10 in 2015-16, which is up slightly from 260.31 in 2014-15. Duplicated enrollment numbers were 2,254 in 2015-16 which is down slightly from 2,293 in 2014-15. The CDD has 3 full-time faculty and 11 part-time faculty. FTEF are at 16.28, which shows the need for more FT faculty. If the CDD restarts the education program or adds more courses, it will be difficult to grow without hiring more FT faculty. The WSCH per FTEF is down to 483. The CDD goal was to offer all courses to meet all certificates and degrees in a one-year period. After analysis, the CD faculty agree that course sections were added too quickly in an effort to make up lack of sections during the recession. The CDD also added new courses to keep up with current trends and for articulation to CSUSB. The CDD plans to revise the number of courses and classroom caps to improve WSCH per FTEF to be more efficient.

6. Two-Year Plan

Need Significant Changes
And/or Increased Resources
to Continue

On Track for
Next Two Years

Significant Growth
Anticipated

(Provide update since last full efficacy review; examples include recommendations, project future trends, personnel and equipment needs, etc.)

The CDD has a small budget for the CD brochures and other education supplies needed by the Department. The CDD plans to maintain this budget and **request additional funds for students to attend conferences. The CDD plans to add one-sheet certificate/ degree flyers for promoting the programs at local high schools and in the community.**

Part of the two-year plan is **to hire a full-time faculty member to update, revise and implement the education courses which have not been offered in 5 years.** There is a demand in the community and there is support at CSUSB. Without another faculty to focus on the Education component, the Education C-IDs, the student internships and community placements, the CDD does not have the time and resources to implement and offer the education program. The CDTC has created courses for Transitional Kindergarten teachers (TK) which TK teachers will need by 2018. The CDD is planning to write and offer these courses to meet the needs of the community. Hiring a full-time faculty member would help with the workload in writing, offering and maintaining these courses.

The CDD plans to offer all courses in certificates and degrees, while revising number of courses and classroom caps to adjust WSCH per FTEF. The CDD will maintain and increase community partnerships and faculty collaborations to help meet the goals for student success, employment and transfer. The CDD will assess all PLOs in spring of 2018. The CDD plans to offer courses at the local high schools. These courses would help students transition to Valley College and its CD programs.

Advising for the 8 certificates and 3 degrees, advising for the CD Permit, and writing new TK courses, maintaining community partnerships with the Child Care planning council, special needs committee, Mentor Program, CDTC, MOUs and articulation agreements are reasons to hire another full-time faculty member. Since the CDD was ranked #2 in fall 2016 Program Review, the CDD faculty are hopeful the College will hire full-time faculty from the Program Review list.

7. Progress on Previous Does Not Meets

No Progress

On Track for
Next Two Years

Significant Progress

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

N/A – There were no Previous Does Not Meets in the last Efficacy Report

Signatures:

William J. ...
Administrator

3/20/17
Date

Kathy L. Adams
Faculty

3-20-17
Date

Linda Drew, Teddy Bear Syme Child Care
Advisory Committee Member

3-20-17
Date

Career Education Program Two-Year Review

**Program Team Efficacy Report
Spring 2017**

Name of Department: Computer Science

Efficacy Team: Tolstova, Beavor, Hosford

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation: The program is encountering challenges in student success, retention rate, and transfers, which is attributed to the low enrollment in advanced courses. Additionally the program in several instances asserts that data may be misleading or unreliable, concluding that demand is increasing, though more moderately than it may appear if outliers are considered (7% rather than 20%). Another instance in which data veracity seems to be questioned is in the inclusion of CS 222 as part of the WSCH/FTEF calculations, and asserting that the way that these have been calculated has changed between the 10-11 and 12-13 years changed, resulting in changes that are in the department's words, 'absurd.'

While the program seems to feel that many of the challenges are caused by issues beyond their ability to solve without changes outside the program, they do provide several examples of student outreach over the last two years, and provide a list of shorter term goals to pursue.

Demonstrated awareness of the problems faced by the program and willingness to take a hard look at the data is laudable, but the program does not provide analysis or context even if the data issues are accounted for. Sections 1 and 4 are all but ignored. Finally, the document should be signed and dated.

1. Purpose of this Program: Meets Does Not Meet

Program asserts no changes in the last two years. However there is no description or mission statement provided.

2. Demand for this Program: Meets Does Not Meet

The demand is growing, but according to the document preparers there are statistical outliers that make the increase seem larger than they seem to feel is reasonable. Without the outliers the increase is 7% as opposed to 20%. However even if the committee accepts this caveat, there is no context for these outliers, nor is there any analysis provided. While labor market data is linked in the Two-Year plan section, it would be pertinent to discuss the data in this section.

3. Quality of this Program: Meets Does Not Meet

The program states that it offers 90% of its courses through Distributed (online) Education as well as increasing the success rate from 62% to 63%, but it is not clear which time period to which the program is referring. This data does not cleanly match with the data in the EMP, which shows a decrease in success from the 14-15 to 15-16 year (65-58%). By the program's own admission, success and completion rate are still unacceptably low due to the low enrollment in advanced courses causing cancellations. The program mentions the possibility of offering a CS AS-T, thus far unapproved due to units required exceeding maximum allowed.

4. External Issues: Meets Does Not Meet

Program asserts no changes from full review. Even if there are absolutely no changes, the program should provide an overview of what those External Issues are and how the program is complying and taking advantage of them.

5. Cost of this Program: Meets Does Not Meet

The program seems to feel that the productivity data is highly unreliable due to asserted discrepancies in how WSCH/FTEF was calculated in past years. While no data is presented for more recent years, the example does seem to merit concern. However very little to no space is spent specifically addressing the costs of the program. Having expressed concern about the data calculations, the program could provide it's analysis with the discrepancies accounted for.

6. Two-Year Plan: Meets Does Not Meet

The program asserts that it should grow based on employment and salary trends, but that low enrollment and structural issues render this unlikely. It provides some examples of activities and outreach, but none of these address the specific problems hindering program completion and creation of the proposed CS AS-T degree.

Efforts for the next two years include establishing consistent schedules, creation of Web Dev and Game Dev certificates, and continuing to push for the AS-T degree approval. However, specific details for the pursuit of these goals are not provided.

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

There were no previous Does Not Meets.

CAREER TECHNICAL EDUCATION PROGRAM TWO-YEAR REVIEW

Date: March 10, 2017

College: San Bernardino Valley College

Program: Computer Science

1. Purpose of this Program

No Changes in Purpose
in the Last Two Years

Minor Changes in Purpose
in the Last Two Years

Significantly Changed Purpose
In the Last Two Years



(Provide update since last full efficacy review; examples include description, mission, target population, etc.)

There are no significant changes to the program since the last full review.

2. Demand for this Program

Low Demand

Adequate Demand
for our Students

High Demand



(Provide update since last full efficacy review; examples include labor market data, advisory input, etc.)

The demand has increased in the two-year period since the last full evaluation. Caution is urged in considering this a trend as the program is small which could make small enrollment changes appear significant. The average duplicated enrollment during the last four of the five years reported in the full review was 183.5 with a low of 175 and high of 191 (the earliest year was excluded as an outlier). The average duplicated enrollment for the most recent four year period is 221.5 with a low of 183 and a high of 295. This is a 20% increase but again, caution is urged in expecting this trend to be sustained. If one were to exclude 2014/2015 duplicated enrollment of 295 as an outlier (it is almost triple the 2009/2010 unduplicated enrollment of 100 which was excluded as an outlier) the increase is a much more reasonable 7%.

3. Quality of this Program

Needs Significant
Improvement

Meets Student Needs

Highest Quality



(Provide update since last full efficacy review; examples include core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)

Student success in courses is one measure of program quality. There is no significant change from the full review in this regard. For the full review course retention was 80% and course success was 62%. During the comparable period for this update course retention is 82% and course success is 63%. These changes are not considered significant as with an unduplicated enrollment of 200 students this means that 2 additional students were retained and 4 additional students passed.

Program completion is another measure of program quality. There is no change since the last full review in that the program completion remains unacceptably low. In fact, no degree or certificate at all was awarded during the 2014/2015 academic year (ironically the year with a huge jump in enrollment). The program continues to suffer low completion rates because of chronically low-enrolled and cancelled advanced courses. It is indeed difficult to offer advanced classes with a

program FTES of only 28. Many students transfer without receiving a degree or certificate because the CS courses required to complete the program are not offered or cancelled.

Degrees and Certificates offered are another measure of program quality. THE CS program could be improved with an AS-T degree. The CS AS-T degree remains unapproved because the units required by SBVC Physics courses put the CS AS-T degree over the maximum allowed.

Student access is another measure of program quality. In this area the CS program has highs and lows. With 90% of courses offered through Distributed Education, access is excellent. With advanced course being cancelled, access is non-existent.

4. External Issues

| | | |
|-------------------------------------|-------------------------------------|--|
| Not Consistent with External Issues | Complies with External Issues | Benefits From and Contributes to External Issues |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

(Provide update since last full efficacy review; examples include legislation, CCCC0 mandates, Perkins, CTE transition, CalWORKs, WIOA, Career Ladders, etc.)

No changes from full review.

5. Cost of this Program

| | | |
|----------------------------|-------------------------------------|-----------------------------|
| Expenditures Exceed Income | Income Covers Expenditures | Income Exceeds Expenditures |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

(Provide update since last full efficacy review; examples include enrollment/FTES generated & in-kind contributions of time/resources minus salaries/equipment/supplies, etc.)

This is a particularly difficult area to analyze because of inconsistent data reported regarding WSCH/FTEF. The CS Department Chair has raised this issue with then Vice President of Instruction Haragwen Kinde and met with current acting Vice President of Instruction, James Smith and no acceptable solution has been found. During discussions it appears that courses such as CS 222 (Independent Study) were counted as part of WSCH/FTEF even though the Faculty Chair taught this course without load on several occasions. Clearly one would expect a very low WSCH/FTEF when a faculty member is working one-on-one with a student on an individual student project. Courses such as CS 222 should be excluded from WSCH/FTEF calculations. Further doubt about the data is the unresolved Faculty Chair's assertion those WSCH hours are under counted for Lecture/Lab courses. Almost all CS courses are lecture/lab. One final point of contention is the accounting method used. During discussions with SBCCD it was reported that inconsistent accounting methods were used for CS courses from one semester to the next. The SBCCD response was that accounting method was irrelevant which begs the question as to why there are different accounting methods if they all produce identical results.

To further underscore this point, the reader is referred to the CS 2015/2016 EMP document. In particular, compare the years 10-11 to 12-13 in the table that reports Duplicated Enrollment, FTEF, and WSCH per FTEF. This table shows that in 10-11 185 students taught by 2.44 FTEF results in 417 WSCH/FTEF. By contrast the almost identical 183 students taught by 2.38 FTEF results in 263 WSCH/FTEF. The idea that a 1% change in enrollment and a 3% change in FTEF can somehow cause a 59% change in WSCH/FTEF is absurd and precludes any meaningful analysis of the data.

6. Two-Year Plan

Need Significant Changes
And/or Increased Resources
to Continue

On Track for
Next Two Years

Significant Growth
Anticipated

(Provide update since last full efficacy review; examples include recommendations, project future trends, personnel and equipment needs, etc.)

The SBVC CS program should be poised to grow:

1. Computer Science is first on the list of high paying college majors (<https://www.glassdoor.com/blog/50-highest-paying-college-majors/>).
2. ICT is a growing area of employment in the Inland Empire (<http://www.desertcolleges.org/docs/dsn/ict/ict-in-the-ie.pdf>)

Significant growth is not expected, as there have been no changes that one would expect to produce such changes within the next two years.

The CS program is not on track because of the continued low numbers of students completing degrees and/or certificates.

The faculty and students have been working, and continue to work promoting the CS program. Examples of activities during the past two years include:

- 1) CS experience for middle school girls in cooperation with the Girl Scouts
- 2) Student club participation as part of Southern California Linux Expo
- 3) Student participation in Collegiate Cyber Defense Competition
- 4) Hosting CyberPatriot Summer Camp at SBVC
- 5) Outreach to local High School and ROP programs
- 6) Creation of a "Gamer's Guild"
- 7) Participation in campus events such as Science Day

Significant challenges remain unaddressed:

- 1) High math requirements for CS students coupled with rigorous Physics coursework. Given the low rate of SBVC students arriving "college-ready" in Math and the fact that less than one-third of students who take remedial Math ever pass a college-level Math course (<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=982#home>) it should be expected that the CS core transfer program would remain small for the foreseeable future.
- 2) Required SBVC Physics course units being much more than those recommended for AS-T degree makes approval of CS AS-T unlikely.
- 3) The obstacles to obtaining approval for new CS Certificates absent SBVC demonstrated competence in gaining ACCJC approvals for such Certificates places any improvements in this area well beyond the two-year horizon.
- 4) Administrator churn (3 different Deans since full review with no permanent Dean still) impedes efforts to facilitate offering advanced CS courses

While it is unlikely that the identified challenges will be resolved within the next two-years the following efforts are being continued and should be supplemented with grant funds:

- 1) Continue outreach efforts to recruit new students
- 2) Continue efforts to establish a consistent schedule that will permit students to complete the degrees and programs
- 3) Create Web Development and Game Development certificates in collaboration with other Departments on campus.
- 4) Continue efforts to have AS-T degree approved

7. Progress on Previous Does Not Meets

| | | | | |
|---|--------------------------|--------------------------------|--------------------------|--------------------------|
| No Progress | | On Track for Next Two Years | | Significant Progress |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| What steps are being taken to address previous deficiencies as identified on the previous full efficacy review? | | | | |
| N/A | | | | |

Signatures:



 Administrator

5/5/17

 Date



 Faculty

5/5/17

 Date



 Advisory Committee Member

5/5/2017

 Date

Career Education Program Two-Year Review

**Program Team Efficacy Report
Spring 2017**

Name of Department: Diesel

Efficacy Team: Kay Weiss, Michael Mayne, Kathy Adams

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

The department has shown strong planning for the future based on current trends. Partnerships have been developed which support placement and resource allocation.

1. Purpose of this Program: Meets Does Not Meet

The purpose has not changed, and it aligns with the college mission. The purpose is broad, yet targeted to meet specific needs of the Inland Empire.

2. Demand for this Program: Meets Does Not Meet

Labor market data reflects an increase in demand for the program. Stackable certificates are being considered to better prepare students for the workforce. The program has developed pathways to employment through its local industry partners.

3. Quality of this Program: Meets Does Not Meet

The program has high success and retention rates and demonstrates achievement of SLOs. It has established partnerships.

4. External Issues: Meets Does Not Meet

The department has evaluated trends and developed partnerships to better meet student needs. The department has sought and received financial support from outside the college.

5. Cost of this Program: Meets Does Not Meet

The program utilizes Perkins funding to supplement general funds. They also seek additional grant funding. Current funding is covering costs.

6. Two-Year Plan: Meets Does Not Meet

Working to secure ACCJC program approval. Planning is well thought out, including trends and funding to achieve goals. The department works with its advisory committee to adjust plans as needed.

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

Productivity has increased with partnerships with area high schools.

CAREER TECHNICAL EDUCATION PROGRAM TWO-YEAR REVIEW

Date: 2/21/2017

College: San Bernardino Valley College

Program: DIESEL

1. Purpose of this Program

No Changes in Purpose
in the Last Two Years

Minor Changes in Purpose
in the Last Two Years

Significantly Changed Purpose
In the Last Two Years



(Provide update since last full efficacy review; examples include description, mission, target population, etc.)

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

What is the mission statement of the program?

The Diesel Certificate is designed to prepare students for entry-level positions for the repair and maintenance of diesel engines in trucks, locomotives, heavy vehicles, and mobile heavy-duty equipment.

The Diesel Department mission supports the college mission. The college wants our diverse community of learners to succeed! SBVC provides our students a hands-on learning experience to accompany their ability to understand theory, the ability to think critically, and the capacity to apply that knowledge in a real-world setting. Our students do very well because SBVC provide our diverse student population with quality training, skills and knowledge necessary to succeed in business, industry, and their chosen professions in a multicultural society. The department has plans to increase the number of women coming into our Diesel programs by attending career day activities at area middle schools to speak to those female students and show them that women can be technicians and engineers. The department has posters, brochures, and DVD presentations that prepared to pass to many of the High Schools in the area.

How does this purpose relate to the college mission?

Students of many ethnic groups whether it be Man or Woman, young or old, may discipline themselves to achieve higher goals in life.

2. Demand for this Program

Low Demand

Adequate Demand
for our Students

High Demand



(Provide update since last full efficacy review; examples include labor market data, advisory input, etc.)

The labor market data for the Applied Technology Diesel Department comes from the State of California EDD. The information from the State of California EDD indicates the median wages of the Bus and Truck mechanic are between \$44,000.00 to \$51,000.00. The state trends for employment of the Bus and Truck mechanic shows to be a 21% increase from 2014 – 2024 (ten year period).

Advisory input - Creating Stackable Certifications

The department has created a certificate to allow students to complete with 20 units..

The request for a certificate program is a must for the industry for those whom are not needing the complete program or just updating their knowledge with newer technology. Current technology is using diesel power or alternative fuels. In Southern California, businesses are dedicated to natural gas with no hybrid available.

There are more requests for CNG and LNG propane natural gas and diesel. The Department has been approved for the Victor Valley College's (VVC) Ramp-Up (CA Career Pathways Trust) Grant to purchase the CNG engine. The Diesel department has acquired grant money in the sum of \$20,000.00 from Southern Gas to help purchase tools and equipment and \$64,000 from the VVC Ramp-up grant.

3. Quality of this Program

| | | | | |
|-------------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| Needs Significant Improvement | | Meets Student Needs | | Highest Quality |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

(Provide update since last full efficacy review; examples include core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)

Based on student evaluations and testing with objective and practical exams, students are meeting and exceeding their expectations within the core indicators. The student working effectively in group settings allows expression of knowledge, personnel and profession development as a tool for the Diesel department which is part of the core indicator.

Program SLOs The program SLO information has been very helpful in structuring the Diesel department's goal of being successful. The department has over 80% of the students meeting or exceeding the Program SLOs. The SLOs are given every semester in all sections. The use of the SLOs have directed the Diesel program to improve its training techniques and establish a better foundation of training for which the students would grasp information needed to support them in their quest for better education and job skills. The above 3 year report has been of great importance in creating a better program for the students that take the Diesel program. Ex: The department included more components within the lecture classes to identify and have more understanding of what is being taught. After lectures moving to the lab, students can now relate to where the component is located and its function of why the component was installed onto the engine or vehicle.

Partnerships The Diesel department has partnered with several Corporations which have employed our students and allowed them to continue their education. C.R. England is one of our partners that has added an Internship to their program for SBVC Diesel technicians. This internship allows the student to establish himself/herself within the company not only giving them a paying job but also insurance and the experience within the industry. Other partners that the Diesel department has partnered with are Diesel Valley Power, McLane Food Services, Penske Truck, TCI Truck. At the present time, the Diesel department is looking to partner with TEC of California and Rush Peterbilt and Swift Transportation this year, 2017. Adding these companies to the list of partners will establish the college as one of the premier facilities for hiring students within the Inland Empire

Assessment of Certificates The students that attend the Heavy/Medium Duty Diesel Technology classes are required to take 30 units of lecture and lab training to achieve the certificate offered within the department. Success rates have been between 84% and 87% for the past 3 years. The retention rates are between 95% to 91% in the same period of review. The Diesel department performed an internal survey with students that have not returned to the classroom to continue their education and the results of this internal survey confirmed the students are finding jobs. The jobs they are finding will not allow them to continue their education at this time of the survey. The department has rearranged the class schedules for the majority of the students so they may come to classes at night. Rearranging the classes have resulted in classes filling quickly for the Diesel department; EX: SP 2017 Diesel classes reach capacity with a wait list. The waiting list was a first for the Diesel program within the past 5 years. The Diesel department has posted positions to hire adjuncts so more sections could be added. SP17 the department has received an approval for one adjunct to teach over his units to add a section of a full class from Pacific High school and other College students looking to continue their career in Diesel technology. The college has an average of 6 students a year graduating over the past 6 years. The Diesel department has monitored and identified the classes needed to create another Certificate. The classes the students are taking to get a job within the industry will be a huge benefit for the department and the students that will be rewarded this 20 unit certificate. The certificate is within Curriculum since 2015 as the process moves toward final approval before the information is forwarded to the State Chancellors office.

Degree The Department also has a AS degree that has been approved by the State Chancellors office in Dec. 14, 2015, but, is being held up by the ACCJC awaiting final approval sometime in 2017. SBVC is the only public college in the San Bernardino area that offers a Diesel program in the Inland Empire Desert Region. The diesel classes at SBVC offered week days in the morning and evening to accommodate the working student's schedule. Again, by offering these courses with flexible hours work well with all students and supports industry demands. The trucking industry in the Inland Empire is expanding with the growth of logistic industry and warehouses.

Articulation The Diesel department has articulated with Oak Hills High School in Hesperia Unified School District. The high school has a Auto/Truck department that is teaching the electrical class using the curriculum from the Diesel 064 class. The students will have direction established for when they leave high school. The Diesel department in 2016 has donated an engine to another high school for which it is articulating. Pacific High School within the San Bernardino City school District. Pacific High school has sent 19 students to our Diesel engine training classes in SP17. Pacific High school was awarded grant money to purchase equipment to mirror the SBVC Diesel training. The FTES will increase with the off-site training from SBVC Diesel department. The Diesel department is now in conversations with other high schools in Rialto and Bloomington to expand its program.

Faculty Qualifications The Full time Instructor has been working within the industry for over 40 years with hands on experience. The last 20 years of the 40 years the instructor has worked with 2 major truck manufactures. The Faculty instructor has held the (Automotive Service Excellence) ASE Master Heavy Duty Truck Certificate and the ASE Master Automotive Certificate for over 35 years. The Adjunct Instructor qualifications are they must have an AS degree and 6 years within the industry. Our Adjunct Instructor has 20 years working within the Bus and Truck industry. He also has about 15+ years of instruction with Valley Power Systems/ Detroit.

Diversity Diversity is the strength of our department. The interaction with students of diverse groups enhances social development. The interactions of the groups widen the social circle and prepare students for future career success. The Diesel department feels that working within groups makes students think harder and increase their knowledge base. Diversity within the group also promotes creative thinking and enhances self-awareness. These are ideas that the department has found to be successful in helping students in their career goals.

Grants The Diesel department uses funding from the PERKINS GRANT to acquire most of the equipment within the department. The Diesel department has also applied for grant funding from Southern Gas. Southern Gas has awarded the Diesel department through the Diesel foundation \$20,000.00 December 2016. The department is always looking for grants to support the program.

Equipment The equipment that is within the diesel department is the latest technology within the industry. The Perkins grant and the Ramp up grant from Victor valley has proven beneficial for the department. The newest component the department is looking to purchase is the CNG (Compressed Natural Gas) low nox engine from Cummins-Wesport. The engine is the latest in technology that is supported by the EPA. The funding for this engine we are hoping will come from the Victor Valley ramp-up grant. We are waiting for approval now. Volvo /Mack the OEM (Original Equipment Manufacturer) truck manufacture has donated a \$30,000.00 and a \$8,000.00 transmission to the Diesel department to support the students whom will complete the Diesel program. TEC of California whom is going to partner with SBVC Diesel next month is building the largest facility in Fontana for truck repair and will be completed by July 2017. SBVC is the #1 facility that the company will be looking at for technicians to employ.

4. External Issues

Not Consistent with External Issues

Complies with External Issues

Benefits From and Contributes to External Issues

(Provide update since last full efficacy review; examples include legislation, CCCC mandates, Perkins, CTE transition, CalWORKs, WIOA, Career Ladders, etc.)

Challenges & Opportunities: The challenges of the program are to improve the success and retention rate and develop new courses to meet renewable energy programs that will align with other colleges within the area.

Newer teaching modules and tools are needed to keep up with the new standards for trucks. The Diesel department has developed a new alternative class which will be part of the 20 unit certificate that is needed to strengthen the diesel program. The department as of 2/7/2017 has been approved to purchase the new ISM9 Cummins low NOX CNG engine for the training of the class in Lab. The department is working toward a start date of Fall 2018. Also the department has received as a donation from Volvo Mack Truck a \$30,000.00 engine and \$8000.00 transmission to strengthen the engine program with newer technology within the industry. Volvo/Mack also gave the department access to the online diagnostic and curriculum from the truck manufacture to used within our facility. The value of the access to the Volvo / Mack web site is about \$3,500.00. Volvo Mack is also in discussion about donation of newer trucks to use in the lab training also. The department has send out letters to other manufactures expressing interest in teaching their product at SBVC Diesel.

5. Cost of this Program

Expenditures Exceed Income Income Covers Expenditures Income Exceeds Expenditures

(Provide update since last full efficacy review; examples include enrollment/FTES generated & in-kind contributions of time/resources minus salaries/equipment/supplies, etc.)

The support the Diesel Department is getting from its advisory committee and worldwide manufacturers is outstanding. The Perkins funding this year was low at \$8000.00. The Perkins funding will run out soon and the diesel department is looking for other avenues of support. Penske, C.R. England TCI and others are working toward making our department successful within the inland empire. C.R. England is in discussion with our department with truck donations also. C.R.England, TEC of California and Penske are in discussion and planning of being endowed with the Diesel foundation so students may apply for scholarship funds. The Diesel program has just been approved for \$66000.00 from the Victor Valley ramp up grant to address tooling and training components for the Diesel 034 Alternative class and new certificate. Also the Diesel department applied for a grant from Southern Gas for \$20000.00 to put toward tooling and other components needed for the Alternative and hybrid classes partnering with the body shop.

6. Two-Year Plan

Need Significant Changes And/or Increased Resources to Continue On Track for Next Two Years Significant Growth Anticipated

(Provide update since last full efficacy review; examples include recommendations, project future trends, personnel and equipment needs, etc.)

Department Goals: Expand customized not-for-credit training for incumbent workers. Encourage students to achieve newly created AS degree as soon as its approved by the ACCJC. Broaden the Industry Advisory Board membership pool. Update training equipment to teach CNG (Compressed Natural Gas) which will be included in the 2014-16 GHG14 emission standards for Diesel program. The Diesel department is applying for grants to help purchase CNG equipment and training modules to extend the knowledge for the students when applying for jobs not only in the Inland Empire but anywhere in the US. The department is working toward getting the AS Degrees final approval by the ACCJC. The AS Degree is approved by the State Chancellors department December 14, 2015. The addition of the new partners like C.R England Penske and TEC of California the advisory board members has major corporations within the industry supporting SBVC Diesel department. The department is in contact with truck manufactures to support the advisory board but to also equip our department with newer vehicle for training.

Advisory input The department is adding certifications to allow students to complete with 20 units. The department has monitored 241 students for this reason and has identified 5 to equal 20 units. The 20 units will allow students to leave with a certificate. In Southern California businesses are dedicated to natural gas with no hybrid available. The future in school buses is only CNG and LNG propane

The information for Program Awards of the 12 colleges within the same top code was acquired from the CCCCC (California Community Chancellors Office). There are 12 colleges with the same top code of 94700 that give certificated with 30 units or more. The comparison number of certificates shows that SBVC graduates are in the middle of the list for the 2014 – 15 year.

The Diesel departments FTEF and the WSCH as compared to the other departments in the Applied Tech department are:

| | FTEF | WSCH | 14 -15 | FTEF | WSCH | per 14-15 | cap students |
|----------------|-------|------|--------|-------|------|-----------|--------------|
| Aero - | 5.98 | 323 | | 5.84 | 319 | | 25 |
| Auto - | 8.39 | 446 | | 8.32 | 382 | | 25 |
| Auto Collision | 11.39 | 360 | | 11.12 | 279 | | 25 |
| Culinary | 5.25 | 375 | | 4.85 | 385 | | 20 |
| Diesel | 4.63 | 231 | | 4.29 | 239 | | 15 |
| Elect | 10.46 | 338 | | 11.28 | 284 | | 20 |
| Machine Tech | 3.10 | 255 | | 2.26 | 316 | | 30 |
| Welding | 7.82 | 201 | | 7.06 | 210 | | 24 |

The Diesel department has limited space within the transportation building that allows a cap of 15 students within the classrooms. The classroom area will be addressed within 2 to 3 years as per the information the department of planning, when the new building is completed on college campus for CTE.

Signatures:



 Administrator

3/21/2017

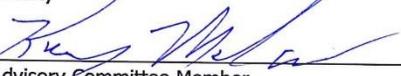
 Date



 Faculty

3/21/2017

 Date



 Advisory Committee Member

3/21/2017

 Date

Career Education Program Two-Year Review

**Program Team Efficacy Report
Spring 2017**

Name of Department: Geography/GIS

Efficacy Team: P. Ferri-Milligan, N. Sogomonian

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

The GIS certificate is “designed to provide the skills and knowledge necessary for immediate entry-level employment for persons interested in Geographic Information Systems (GIS) and automated mapping technology.” The quality of the program is evidenced by its success and retention rates, and has made improvements-- nearly all of the GIS courses have been approved for DE delivery, GIS faculty are recruited who work in the industry to provide students with current and accurate curriculum, Perkins funds have been used to purchase equipment, and links are being made with area employers.

Per the EMP data, enrollment for this program is declining. The program is addressing its challenges in a number of ways--increasing DE courses, adjusting the sequence of courses to shorten certificate completion time, increasing recruitment, making links with employers and colleges/universities, improving student success through support services, maintaining program resources.

The report presents data from the Riverside-San Bernardino-Ontario MSA labor market information Centers of Excellence. The team questions whether the projected employment opportunities illustrate that this is a needed program in the Inland Empire. Do the projected employment opportunities illustrate that this is a needed program in the Inland Empire? The program needs to analyze this issue further. Include information regarding other colleges in the area—if they offer the program—and if there is a high demand for the program considering those findings. More analysis of declining FTES also needs to be presented.

1. Purpose of this Program: Meets Does Not Meet

The GIS certificate is “designed to provide the skills and knowledge necessary for immediate entry-level employment for persons interested in Geographic Information Systems (GIS) and automated mapping technology.” The certificate also provides a foundation for future studies. The description, mission, and target populations remain the same. The program cites few changes since the 2015 efficacy review. However, most of the GIS courses were recently approved for distributed education, which the program identifies as possibly having an impact on its demographics—increasing the percentage of

female enrollment to reflect college, regional, and industry demographics. Although the program recognizes the lower female population, other than providing the courses online, it has no other strategy to address this specific population. The program does not address, however, how it will promote the new hybrid/online format to that population.

2. Demand for this Program: Meets Does Not Meet

The program presents data from the Riverside-San Bernardino-Ontario MSA labor market information Centers of Excellence that forecast a five-year increase from 1,073 to 1,135 employment opportunities from 2015-20 (with annual openings totaling 30 positions) and ten-year increase from 1,073 to 1,169 (with annual openings totaling 27 positions). It is also stated that the program's advisory committee anticipates an increase in hiring as current employees retire. The program acknowledges a declining enrollment since 2012-13, but addresses plans to use Perkin grant funding to recruitment. It also cites furthering relationships with employers as being expanded but does not give specifics. And it cites the "addition of DE, daytime, and evening options" as possibly increasing student enrollment.

Do the projected employment opportunities illustrate that this is a needed program in the Inland Empire? The program needs to analyze this issue further. Include information regarding other colleges in the area—if they offer the program—and if there is a high demand for the program considering those findings. More analysis of declining FTES also needs to be presented.

3. Quality of this Program: Meets Does Not Meet

The program address both student success (which is consistently above 70%) and student retention (which is consistently above 86%) as evidence of the program's quality. The program cites a number of other ways it has improved the quality of services. Nearly all of the GIS courses have been approved for DE delivery. A TOPS code issue has been remedied that will accurately identify the number of certificates earned. GIS faculty are recruited who work in the industry to provide students with current and accurate curriculum. Perkins funds have been used to purchase equipment, and links are being made with area employers (although specific links are not identified by the program).

4. External Issues: Meets Does Not Meet

The report states that the "complies with external issues, including labor market demand" and "grant strictures." It coordinates with ESRI to ensure program curriculum is current to the market needs. It cites ESRI's certification process as being "adopted throughout the

industry in the coming years.” The program’s faculty work in the industry, attributing to its ability to comply with external issues.

5. Cost of this Program: Meets Does Not Meet

The report states that the program is “highly inefficient and endeavors to increase FTES, duplicated enrollment, and WSCH/FTES” by increasing DE courses, adjusting the sequence of courses to shorten certificate completion time, increase recruitment, making links with employers and colleges/universities, improving student success through support services, maintaining program resources.

6. Two-Year Plan: Meets Does Not Meet

The program has identified plans for improvement throughout the document. It reiterates those plans here: recruitment, links to transferring institutions, course sequencing for shorter certificate completion time, longitudinal tracking of students through development of a survey instrument, and as a long term goal, hire a full-time faculty member.

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

There were no “does not meets” in the spring 2015 full efficacy review.

CAREER TECHNICAL EDUCATION PROGRAM TWO-YEAR REVIEW

Date: Tuesday, 21 March 2017

College: San Bernardino Valley College

Program: Geographic Information Systems (GIS)

1. Purpose of this Program

No Changes in Purpose
in the Last Two Years

Minor Changes in Purpose
in the Last Two Years

Significantly Changed Purpose
In the Last Two Years

(Provide update since last full efficacy review; examples include description, mission, target population, etc.)

The GIS Program has not changed significantly since 2015. The description, mission, and target populations remain essentially the same, although recent distributed education (DE) approval for most GIS courses (since 2016) may increase the overall student population, including those who successfully complete the certificate. In addition, the program demographics may change with an increasing online and hybrid student population (e.g. The department reported only 39 percent female enrollment in 2015. This department endeavors to increase this percentage to better reflect college, regional, and industry demographics).

The GIS Certificate was significantly updated by the time the most recent full efficacy review was written in spring 2015. Significant updates included increasing the required number of units to 19, as well as modifying existing courses, adding courses, and deleting a course. The department is in the final stages of gaining State Chancellor's Office approval for the GIS Certificate.

Curricular changes within the last two years have included distributed education (DE) approval for most GIS courses. This will allow students to complete the GIS Certificate online or in a hybrid format, as well as in the current face-to-face format.

The program description remains the same: *The GIS Certificate is designed to provide the skills and knowledge necessary for immediate entry-level employment for persons interested in Geographic Information Systems (GIS) and automated mapping technology.*

The GIS Certificate provides a foundation for transfer to four year and graduate education within the fields of GIS, Geography, Remote Sensing, Environmental and Earth Sciences.

To summarize, the department will redouble its efforts to prepare students for entry-level GIS technician and analytical employment, as well as transfer to four-year undergraduate and (ultimately) graduate programs.

2. Demand for this Program

Low Demand

Adequate Demand
for our Students

High Demand

(Provide update since last full efficacy review; examples include labor market data, advisory input, etc.)

According to current Riverside-San Bernardino-Ontario MSA labor market information from the Centers of Excellence (COE), the 2015-20 GIS jobs forecast is a five-year increase from 1,073 to 1,135 with annual openings totaling 30 GIS positions. The ten-year (2015-25) GIS jobs forecast is an increase from 1,073 to 1,169 with annual openings totaling 27 GIS positions. Within the same COE report, the Bureau of Labor Statistics finds that approximately 37 percent of incumbent GIS workers have a degree, certificate, or similar skill set that can be earned at a two-year community college.

4. External Issues

Not Consistent with External Issues

Complies with External Issues

Benefits From and Contributes to External Issues

(Provide update since last full efficacy review; examples include legislation, CCCCCO mandates, Perkins, CTE transition, CalWORKs, WIOA, Career Ladders, etc.)

The GIS Certificate Program complies with external issues, including labor market demand (30 annual openings in the Riverside-San Bernardino-Ontario MSA forecast from 2015 through 2020, for example), needs of area employers (based on GIS faculty industry acumen and input from the industry advisory committee), and grant strictures (including current Perkins and former CTE Enhancement Grants).

The department is coordinating closely with ESRI, a major GIS employer and manufacturer of industry-standard GIS software. ESRI has created a multi-step GIS certification process and is in consultation with our department to ensure that the GIS curriculum will adequately prepare students for successful certification. It is widely anticipated that the ESRI GIS certification process will be adopted throughout the industry in the coming years. Our GIS students will benefit greatly from this partnership and will be well prepared for the GIS job market.

The program must redouble its marketing efforts, DE course offerings, and relationships with area employers and transfer institutions. This has the potential to resurrect FTES, duplicated enrollment, earned certificates, and successful placement of students within GIS-related careers within the Riverside-San Bernardino-Ontario MSA.

5. Cost of this Program

Expenditures Exceed Income

Income Covers Expenditures

Income Exceeds Expenditures

(Provide update since last full efficacy review; examples include enrollment/FTES generated & in-kind contributions of time/resources minus salaries/equipment/supplies, etc.)

According to the 2015-16 GIS EMP document, the FTES, duplicated enrollment, and WSCH/FTES (efficiency) from 2012-13 through 2015-16 is as follows:

| Year | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|------------------------------|---------|---------|---------|---------|
| FTES | 26.34 | 17.86 | 15.36 | 12.03 |
| Duplicated Enrollment | 187 | 134 | 101 | 81 |
| WSCH/FTES | 405 | 241 | 278 | 154 |

The GIS Program remains highly inefficient and endeavors to increase FTES, duplicated enrollment, and WSCH/FTES through the following means: increasing the DE (online and hybrid) schedule, revising the sequencing of courses such that students can complete the degree in two to three semesters, continue offering daytime and evening face-to-face courses, increase marketing on and off campus, redoubling connections with area employers and transfer institutions, supporting students with high quality SI and tutorial services, and maintaining instructional supplies and equipment to best serve student, faculty, and employer needs.

6. Two-Year Plan

Need Significant Changes And/or Increased Resources to Continue

On Track for Next Two Years

Significant Growth Anticipated

(Provide update since last full efficacy review; examples include recommendations, project future trends, personnel and equipment needs, etc.)

At this time, the overarching goals of the GIS Program are to increase student enrollment, efficiency, number of certificates earned, job placement, and transfer to four-year programs. To this end, grant funding is being used to enhance marketing efforts, additional DE sections are being offered, course sequencing is being streamlined, and relationships with area employers and four-year transfer institutions are being expanded. Historically, it has been difficult to longitudinally track students after they have completed GIS courses and/or earned the GIS Certificate. Efforts to improve contact with and develop survey instruments for students who successfully complete courses and certificates are underway. An accurate count of students who have successfully gained employment and/or transferred to four-year degree programs will greatly benefit the GIS Program. Although FTEF has fluctuated just above or below two faculty from 2012-13 through 2015-16, there is no immediate need to hire a full-time faculty member. However, this is a longer-term goal that will add stability and enhance the stature of the GIS Program.

7. Progress on Previous Does Not Meets

No Progress

On Track for
Next Two Years

Significant Progress



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

There were no "Does Not Meet" deficiencies identified within the spring 2015 full efficacy review team report. Nonetheless, the GIS Program is aware that it must redouble its student recruitment and certificate attainment efforts. Longitudinal, post-graduation monitoring and reporting on students must be dramatically improved. The labor market data supports program expansion, and various means are currently in place to achieve this.

Signatures:

Susan Bangasser (Dr. Susan Bangasser, Dean)
Administrator

3/21/17
Date

Todd Heibel (Todd Heibel, Faculty Chair)
Faculty

21 MAR 2017
Date

Jennifer Bjerke (Prof. Jennifer Bjerke, Geography)
Advisory Committee Member

3/21/17
Date

Career Education Program Two-Year Review

Program Team Efficacy Report Spring 2017

Name of Department: **Graphic Design**

Efficacy Team: **Kenny Melancon, Stacy Meyer, and Todd Heibel**

Overall Recommendation: **Continuation**

Continuation Conditional Probation

Rationale for Overall Recommendation: The Graphic Design Program provides several options for students, including direct entry into the workforce and transfer to a four-year university. It is clear that the program engages in self-reflection and is cognizant of future directions within the graphic design industry. The program has a clearly-defined and funded multi-year plan. The primary recommendation to be addressed within future efficacy documents is to request that graphic design, multimedia, and general art student data (e.g. enrollment, FTES, degree and certificate awards, etc.) be separated to facilitate more specific analyses. It is obvious that this program has crafted a thorough, compelling narrative that appears to serve its students.

1. Purpose of this Program: Meets Does Not Meet

The program provides a thorough, detailed purpose statement that includes a description, mission, and target population. The multi-faceted program meets a variety of student needs, including career and transfer preparation. This is a superlative introductory narrative and sets the tone for the remainder of the document.

2. Demand for this Program: Meets Does Not Meet

Through a variety of data sources (e.g. US Department of Labor and California EDD), there is ample evidence that employer demand across a variety of geographies (e.g. federal, state, and local) remains strong. The demand includes a diversity of sub-disciplines within graphic design, including animators, web developers, and multi-media artists. While a good description and function of the industry advisory committee is provided, there is no explicit linkage with program demand.

3. Quality of this Program: Meets Does Not Meet

The program meticulously enumerates that it is operating at a sufficiently high quality. The majority of core indicators, including partnerships, curricular modifications, faculty qualifications, and student outcomes are overwhelmingly positive. Curriculum linkage with the state C-ID program, as well as partnerships and internships, directly benefit students within this program. For future full efficacy documents, the program can coordinate with the Office of Research, Planning, and Institutional Effectiveness to appropriately analyze Graphic Design student data (and separate it from the larger Art student population). It is also recommended that the program provide information to address decreases in student enrollment.

4. External Issues: Meets Does Not Meet

The program provides a discussion of Perkins grant activities and suggests how changing trends within the industry will necessitate ongoing evolution of course- and program-level curriculum. However, there were external issues identified in previous sections (e.g. purpose, demand, and quality) that could better inform this narrative. Nonetheless, the narrative meets the letter and spirit of this section.

5. Cost of this Program: Meets Does Not Meet

Although there is no discussion on the relationship between efficiency (WSCH/FTES) and cost, the program provides evidence that costs are being addressed through institutionalized funding (e.g. computers and software licenses) and grant funding (e.g. equipment and workshops). Previous sections have enumerated steps being taken to expand beyond Perkins funding (e.g. Here to Career and Strong Workforce grant funding).

6. Two-Year Plan: Meets Does Not Meet

The program provides clear linkages among advisory committee and industry feedback, faculty input, and course- and program-level curriculum development. A specific roadmap and timeline are provided that clearly demonstrate that the program has a multi-year plan. In addition, the program identifies how these plans will be funded and implemented.

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

There were no “does not meet” ratings given within the most recent full efficacy team report.

CAREER TECHNICAL EDUCATION PROGRAM TWO-YEAR REVIEW

Date: March 5, 2017

College: San Bernardino Valley College

Program: Graphic Design/Multimedia/Web Design

1. Purpose of this Program

No Changes in Purpose
in the Last Two Years

Minor Changes in Purpose
in the Last Two Years

Significantly Changed Purpose
In the Last Two Years

(Provide update since last full efficacy review; examples include description, mission, target population, etc.)

The Graphic Design and Web/Multimedia programs prepare students for employment opportunities in the rapidly changing, computer-driven, graphic design and multimedia industries. These design fields use specialized software combined with creativity, design, and problem solving skills to create visual communications.

The Graphic Design Certificate program consists of courses that teach the conceptual and technical skills needed to work on print publications such as brochures, magazines, newspapers, collateral materials, and logo design. The Web and Multimedia Design Certificate courses teach skills needed for web page and multimedia design. The Associate Degree in Graphic Design offers courses to prepare students for employment and transfer to four-year institutions in Graphic Design, Multimedia and Web Design and related fields.

The mission of the Graphic Design and Web/Multimedia programs is to provide quality design and technical education to a diverse group of students to insure they are prepared for entry-level employment and/or transfer to a baccalaureate degree-granting institution.

The target population is varied; day and evening students, students seeking to become graphic/multimedia designers, students seeking to train in careers in the graphic design and multimedia related industries and graphic design and production professionals who wish to update their professional skills.

The Graphic Design and Web/Multimedia Design certificates are intended to attract students who may not be interested in a two- or four-year degree and for those with previous college and life experience. However, the certificates may also serve as a pathway for those students who have been less successful in high school or other college endeavors and because of their interest in art and their success in programs decide to then pursue a two-year degree or transfer to a four-year institution.

The Graphic Design Associate Degree serves students who have an interest in design, but may choose for economic reasons or because they are not yet prepared or confident enough to apply to a four-year institution. Some of our students have well developed computer skills and are maturing in their design skills; but they need developmental work in reading, writing, and mathematics in order to be accepted into a baccalaureate program. The degree is an excellent choice for these students because they receive college credits for their art courses while they progress in their academic classes. The associate degree program also has a good mix of courses for students who plan to enter the workplace rather than transfer after graduation. General education courses, art foundation classes, in conjunction with design and technical software courses, provide students with a rounded background, which is essential for a graphic designer. The students in the Graphic Design and Web/Multimedia Design programs reflect the diverse population of students attending San Bernardino Valley College.

2. Demand for this Program

Low Demand

Adequate Demand
for our Students

High Demand

(Provide update since last full efficacy review; examples include labor market data, advisory input, etc.)

Labor market data for the Graphic Design and Web and Multimedia programs comes from three sources, the U.S. Bureau of Labor Statistics, the Desert Region report, and the State of California EDD.

Data gathered from the US Bureau of Labor Statistics website indicates from 2012-2022 there is a projected growth rate of 7% for graphic designers, 6% for multimedia artists and animators, and 20% for web developers.

The Information & Communications Technologies (ICT) and Digital Media Inland Empire/Desert Region September 2016 report indicates there will be a 3.4% growth rate for graphic designers in this region.

A report from the State of California EDD estimates that from 2012-2022 there will be 19.6% projected growth (from 1,990 to 2,380) in the number of graphic designers needed in the Inland Empire and 23.1% projected growth (from 130 to 160) for Multimedia Artists and Animators during the same period.

The Graphic Design and Multimedia/Web Design Advisory Committee meets yearly to review and provide input to trends in local, regional, and national job markets, changes in current career fields and newly developing fields with the design industry, basic skills required for entry-level positions, and changes in technology and software programs used in the industry. The Advisory Committee is comprised of 20 individuals from the business and education sectors.

3. Quality of this Program

Needs Significant
Improvement

Meets Student Needs

Highest Quality

(Provide update since last full efficacy review; examples include core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)

The core indicators for the program are (1) Technical Skill Attainment; (2) Completions; (3) Persistence and Transfer; (4) Placement; (5a) Equity: Non-traditional participation; and (5b) Equity: Non-traditional completion. The program is above the state negotiated level in every core indicator but number 4, Placement.

To address the question of how an entry-level graduate might navigate entry into the design profession and the deficit in core indicator Placement, the department is offering two Career and Discovery panel discussions in March and six career-oriented workshops in April. The Career and Discovery panel discussions and the workshops are designed to assist students in exploring their design career paths, their career options, understanding the soft skills necessary in the profession, making connections with industry professionals and four-year institutions, and to develop their portfolios.

Although the current program is strong, we need to adjust program requirements to reflect changes in the industry. Curriculum changes since the last full efficacy review include modifications in course content to Art 148, Beginning Computer Graphics. The changes were made to align to a C-ID descriptor. On the advice of our Advisory Committee, Bus Ad 100 was added as an elective to the certificates and degrees. Funding from the Strong Workforce Program grant will allow the department to further update the curriculum to strengthen the

program.

An additional factor in the quality of the program is the strength of the faculty who teach in the program. The adjunct faculty and the one full-time faculty member have taught in the program over 10 years. Mandi Batalo, the full-time faculty member, leads the graphic design and multimedia programs. She has an EdD with a certificate of concentration in media studies, 31 years teaching experience, and 37 years design and photography experience. Karlie Kawa has a BFA and over 25 years of design work and 20 years teaching experience. Jon Kawa has a BFA and has been a graphic designer for over 30 years, and has over 20 years teaching experience. John Butterfield has a BA degree in both Communications and Graphic Design and is completing his Master of Fine Arts at Azusa Pacific University. He has over 45 years of graphic design and related industry experiences. Ronald Bourbeau has a BA degree and has over 10 years of industry experience. The stability and involvement of the faculty in both teaching and the industry adds to the quality of the program.

There are articulation agreements with two area high schools and two faculty members serve on the Advisory Board for the Colton/Redlands/Yucaipa ROP. Mandi Batalo serves on the Advisory Board for the CSUSB Marketing Department. The classes in the programs are transferrable to the CSU and UC systems.

The programs use state-of-the-art equipment and software in the computer labs and in the small photography studio. The photography studio equipment and the two 3D printers were purchased with grant money.

Design students participate in design projects throughout the campus, for example the Inland Empire Media Academy posters, announcement postcards for the Gresham Art Gallery, posters and brochures for the High School Counselors Conference, and other campus events. Students in the program also intern with the on-campus marketing department and the College Foundation office.

It is difficult to separate the FTES, success, and retention rates of the art students from the graphic design and multimedia students. The FTES for 2015-2016 were 302.98, the success rate was 76%, and retention rate was 90%. Twenty-two degrees were awarded in 2015-2016 (again, it is difficult to separate AA degree in Art and AA degree in Graphic Design) and 6 Certificates were awarded in 2015-2016. Our goal is to award 9 certificates by 2018-2019. This is the number of certificates awarded in 2012-2013, before there was a decline in campus enrollments.

4. External Issues

Not Consistent with
External Issues

Complies with External Issues

Benefits From and Contributes
to External Issues

(Provide update since last full efficacy review; examples include legislation, CCCC mandates, Perkins, CTE transition, CalWORKs, WIOA, Career Ladders, etc.)

External issues in the design industry are driven by business and marketing and this is constantly changing. Creative jobs will become even more essential to businesses and this may shift the responsibilities of graphic designers and web and multimedia designers to learning more about creative strategy and the language of business. Entrepreneurship and freelancing will also become a larger external issue as more designers begin working for themselves as software, social media, online portfolio websites and online learning opportunities become more available.

The programs participate in Perkins funding and as of this year Strong Workforce Program and Here to Career grant. We have complied with Perkins requirements and reporting and will do so with the additional grants.

5. Cost of this Program

| | | | | | |
|----------------------------|--------------------------|----------------------------|-------------------------------------|-----------------------------|--------------------------|
| Expenditures Exceed Income | | Income Covers Expenditures | <input checked="" type="checkbox"/> | Income Exceeds Expenditures | |
| <input type="checkbox"/> | <input type="checkbox"/> | | | | <input type="checkbox"/> |

(Provide update since last full efficacy review; examples include enrollment/FTES generated & in-kind contributions of time/resources minus salaries/equipment/supplies, etc.)

Students have access to two 30-station Macintosh computer labs during classes. The computer equipment is on the college rotation plan and industry standard Adobe software used in the classes is part of a college-wide license with Adobe. Peripheral equipment such as printers and flat bed scanners has been purchased through Perkins funding. Perkins funding also provided the funding to support the development and marketing of the Career Discover panel discussions and workshops. Additional grants the programs are involved with are Here to Career and Strong Workforce Program grants.

6. Two-Year Plan

| | | | | | |
|---|--------------------------|-----------------------------|-------------------------------------|--------------------------------|--------------------------|
| Need Significant Changes And/or Increased Resources to Continue | | On Track for Next Two Years | <input checked="" type="checkbox"/> | Significant Growth Anticipated | |
| <input type="checkbox"/> | <input type="checkbox"/> | | | | <input type="checkbox"/> |

(Provide update since last full efficacy review; examples include recommendations, project future trends, personnel and equipment needs, etc.)

The success of our program is dependent on change. In analyzing our program and following the guidance of our Advisory Committee, the faculty’s professional knowledge of the necessary career-building skills, and to meet the needs of career and transfer students our plans for the coming years are to:

- Revise the Graphic Design Certificate Degree Program to reflect current and future skills needed to be successful in the design industry.
- Revise the Multimedia and Web Design Certificate to reflect the changes in new media and technology, including mobile media design.
- Explore ways to integrated 3D printing into the existing curriculum or develop a new certificate program in 3D printing.
- The three bullet points above will use funding from the Strong Workforce Program grant to hire outside experts to help with the curriculum revisions.
- Explore the feasibility of developing a certificate for to meet the needs of community members in jobs that require design skills but are not traditional design positions.
- Continue with career events for the students.

The Graphic Design and Multimedia programs is receiving funding from the Strong Workforce Program grant to design a new curriculum that includes 3D printing and mobile design. The implementation timeline for this is:

- Year 1 – Research and development
- Year 2 – Continued development and approval process of the curriculum (Consortium and College)
- Year 3 – Implementation and professional development for faculty

7. Progress on Previous Does Not Meets

| | | | | | |
|--------------------------|--------------------------|-----------------------------|-------------------------------------|----------------------|--------------------------|
| No Progress | | On Track for Next Two Years | <input checked="" type="checkbox"/> | Significant Progress | |
| <input type="checkbox"/> | <input type="checkbox"/> | | | | <input type="checkbox"/> |

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

No “Does Not Meet” deficiencies were identified in 2015 full efficacy review.

Signatures:



Administrator

3-8-17

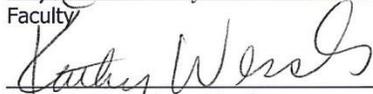
Date



Faculty

3-20-17

Date



Advisory Committee Member

3-07-17

Date

Career Education Program Two-Year Review

Program Team Efficacy Report Spring 2017

Name of Department: Pharmacy Technology Program

Efficacy Team: Paula Ferri-Milligan, Robert Jenkins, Joel Lamore

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

The program addresses its mission and the need for pharmacy technicians in Riverside-San Bernardino-Ontario—showing that the program will provide much needed job opportunities for the surrounding area residents. However, there are areas that need to be clarified, which are particularly important since the program is somewhat in flux due to mandated curricular changes. It does not provide an analysis of the anticipated consequences of the new curriculum. It could address how recruitment will take place in order to bring the program back up to its full capacity. The program does not address any other external issues that might impact the program's success. Accreditation should be discussed and viewed as a major external issue. Some areas of planning require further explanation, including lecture/lab spacing issues. The program does not address its previous meets. The previous efficacy report noted issues with productivity and WSCH—which are concerns. The SLO/PLO issues are still not addressed as noted in the previous team report.

1. Purpose of this Program: Meets Does Not Meet

The program purpose is specifically addressed in its mission. It states that the program “equip[s] students with the necessary practical skills and theoretical knowledge to be successful in an entry level position as a pharmacy technician.” The program also goes on to address the specific ways that it does so—providing students with their California State Board License and preparing them to take the Pharmacy Technician Certification Exam.

2. Demand for this Program: Meets Does Not Meet

The program addresses the need for pharmacy technicians in Riverside-San Bernardino-Ontario. The program cites the EMSI Class of Worker 2017 report that estimates a 15% increase in need pharmacy technicians between 2015-2020, stating that nearly 640 job opportunities will be available by 2020 in the surrounding areas. It also shows the

increasing need for the career by citing job announcements—658 ads for 2015 as compared to 368 for 2014.

3. Quality of this Program: Meets Does Not Meet

The program addresses quality in terms of the enrollment, student success, and student retention. It explains that there was a decrease in enrollment due to changes that needed to be made in curriculum according to ASHP accreditation standards. It shows a 2015-16 success rate of 90% and retention rate of 99%. It also sites external partnerships as strengthening the program through internships. And it suggests that future partnerships are being sought.

The program completes a cursory look at the quality of the program. It does not provide an analysis of the anticipated consequences of the new curriculum.

The program states that it “anticipate[s] increased FTES for the 2017-2018 school year.” It could address how recruitment will take place in order to bring the program back up to its full capacity. The program does not address the number of degrees it has awarded. It might also discuss the faculty qualifications as well.

4. External Issues: Meets Does Not Meet

Funding is an issue. It is using Perkin’s funds to assemble the lab, and it will apply for Strong Workforce funds for fall 2018. The program also does not have a full-time faculty member for the program and sites this as an issue. It has requested a full-time faculty member through the 2016 needs assessment process. With a program that is experiencing a number of major changes, there needs to be some analysis of how the program will move forward—particularly since it is relying on a full-time faculty position that has not been created. However, the team acknowledges that mandated curricular changes and attendant work is required, so relying on a full-time faculty member that is not hired yet is unfortunate but unavoidable.

The program does not address any other external issues that might impact the program’s success. Since this is a technical area, external issues that impact the program should be identified and addressed. Accreditation should be discussed and viewed as a major external issue.

5. Cost of this Program: Meets Does Not Meet

The program sites the lack of a full-time faculty member, yet it states that “income covers expenditures.” It also states that grant money was used to purchase lab equipment, and that FTES far exceeds the program cost. The program provides a cursory explanation of program costs.

6. Two-Year Plan: Meets Does Not Meet

A two-year plan is presented that covers both programmatic issues and funding sources—securing funding, performing an inventory of equipment and supplies during the first year and increasing enrollment, collecting data for program assessment, hiring a full-time coordinator, etc. The program plans to increase student retention, yet it has stated that retention is already at 90%, so some explanation of this goal is warranted. Some areas of planning require further explanation, including lecture/lab spacing issues.

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

The program does not address its previous does not meet. The previous efficacy report noted issues with productivity and WSCH—which are concerns. The SLO/PLO issues are not addressed.

CAREER TECHNICAL EDUCATION PROGRAM TWO-YEAR REVIEW

Date: 03-20-17

College: San Bernardino Valley College

Program: Pharmacy Technology Program

| | | | | |
|--|--------------------------|---|--------------------------|--|
| 1. Purpose of this Program | | | | |
| No Changes in Purpose in the Last Two Years | | Minor Changes in Purpose in the Last Two Years | | Significantly Changed Purpose In the Last Two Years |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mission: | | | | |
| The mission of the pharmacy technology program is to equip students with the necessary practical skills and theoretical knowledge to be successful in an entry level position as a pharmacy technician. Students will receive their California State Board License. In addition, the program will prepare the graduate to sit for the Pharmacy Technician Certification Examination. The pharmacy technician program was designed in accordance with the standards of the American Society of Health-System Pharmacists (ASHP) and the Accreditation Council for Pharmacy Education (ACPE) | | | | |
| Description: | | | | |
| The Pharmacy Technician Program at San Bernardino Valley College strives to provide quality instruction and hands-on training that prepares students for a successful career as a pharmacy technician in a variety of health-care environments. While enrolled in the program students have the option of earning a certificate which will qualify them for licensure through the state of California and prepare them for the Pharmacy Technician Certification Exam (PTCB) or they can continue their education and earn an Associate Degree in Pharmacy Technology. | | | | |
| The average student's age for the Pharmacy Technology Program is 19years of age, due to the legal requirements by the California State Board Requirements. | | | | |
| The program tends to attract a hire number of females and minorities. | | | | |
| 2. Demand for this Program | | | | |
| Low Demand | | Adequate Demand for our Students | | High Demand |
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In the Riverside-San Bernardino-Ontario MSA, pharmacy technicians are expected to increase employment by 15% between 2015 and 2020, growing employment in this occupation almost twice as fast as the state overall. Nearly 640 pharmacy technician opportunities will be available by 2020 due to new job growth and replacement need (e.g. retirements); around 130 pharmacy technician jobs openings will be available each year during the five-year time frame. | | | | |
| Source: EMSI Class of Worker 2017.1 Exhibit 1: 5-year projections for pharmacy technician occupation in the Riverside-San Bernardino-Ontario MSA | | | | |
| Job Advertisements, Top Employers, Skills, and Education | | | | |
| Across the full-year 2016, there were a total of 611 job advertisements (ads) for pharmacy technicians in the Riverside-San Bernardino-Ontario MSA. There were 658 job ads for pharmacy technicians in 2015 and 368 job ads in 2014. | | | | |

CAREER TECHNICAL EDUCATION PROGRAM TWO-YEAR REVIEW

Date: 03-20-17

College: San Bernardino Valley College

Program: Pharmacy Technology Program

3. Quality of this Program

| | | |
|----------------------------------|-------------------------------------|--------------------------|
| Needs Significant Improvement | Meets Student Needs | Highest Quality |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

The number of students enrolled has decreased due to changes in curriculum. The changes have been made based on the Model. Curriculum for ASHP accreditation and standards. Accreditation standards and the requirement of more courses has affected our enrollment. We anticipate increased FTES for the 17-18 school year. **Our retention and success rate has increased in 15-16. Success Rate is about 90% and Retention is 99%.**

To earn an Associate Degree with a specialization in Pharmacy Technology, students must complete the required courses plus the general breadth requirements (minimum total = 60 units). In addition, students complete the required courses under the pharmacy technology certificate to prepare them for licensing exam and for entry-level employment as a pharmacy technician.

Partnerships:

Students are completing 240 hours in externship in two different sites. Walgreens Pharmacies, CVS Pharmacies, OB Pharmacy Neighborhood /Retail, Dons Drugs Neighborhood /Retail, Brand New Pharmacy Neighborhood /Retail (Redlands), Citrus Pharmacy-Long Term Care (Redlands)

Future Contracts we would like to obtain for in 2017

Walmart Pharmacies, Redlands Community Hospital

4. External Issues

| | | |
|--|-------------------------------------|---|
| Not Consistent with External Issues | Complies with External Issues | Benefits From and Contributes to External Issues |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

A large portion of funding received for updating equipment and supplies for the Pharmacy Program comes from Perkin's Fund. We are using all of the Perkin's fund to assemble our lab. Our Department will apply for the strong work force act for the fall of 2018.

We changed our curriculum to meet ASHP accreditation standards we will need to hire a full time faculty, to manage all ASHP accreditation requirements, contracts, and applications; Complete Laboratory classroom for PHT060 AND PHT070; Purchase remaining equipment for the lab to meet ASHP standards; Continue to update and improve our curriculum to match the model curriculum standard with ASHP; Continue to expand contract agreements in the community; Establish at least one hospital clinical experience agreement; Participate in the Strong Workforce Grant.

Our Challenges Include:

Managing the requirements for ASHP accreditation standards including contracts and record keeping without any full time department members; Keeping track of students once they finish our program; Job placement assistance for students; Holding two advisory meetings per year; Ensuring student success without a full time faculty member.

5. Cost of this Program

| | | |
|-------------------------------|-------------------------------------|--------------------------------|
| Expenditures Exceed Income | Income Covers Expenditures | Income Exceeds Expenditures |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

CAREER TECHNICAL EDUCATION PROGRAM TWO-YEAR REVIEW

Date: 03-20-17

College: San Bernardino Valley College

Program: Pharmacy Technology Program

Cost of the program has remained stable. However we have had to use grant money to purchase lab equipment. The FTES far exceeds, the program cost. In 2015-2016 FTES was 23.16, our program generates over \$111,168 per year. We currently do not have any full time or part time faculty. We have 5 adjunct instructors running the program.

6. Two-Year Plan

Need Significant Changes
And/or Increased Resources
to Continue

On Track for
Next Two Years

Significant Growth
Anticipated

One Year Goal: Increase retention of students from initial enrollment through each term; Secure funding and bids for pharmacy laboratory equipment purchases; Increase number of clinical rotation sites; Perform a complete inventory of equipment and supplies used in laboratory; Achieve full ASHP program accreditation

Two Year Goals: Increase program enrollment to 18 students per term; Secure dedication classroom for lecture and lab courses; Identify and collect systematic data for educational assessment of program; Evaluate current adjunct instructors from program; Finalize major pharmacy laboratory equipment purchases; Research and secure bid for Automated Dispensing System; Add one full-time position and Clinical coordinator position; Ensure PHT instructors are trained in new Learning Management System (LMS); Adapt school offerings to reflect current job market (i.e., value added programs, additional certificate programs, specialty compounding training) and allied health workforce needs via innovative professional programs.

7. Progress on Previous Does Not Meets

No Progress

On Track for
Next Two Years

Significant Progress

Action Plan:

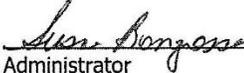
Engage in continuous improvement of faculty and staff learning. Increase professional growth opportunities for faculty and staff in support of student learning and retention. Identify suitable adjunct pharmacy technician instructors for future terms.

Establish and maintain reputation for effective teaching that translates to appropriate pass rates on national pharmacy technician certification examinations.

Partner with other schools within the region and external for the advancement of our mission and to build pathways from secondary schools to our program.

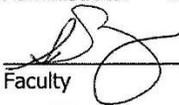
Hire new faculty through the strong workforce grant.

Signatures:



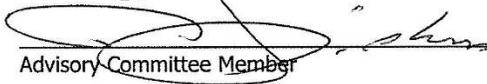
Administrator

3-20-17
Date



Faculty

3/20/17
Date



Advisory Committee Member

3-20-17
Date

Career Education Program Two-Year Review

**Program Team Efficacy Report
Spring 2017**

Name of Department: Refrigeration

Efficacy Team: Diane Dusick, Debbie Orozco, Joel Lamore

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

The program is solid, with signs of growth. They are aware and are adapting to changes in the marketplace, industry and regulations. The demand for the program is high and there is good evidence that they continually assess to maintain the quality of their program. Though WSCH has fallen, the program's explanation is sound.

1. Purpose of this Program: Meets Does Not Meet

The program has no changes of purpose, but has some significant curricular changes which are explained clearly as having to do with bringing courses back to meet certification standards of the Refrigeration Service Engineers Society, which would give their students advantages in the marketplace.

2. Demand for this Program: Meets Does Not Meet

The report documents high demand through national statistics, information from its advisory board members in the industry, and evidence of hiring of its graduates by local firms.

3. Quality of this Program: Meets Does Not Meet

The department provides examples and analysis over a wide range of areas to demonstrate the quality of the program: new training machines, faculty certification, SLO information (with very good evidence of continual assessment, but especially use of SLO data to make changes), etc. Success and retention numbers have been included and are good. The department also shows a good increase in certificate and degrees awarded.

4. External Issues: Meets Does Not Meet

The department seems highly aware of external issues impacting its program and students, such as building code changes, legislative acts and Strong Work Force Initiative and is working well to adjust and use those as opportunities for improvement.

5. Cost of this Program: Meets Does Not Meet

Analysis and explanation of WSCH and FTES is solid. FTES are on the rise. The somewhat lower WSCH numbers are explained well by increasing need for lab courses and limited number of training machines per lab. The report also notes grant money that has helped program update equipment.

6. Two-Year Plan: Meets Does Not Meet

The department includes a good list of plans that align well with other elements in report, but a few items could use more concrete explanations. They want to build a pool of part-time instructors who can teach during the day to increase enrollment, but without some idea of how they plan to do that, it seems more like a hope than a plan. The desire for partnerships to give students internship opportunities likewise seems vague.

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

No previous Does Not Meets.

CAREER TECHNICAL EDUCATION PROGRAM TWO-YEAR REVIEW

Date: 3/20/2017 College: San Bernardino Valley College

Program: HVAC/Refrigeration

1. Purpose of this Program

No Changes in Purpose
in the Last Two Years

Minor Changes in Purpose
in the Last Two Years

Significantly Changed Purpose
In the Last Two Years

(Provide update since last full efficacy review; examples include description, mission, target population, etc.)

The mission statement of the HVAC/Refrigeration program is to provide a quality, intensive curriculum designed to prepare students to be employed at an introductory level in the fields of Heating, Ventilation, Air Conditioning and Refrigeration (HVAC/R). The program offers Refrigeration and Air Conditioning Certificate as well as an Associate Degree option with the same title. Our courses are aligned with the North American Technician Excellence (NATE) to certify journeyman-level refrigeration technicians and keep their knowledge current. The courses are recognized and sanctioned by NATE and our graduates are eligible for certification from this national organization. We prepare our students for the work force that follow the requirements and employment needs stated by the Employment Development Department as described above in Part II under the Standards in the Field. Additionally, Our curriculum prepares our students under the advisement of our advisory board committee which provides direct input from professionals that possess current trends in the industry. Our department is in the final stages of resurrecting courses that are recognized and sanctioned by a very important national industry organization called Refrigeration Service Engineers Society (RSES) which is also internationally recognized. These courses would also serve to help our students attain journeyman level certifications recognized by RSES which would make our students much more marketable for today's job market. We are awaiting final approval from the State Chancellors office which should be approved very shortly. Additionally, our department continues to actively engage with our local high school as well as Regional Occupational Programs (ROP) which have programs that articulate with ours. We also prepare students to transfer to a number of private and public universities to further their study in the various field of HVAC and mechanical engineering fields. We want our students to succeed. Our students excel because we provide them with the skills and knowledge necessary to succeed in business, industry, and in their chosen professions in this multicultural society.

2. Demand for this Program

Low Demand

Adequate Demand
for our Students

High Demand

(Provide update since last full efficacy review; examples include labor market data, advisory input, etc.)

According to the California Employment Development Departments Labor Market Information and employment projection data for the years from 2014 through 2024, the Heating, Ventilation, and Air Conditioning mechanics and installers occupation is listed among the fastest growing occupations statewide and regionally in the Riverside-San Bernardino-Ontario area. These areas experience predominantly hotter weather patterns than other regions and thus have higher demand for environmental climate control systems and technicians to install, maintain, and repair them. In fact, the projected

RSES. While the verbiage of the SLO's was not directly changed, the actual assessment was changed to effectively increase students' knowledge and effectiveness on the job. Continual refinement of these criteria will be conducive to student success rate and thus the quality of our graduates. In addition, we gauge program quality and effectiveness by reviewing and assessing the three year SLO/PLO reports and we have seen consistent success rates above 90%.

It is also important to note that we had a 50% increase in certificate and degree awards compared with the previous two year period, increasing from 18 to 35, a phenomenal achievement.

4. External Issues

Not Consistent with External Issues

Complies with External Issues

Benefits From and Contributes to External Issues

(Provide update since last full efficacy review; examples include legislation, CCCCO mandates, Perkins, CTE transition, CalWORKS, WIOA, Career Ladders, etc.)

The Title 24 of the Building code deals with having all building structures and electrical, electronic, and environmental control systems follow stringent energy efficiency limits and promote the use of green technologies to be integrated within all HVAC systems; thus we are continuously seeking to include these technologies in our curriculum to promote its currency and effectiveness. Therefore, We have purchased and continue to upgrade the equipment and specific trainers that incorporate energy efficiency to be used in the laboratory part of our program so that students are exposed to these systems such as Variable Frequency Drives that control compressor operations and provides up to 50% efficiency and the higher Seasonal Energy Efficiency Ratio (SEER) rated HVAC system trainers that mimic the actual system requirement as mandated by the Title 24 Building code. All of the preceding equipment and curriculum updates will provide our graduates with superior skills and make them more marketable from the employment aspect.

Sometimes, though, the challenge is the added expense and cost of the equipment needed for the upgrade, which puts a strain on the budget.

As for the Work Force Innovation and Opportunity ACT (WIOA) which continues to push for more student enrollments for career pathways, we can see that our HVAC/R certificated program, including the newly developed RSES courses all fall under Career Technical Education and are prime vehicles to achieving the goals of that Act in that we are producing a viable and effective skilled labor force for our economy. The field in itself serves as a vehicle for career ladders since our students are prepared for entry level positions in their respective specialties and can ultimately move up from a journeyman or technician position into a supervisor or chief technician position and ultimately into a management position and even having their own contracting business. In addition, for the CTE transition goals, our program has worked and continues to work closely with industry employers to place our students in apprenticeships which may ultimately lead to full employment. We are further developing a plan to enhance our programs by utilizing the tools available from the Strong Workforce Initiative, which shares the same goal of the WIOA of producing a viable and effective skilled labor force for our economy. We plan to expand and improve our program by seeking additional funding to buy additional advanced trainer equipment and possibly hiring more faculty for expanding daytime course offerings to increase enrollment and to increase program marketing and outreach activities. However, we must be thoughtful of the fact that the whole program has only one Laboratory facility with a very lab intensive curriculum which is prohibitive to program growth and unless additional laboratory space is available to house the needed equipment and to offer concurrent course sections, then our capacity will be limited.

5. Cost of this Program

Expenditures Exceed Income

Income Covers Expenditures

Income Exceeds Expenditures

(Provide update since last full efficacy review; examples include enrollment/FTES generated & in-kind contributions of time/resources minus salaries/equipment/supplies, etc.)

Our EMP shows that the FTES for the last two years has sustained a steady increase in the average from previous two years from 51.20 to 54.0 and it is 51.50 for the 15-16 years. It is important to note that this program, until last semester, was running with only part time Faculty while continuing to grow compared with previous 4 years statistics. We have since last semester, added a Full time faculty to the program and thus were able to add afternoon sections to the beginning core courses and thus we have seen enrollment increase by 50% for this spring semester. Therefore, we are confident that FTES is going to further increase also due to our continuing outreach programs that we have undertaken by all our Faculty to promote the program to potential high school students and local community. It is also interesting to note that until as recently as 2 years ago, the budget for this program was non-existent. The department chair along with the division dean worked hard to obtain substantial grant monies around \$150,000 worth that helped in the updating our equipment which was quite obsolete as to bring it up to today's standards as indicated in the previous sections. Currently our annual budget is sufficient to maintain and support the program to purchase enough supplies to support our lab intensive program. However, we will continue to seek grant monies and funding to obtain more updated equipment and supplies and to support increasing FTES enrollments. Also, by examining the WSCH to FTEF ratio, we see a steady decline from the previous two year period. This is due to the lab intensive nature of the program and the fact that we can only fit one trainer of each type in our one laboratory facility has limited the number of students that can be simultaneously taught within a section even-though our instructors form groups and rotate them through the trainers to perform their varied lab tasks. However, the WSCH ratio remains around 320 which is probably among the highest in the CTE division. Nevertheless, we do not anticipate to see an increase in that ratio

6. Two-Year Plan

Need Significant Changes
And/or Increased Resources
to Continue

On Track for
Next Two Years

Significant Growth
Anticipated

(Provide update since last full efficacy review; examples include recommendations, project future trends, personnel and equipment needs, etc.)

1. Continue Developing industry recognized certification, by providing support courses to prepare students to pass the certification exams.
2. Create a pool of part-time faculty who may be available to teach in the day time since, we would like to increase enrollment and grow the program since we definitely see a potential for doing so from the results of this current semester as described previously.
3. Provide the adjunct faculty with training opportunities to stay current with emerging technologies such as the higher SEER systems that are required by today's building codes.
4. Seek out industry partnerships to explore internships for students so that we can establish a solid employment pathway for our graduates.
5. Promote and market the program through outreach programs that include visiting local high schools to help increase enrollment from this population, since the programs mean age has historically hovered around the late twenties to early thirties with people wanting to switch careers or are starting later in life. In addition, we will establish information booths in industry conventions and trade shows to promote the program and increase enrollment targeting all the different population and categories including women and minorities, new high school graduates, older adults changing careers, etc.
6. Continue seeking funding in order to support program growth

7. Progress on Previous Does Not Meets

No Progress

On Track for
Next Two Years

Significant Progress

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

N/A no previous deficiencies identified

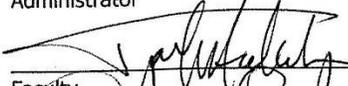
Signatures:



Administrator

3/20/2017

Date



Faculty

3/20/2017

Date



Advisory Committee Member

3-20-2017

Date

Career Education Program Two-Year Review

**Program Team Efficacy Report
Spring 2017**

Name of Department: Welding

Efficacy Team: Moore, Jenkins, Orozco

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation: The overall recommendation of continuation is based on the program continuing to meet the needs of students and support the college mission.

1. Purpose of this Program: Meets Does Not Meet

The program purpose meets the needs of students and is consistent with the College mission. The program demonstrates continued need for the program with labor market data and advisory committee impact support. The program demonstrates continued quality in technology, partnerships and curriculum—it shows that quality is maintained at a steady pace.

FTES are not explained. The program needs to address drop in enrollment and the need for the program. The program could address any state regulations and technological changes that could impact the program.

2. Demand for this Program: Meets Does Not Meet

The program demonstrates continued need for the program with labor market data and advisory committee impact support. FTES are not explained. The program needs to address drop in enrollment and the need for the program. The program also does not address reduced section count that could explain the drop in enrollment. Why has it reduced sections?

3. Quality of this Program: Meets Does Not Meet

The program meets student needs. The program demonstrates continued quality in technology, partnerships and curriculum—it shows that quality is maintained at a steady pace. However, retention and success are not discussed.

4. External Issues: Meets Does Not Meet

The program complies with external issues and meets regulations. However, it states that one of its “primary external issues” is “the regulations as a testing facility for the City of Los Angeles.” The program could address any state regulations and technological changes that could impact the program.

5. Cost of this Program: Meets Does Not Meet

The program service to students reflects the cost of the program; however, the program anticipates a need for an increased budget in the next two years due to growth. The program is aware of the issues. It addresses the drop in FTES and states this shows “that the program has stabilized since the downsizing from the Welding Lab remodel.” It also states the budget is currently “sufficient” but “may become strained to the poi not requiring and increase” over the next year.

6. Two-Year Plan: Meets Does Not Meet

The program is on track for the next two years but needs more faculty to expand the program based on industry needs. It also reports that it needs to resolve electrical issues that are “hindering the use of equipment in the front welding lab.” This should occur in fall 2017. The program states that it will continue to apply for equipment funding.

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

There are no previous Does Not Meets for this program.

CAREER TECHNICAL EDUCATION PROGRAM TWO-YEAR REVIEW

Date: 03-13-2017

College: San Bernardino Valley College

Program: Welding Technology

1. Purpose of this Program

No Changes in Purpose
in the Last Two Years

Minor Changes in Purpose
in the Last Two Years

Significantly Changed Purpose
In the Last Two Years

(Provide update since last full efficacy review; examples include description, mission, target population, etc.)

The Welding Technology program has had no change in purpose over the last two years. The program is continuing to offer industry recognized welding training and certifications. We are on track with curriculum improvements and updates scheduled to take effect in the fall of 2017 which will ensure training is up to date with the national standards set by the American Welding Society (AWS).

The program is still working on trying to increase the number of female students. We have successfully started a welding club using female students for much of the student leadership. The program has also continued to improve the safety and cleanliness in the welding labs to ensure a safe working environment for all of the students and to make sure that female students feel comfortable and confident that welding can be a viable career option.

2. Demand for this Program

Low Demand

Adequate Demand
for our Students

High Demand

(Provide update since last full efficacy review; examples include labor market data, advisory input, etc.)

At the programs' latest advisory board meeting, the members, representatives from: Local 92 (International Brotherhood of Boilermakers), JCS Welding, Local 12 (International Union of Operating Engineers), Local 364 (The United Association of Plumbers and Pipefitters), Lyman Industries Inc., California Steel Industries, and Herrick Corporation (San Bernardino Steel), unanimously agreed that: "SBVC has a great reputation in the Los Angeles area for our welding program". Because of this, we have employers, from our advisory, including the Boilermakers Union, Ironworkers Union etc. . . that regularly hire students from the SBVC Welding program. We are also one of the only welding programs in the region that offers a course in layout and blueprint reading (WELD-060). Our advisory members have strongly expressed that there is a desperate need in the industry for incoming welders to know basic layout skills and math. Because we offer some of these required skills, in the layout fitter class, and other programs do not, our students have an advantage when they try to find jobs.

The LMI data from Emsi, provided by the SBVC office of Research, Planning and Institutional Effectiveness, shows a demand for welders. Between the years 2015-2021 there is going to be an estimated 5.8% increase of welding jobs in California. This totals an increase of 1649 welding jobs for these years. These individuals will earn an average of \$19.37 per hour.

The majority of students graduating from the welding program also earn industry recognized certifications for the City of Los Angeles and or San Bernardino. Much of the higher paying welding jobs require these certifications. Because we are a testing site for these industry required certifications, many of our students have the ability to earn them and receive higher paying jobs.

The last EMP for 15-16 shows that the FTES was at 49.52 and the duplicated enrollment at 326. This is a slight drop, less than the last several years, showing that the program has stabilized since the downsizing from the welding lab remodel. The budget for the program as well as budget augmentation approved through program review has been covering the expenditures of the program.

I have not yet seen the data for Fall 2016 or for the first half of Spring 2017 but I do know that, based on class size, the enrollment has been going up for the welding department. As this happens, it is likely that the budget will become more strained; as the enrollment goes up, so will the need for additional supplies and equipment.

The budget is sufficient for now but over the next year may become strained to the point of requiring an increase.

6. Two-Year Plan

| | | |
|---|-------------------------------------|-----------------------------------|
| Need Significant Changes And/or Increased Resources to Continue | On Track for Next Two Years | Significant Growth Anticipated |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

(Provide update since last full efficacy review; examples include recommendations, project future trends, personnel and equipment needs, etc.)

The advisory board for the program has strongly expressed the need for welding programs to offer more extensive training in layout and welding fabrication. We would like to add several classes and a certificate to accomplish this.

However, the program faculty consists of only one full time faculty and, until the end of this semester, one temporary full time faculty. The program also has 5-6 adjunct faculty. Adding courses and a certificate in welding fabrication will be difficult without a second full time faculty. I would like to see the program have significant growth and improvement but this is impossible until we have more full time faculty.

The program is also working to resolve some electrical issues that are hindering the use of equipment in the front welding lab (T12B). These should be resolved by the fall 2017 semester. In the meantime, class sizes and quality are affected because it reduces the availability of equipment to the welding students. Once the repairs take place we can fully utilize the lab which will better support the success of our students.

We have also continued to apply for funding to continue to purchase new equipment to update and increase the student capacity and to replace old machines that are out of date.

7. Progress on Previous Does Not Meet

| | | |
|--------------------------|-------------------------------------|--------------------------|
| No Progress | On Track for Next Two Years | Significant Progress |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

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

Signatures:



Administrator

3/16/2017

Date



Faculty

2-13-17

Date



Advisory Committee Member

3-17-17

Date