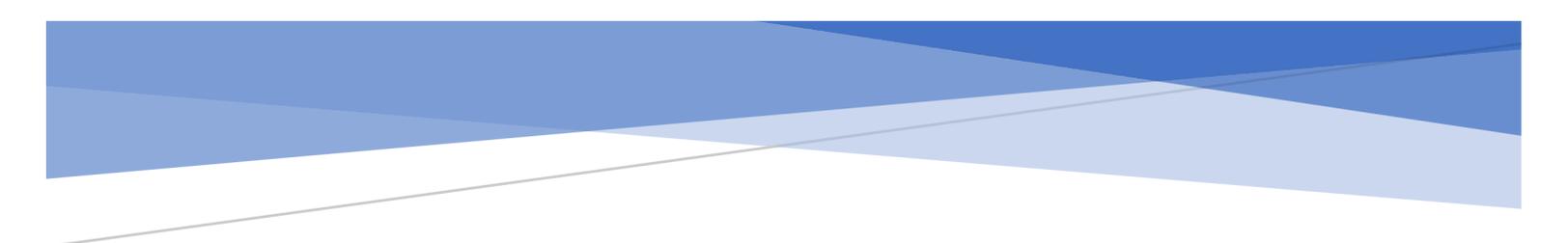


San Bernardino  
Valley College

# EDUCATIONAL MASTER PLAN DATA SHEETS

RESEARCH, PLANNING AND  
INSTITUTIONAL EFFECTIVENESS

2019-2020



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# ACADEMIC SUCCESS & LEARNING SERVICES

Instruction

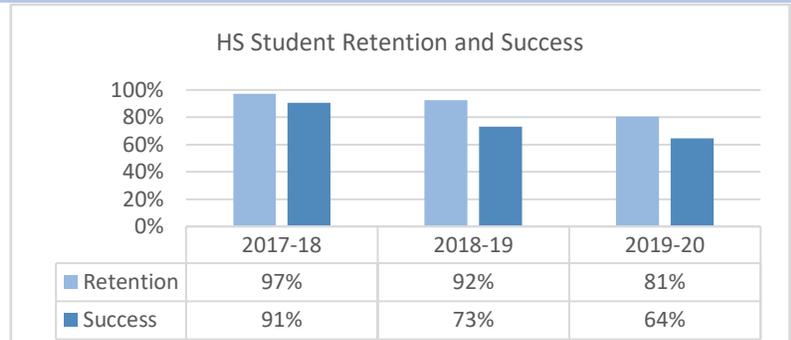
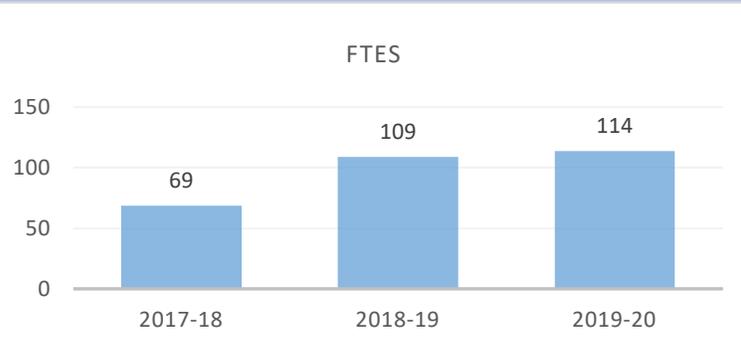
2019-2020

Research, Planning and Institutional Effectiveness

**Description:**

The Valley Now! Program is a unique program that increases the accessibility of SBVC courses to underrepresented high school students by offering many courses on local high school campuses. This program is geared toward increasing the college-going rate of local high school students by offering them the opportunity and assistance needed to enroll in San Bernardino Valley College (SBVC) courses while still attending high school, potentially earning both high school and college credit simultaneously. The courses are carefully selected through collaboration with SBVC, high school, and district personnel so that they allow students to complete or partially complete transfer pathways and/or career or technical education while removing the unique transportation barriers faced by high school students. Additionally, by offering courses taught by SBVC faculty and conforming to college standards, high school students are introduced to expectations of higher education.

This year, the Valley Now! Program was impacted when the COVID-19 pandemic forced the closure of campuses across the nation. Valley Now! students had to quickly adapt to transitioning high school and college learning environments and, as a result, the retention and success of our students declined. This decline, though, helped highlight underdeveloped areas in the program and allowed staff to implement changes that should improve these measures for the next year.



	2017-18	2018-19	2019-20
Distinct courses offered	13	21	23
Sections	75	131	124
Sequences planned	5	30	44
Partnering schools	15	18	21
Duplicated enrollment	1499	2185	2639

	2017-18	2018-19	2019-20
Concurrent enrollment packets submitted	1020	1190	283
Registered students	500	726	149
% of students who complete process	49%	61%	53%

**Assessment:**

Note: The data reported last year has been recalculated to exclude traditional SBVC students. This data reflects just the Dual Enrolled SBVC students who took courses planned through the Valley Now! Program.

1. The Valley Now! Program shows increasing enrollment, which is the result of the increased number of course offerings and the expansion of participating high school campuses. This increase was tempered by the drastic drop in enrollment for the 2020SM semester because of COVID-19.
2. There was not as large of an increase in FTEs as there was in enrollment because several courses reduced the number of contact hours required through curriculum modifications.
3. Success and retention rates continued to drop for the 2019-20 academic year, despite efforts to increase these numbers. One key component affecting the success and retention rates was the onset of the COVID-19 pandemic.
4. The Valley Now! office began tracking the number of packets received compared to the number of students who registered for classes for the 2019FA semester. This data can be used to help identify areas in the concurrent enrollment process that students find difficult.

**Progress from Last Year's Action Plan:**

Last year, we identified three main steps in our action plan:

1. Increase enrollment – the enrollment in the Valley Now! program increased duplicated enrollment by 454 for the 2019-2020 academic year.
2. Update VOCED curriculum – the curriculum for VOCED 600, VOCED 601, VOCED 602, and VOCED 603 was updated and went into effect for the 2020FA semester.

Staffing – Despite ranking well in Needs Assessment for the 2019-20 academic year, little progress has been made to hire a full-time coordinator and two student services technicians. We will continue to work toward this goal in the upcoming year.

**SAOs/SLOs/PLOs:** The Valley Now! Program has developed three SAOs specific to the program. They are:

1. High school students at participating high schools will have access and support for enrollment into courses coordinated through the Valley Now! Program.
  - While collecting data for this SAO, the Valley Now! team observed that the percentage of high school students who completed the concurrent enrollment process and registered for classes had significant room for improvement. As a result of this data, which is provided above, the Valley Now! program has developed several tools to help students through the process including written walkthroughs, videos, workshops, and one-on-one appointments.
  - To continue to improve, the Valley Now! team is exploring Cranium Café and looking into creating a Canvas environment for the students to use as they enroll at SBVC.
2. High school students and high school site contacts will receive accurate and regular updates on the enrollment status of prospective students.
  - This SAO addresses the communication that is vital between SBVC Valley Now! staff and the personnel at our partnering institutions. To improve this communication, the Valley Now! team began sending a weekly email to provide updates and vital information.
  - The Valley Now! team also hosts weekly Q&A sessions on zoom so site contacts can have questions answered in real-time.
3. Students participating in the Valley Now! Program will re-enroll in San Bernardino Valley College within one year after graduating from high school.

Valley Now! staff is collecting data on the percentage of Valley Now! students who re-enroll in SBVC after graduation. This data is still developing as many of the first students in the program did not graduate until the end of the 2019-20 academic year.

**Department/Program Goals:**

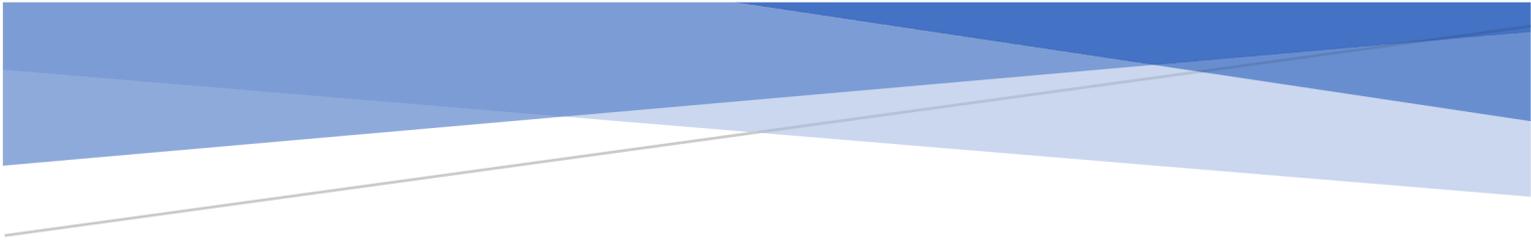
1. Increase the percentage of students who register for a course after submitting a concurrent enrollment packets.
2. Increase both the success and retention of the concurrently enrolled Valley Now! students.
3. Develop and provide resources for high school students and high school personnel to assist in the enrollment and registration of high school students.
4. Hire a full-time coordinator, two student services technicians, and two adjunct counselors to help provide the program with more focused direction and accountability while increasing the program’s capacity.

**Challenges & Opportunities:**

- As the Valley Now! program continues to grow, so too does the need for us to create and refine the infrastructure for guiding students through the dual enrollment process. In the past, we have relied heavily on high school staff to assist us in this process. However, in the coming year we hope to transition the bulk of the work to Valley Now! staff.
  - We are exploring the possibility of creating an online environment managed by Valley Now! staff which helps guide students through the enrollment process.
  - We are working to increase the amount of communication between Valley Now! staff and students. This communication will serve to better introduce students to SBVC.
- The COVID-19 pandemic and the transition to DE (Distance Education) that followed posed serious challenges to Valley Now! students. However, these challenges also encouraged the Valley Now! team to find creative solutions and to redesign several inefficient systems that had been in place.
- In response to recent legislature, the Valley Now! team can now offer concurrent enrollment to students enrolled in adult education programs through our local districts. This, combined with continuing efforts to increase success and retention, will help reach a greater number of traditionally underrepresented students.

**Action Plan:**

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Create either a Canvas shell or an area of our webpage that will help guide students through the concurrent enrollment process and facilitate communication.	1, 3, 4	Staff time, assistance designing interface	Ongoing
Hire Counselors to advise Valley Now! students, give workshops, and help evaluate progress reports/flags.	1, 2, 3, 4	Funding	Spring 2021
Hire a full-time coordinator and two student services technicians for the Valley Now! Program	1, 2, 3, 4	Funding	May 2022



# APPLIED TECHNOLOGY, TRANSPORTATION & CULINARY ARTS

Instruction

2019-2020

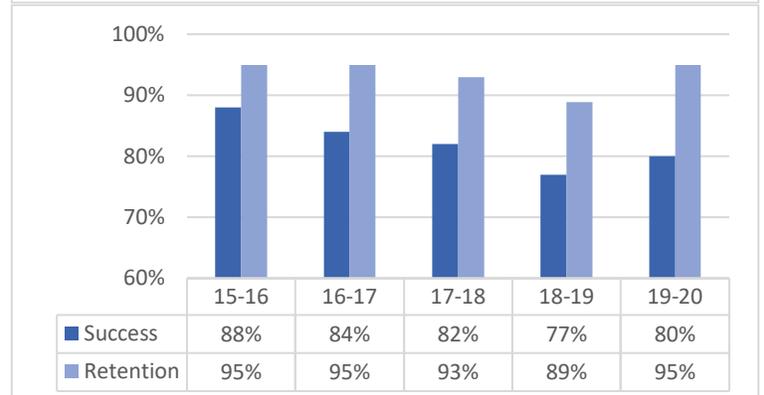
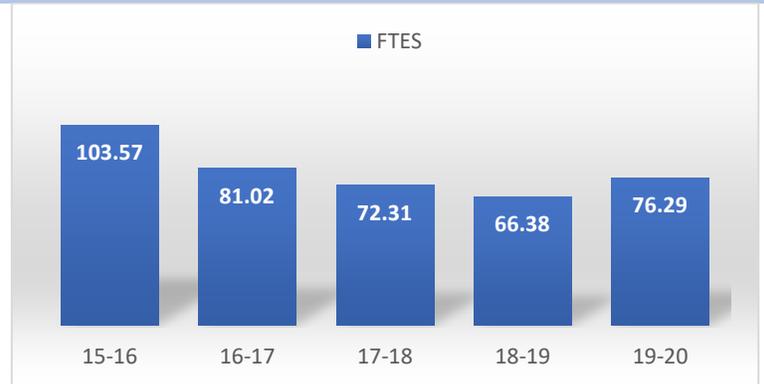
Research, Planning and Institutional Effectiveness

**Description:**

The Collision Repair, Refinishing, Street Rod Program and Auto Interiors instructs students in collision repair, frame straightening, refinishing, estimating, street rod fabrication, auto interiors and vehicle restoration. Students acquire job skills that range from minor repairs and unibody frame replacement to spot jobs and complete vehicle refinishing. The newest editions to the program are the, Automotive for the Collision Specialist in spring 2020, Interior Restoration fall 2017 and Street Rod fall 2015. The department updated the curriculum in 2019 to reflect the industries fast changing Hybrid programs. The automotive department and instructors are certified by ICAR which is a nationally recognized organization. All courses continued in a Hybrid teaching format in fall 2020 through the pandemic, with 100% COVID Free environment.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	484	376	327	297	334
FTEF	11.12	10.52	9.82	9.16	9.78
WSCH per FTEF	279	231	223	217	234

	15-16	16-17	17-18	18-19	19-20
Sections	29	27	25	23	24
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	2	5	3	2	4
Certificates awarded	15	46	18	10	17



**Assessment:**

- The Collision, Refinishing and Street Rod Program data shows decreasing enrollment from 2014-18; however, up in fall 2019 and spring 2020.
- The success rates are 80%, above the school average at 78%.
- The retention rate is 95%, above the school average at 89%.
- Certificates have increased over 20% from 2012-17, with an increase in AS Degrees, in 2016-2017 with a decrease in 2017-18 then back up in 2019-20.
- WSCH per FTEF average 234 because of duplicate enrollment and up from 217 in 2018-19.

**Progress from Last Year's Action Plan:**

The Collision and Refinishing department was very active in the recruitment of new students at our local high schools until we were shut-down due to the COVID Pandemic, however we did participate in the Welcome Day, Winterfest, and Club Rush in the fall 2019. The Collision Department offered the newly implemented course, Mechanical for the Collision Specialist 030 that went well till the lab was shut down mid semester. Students were disappointed and discouraged going from hands-on to online only.

**SAOs/SLOs/PLOs:**

SLO's are evaluated after each semester by the instructors and changes are made as needed. Together the instructors make changes to achieve the most effective student learning outcomes.

**Department/Program Goals:**

- Skills learned in the Collision, refinishing and Street Rod Programs overlap into other industries, with 73% of the San Bernardino population employed in blue collar jobs.
- The Collision, Refinishing and Street Rod Department will continue to offer quality education in vehicle restoration, interiors restoration and in green technology. This includes clean air refinishing techniques for collision and hybrid/alternative fuel/lite medium truck body repair classes. To do this we will need the latest technology and equipment.
- We will be restructuring the existing lab space to better support our students to increase their success.
- The addition of industry and education partners (Chief Automotive, Caliber Collision, Service King, Color Consultants, 1 Stop Auto Body Supplies, NAPA, U-SAV-Mor Paints, Victor Valley and RCC, etc.) will help with our technical information, equipment, demonstrations, and internships for continued student success.

**Challenges & Opportunities:**

The Collision & Refinishing and Street Rod department had an outdated measuring system. With the help of Program Review and grant monies, the department has purchased an updated computerized measuring system for measuring and aligning damaged uni-body and ladder frames along with another hybrid vehicle and educational boards. With Perkins funding we increased instructional supplies. The advisory board has recommended that we restructure our space, to keep up with industry standards. A challenge is where to conduct the auto Interiors program/courses. The resolution was to hold classes in the aeronautics portable building however, their program is growing as well and they need that classroom back. We negotiated space and now are in a classroom that is well suited for eight industrial sewing machines w/layout tables.

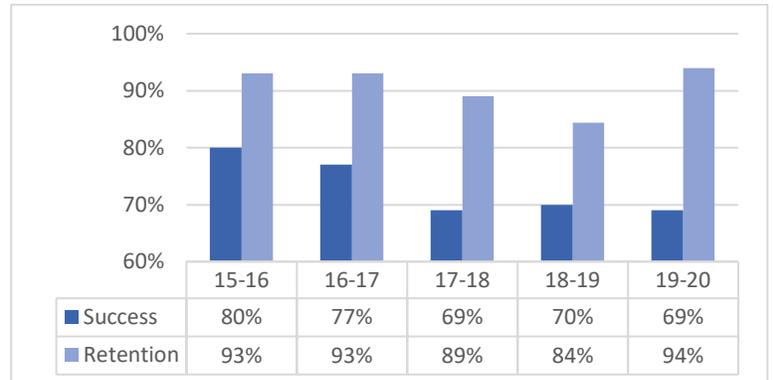
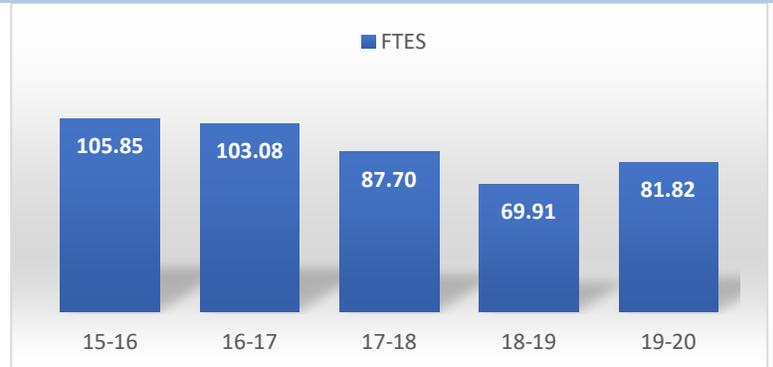
**Action Plan:**

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Explore concurrent enrollment opportunities. Increase outreach through better marketing. Continue to explore grant opportunities. Request a permanent budget increase. Increase outreach through better marketing.	Increase enrollment. Increase enrollment. Maintain state of the art facilities and equipment. Maintain state of the art facilities and equipment. Increase enrollment	Support from SBVC and High school administrators Work with SBVCs marketing department Administrators support. Administrators support. Work with SBVC marketing dept.	Summer 2021 Summer 2021 Ongoing Spring 2021 Summer 2021

### Description:

The San Bernardino Valley College Automotive Mechanical department continues to provide training and education in the high-tech automotive repair field to our students. The department is constantly changing with industry to provide students with the skills needed to enter today's industry and prepare them for the future. The department offers AS degrees as well as certificates in six automotive areas. The department has added hybrid vehicle training as well as electric vehicle, and other alternative fuels courses to our certificates and degrees. The department continues to work towards ASE certification for our educational program which should provide corporate opportunities and partnerships. Working with our pathways the department offers morning, afternoon, and evening classes to give all students access to complete their certificates and degrees. Our articulation agreements continue to grow and reach out not only to local feeder schools, but also into high schools in surrounding counties. With transferring to online education for the past spring and fall the program sees a need to continue such offerings to maintain professional development for current technicians in the field that are seeking update training.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	479	467	394	313	373
FTEF	8.32	8.66	7.98	6.88	7.22
WSCH per FTEF	382	357	330	305	340
	15-16	16-17	17-18	18-19	19-20
Sections	28	29	27	24	25
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	1	8	7	3	9
Certificates awarded	12	21	3	10	8



### Assessment:

The department FTES has grown 11.91% from 2018-19 and success rate has dropped 1%. The reduction in success rate could be due to the unique times in today's world. The retention has a 10% increase due to our dedicated and motivated students who complete our program. The program has encouraged our students to complete degrees as well as certificates and is reflected in the increase shown in the data. What is not reflected in the data is the fact that if you have completed a degree, you have also completed the requirements for a certificate.

### Progress from Last Year's Action Plan:

With the use of strong workforce funds the department continues to update equipment and tools in the lab area to provide the students with industry standard labs to work in. The department is continuing to provide new modules in the hybrid, Electric and alternative fuels vehicle areas to help the students develop the needed skills. With the purchase of the Snap-On alignment machine, wheel balancer and tire mount machines the department is closer to certify students in those areas with third party certificates from Snap-On. This will help the students build their portfolio and prepare them to enter the industry. The department is working on our curriculum to make it easier for counselors and students to determine what courses are needed to complete our degrees and certificates and make the needed changes in preparation for the degree and certification completion process and pathways. The review process allowed us to align PLOs and SLOs to the syllabus and make the needed changes with input from each instructor. Ongoing outreach with the community at all levels such as, k12 and adult schools provides a needed service to feeder schools about the range of opportunities we have to offer.

**SAOs/SLOs/PLOs:**

The PLOs and SLOs are used to assess course deliveries and is evaluated by each instructor upon completion of the semester. When updates are needed the department will discuss the proposed changes and how it will benefit our students. When changes are made with the PLOs or SLOs the department will forward the information to all instructors to make the changes on their syllabus.

**Department/Program Goals:**

Our goal is to continue to improve FTES by recruitment and communication with all prospective students. Increase articulation with all local programs within and outside our feeder school's area. We plan to continue to encourage our students to complete their certificates and degrees to better prepare them for entry level employment and/or university. The department will continue to serve all diverse groups and recruit non-traditional female students and provide support in all areas of employment. The department will work with the job developer to increase the number of placed students with our local employers and help develop a work experience program. The program will continue to upgrade tools and equipment and provide the students with a lab that mirrors today's industry. While the ASE educational program certification process takes time, the department will continue to make the changes to successfully complete the program certification inspection which looks back over a five-year span.

**Challenges & Opportunities:**

The department continues to do the best with the outdated building with hopes that the new building will be completed on time. With the guided pathways we are trying to balance between morning, afternoon, and evening courses to make sure we continue offering classes that help students reach their educational goals. Low enrollment and reduction in faculty have created a challenge in this area as we work toward building our adjunct pool to solve the faculty need and ongoing recruitment and scheduling to help with low enrolled courses. With the process of ASE program certification, the department will need additional support with the implementation of the ASE standards. The department will continue to use strong workforce funds along with VTEA funds to make needed improvements. With the strong workforce grant the division has a job developer who will work with local employers and hopefully provide a great opportunity for our students to be placed and participate in a work experience program.

**Action Plan:**

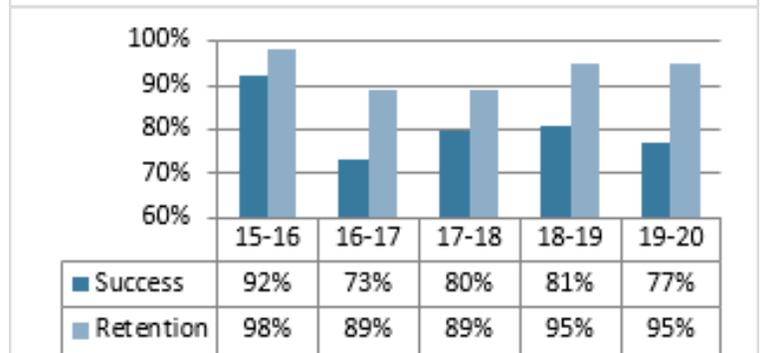
The department will attend career days from local feeder schools and continue to reach out to the community to promote our program and its benefits to the community. The department will continue to encourage our students to finish their educational goal and complete a degree or certificate. The department will continue to work with our diverse community and inform them of the opportunities we provide and how they can benefit from what we have to offer. Working with the new Job Developer the department will work towards building a high-quality job placement program along with a great work experience program to provide student feedback on their workability skills. The department will build an ASE certification team that will work on the standards now that will be under inspection in the future.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Program Certification	To become certified in the next two years	Certification team of faculty and classified employees. Funds to make needed changes to comply with the ASE standards.	2023
Program outreach	To continue to provide program outreach to community	Staff and funds to develop a professional outreach for the department and provide information to the local community of what we have to offer.	Ongoing
Job placement/work experience	Build a program for our students to be placed in a job with local employers and develop a work experience program to give student and program feedback.	Staff and resources for staff to build each program.	Ongoing

### Description:

The Culinary department trains students with the skills and knowledge needed to be successful in the hospitality industry. The culinary department houses three programs, the culinary program, the baking program and the hospitality program. The hospitality program is new and will start in fall 2021.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	287	384	360	373	444
FTEF	4.85	5.54	7.01	8.71	8.41
WSCH per FTEF	385	425	376	285	367
	15-16	16-17	17-18	18-19	19-20
Sections	18	21	25	27	25
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	6	3	3	3	4
Certificates awarded	33	15	11	16	15



### Assessment:

- FTEF has increased each year but for 2019-20 has decreased slightly to 8.41. The department currently has one full-time faculty and three adjunct faculty.
- Duplicate enrollment in 2019-20 was 444. In 2015-16 duplicate enrollment was 287, in 2016-17, 384, in 2017-18, 360 and in 2018-19 was 373.
- Degrees and certificates awarded in 2019-20 was 15 down from 2018-19 which was 16 and down from 2015-16 which was 33. This is a problematic area for the department.
- Success in 2015-16 was 92% while in 2016-17 success was 73% and 2017-18 80%, 2018-19, 81% and in 2019-20 success was 77%. The 77% success rate is contributed to online classes due to COVID-19.
- Retention for the program remains high at 95%.
- FTEF—full-time equivalent students have fluctuated over the years. The year 2019-20 was no exception with FTEF of 102.97 the highest yet.
- Sections within the programs continue to increase but are limited due to space issues. The program only has one commercial kitchen to use for both the baking program and the culinary program. This is a problem because it limits the department from offering more than one section for each lab class, which are the most popular classes within the program.

### Progress from Last Year's Action Plan:

Progress from last year's plan has been the addition of the Hospitality program which will be offered fall 2021.

### SAOs/SLOs/PLOs:

The assessment of the SLO's has had no effect on department goals.

**Department/Program Goals:**

- Create more workspace for students, larger kitchen or new kitchen space for the program. This will support student success and increase enrollment.
- Get the various elements of the program up and running again. The Den, Sunroom and Food Truck have been closed due to COVID-19.
- Market the Hospitality program to increase enrollment.
- Change program names to The Hospitality Program instead of Culinary or The Restaurant Management program to match the catalog and pathways.

**Challenges & Opportunities:**

- Challenges: Increasing enrollment during the COVID-19 pandemic.
- Challenges: Increasing space within the kitchen or acquiring more kitchen space, in order to offer more sections of lab classes.
- Challenges: Reopening all of the various parts of the program due to lack of certified staff and instructors.
- Opportunities: Hire classified staff to support the program and students.
- Opportunities: Marketing the programs.

**Action Plan:**

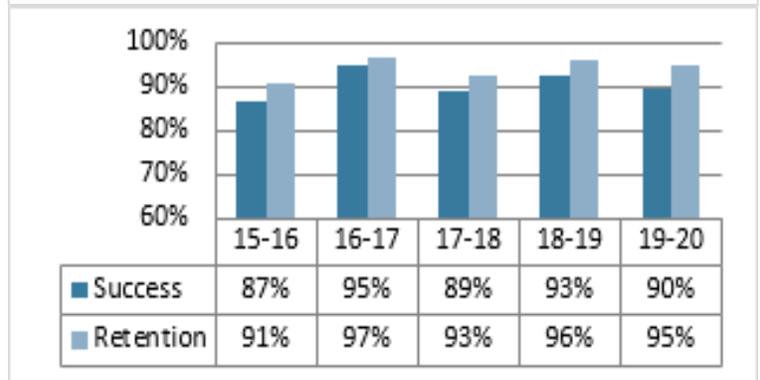
- Meet with the marketing team to create marketing materials for the Hospitality program.
- Meet with the Dean to brainstorm kitchen space to discuss increasing enrollment within the program.
- Meet with the Dean to brainstorm how to open the various parts of the program with lack of staffing issues. If possible, hire classified staff to assist students in the following areas, the Den, the Food Truck and in the Sunroom.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
<ul style="list-style-type: none"> <li>• Meet with the Marketing team.</li> <li>• Meet with the Dean.</li> <li>• Hire classified staff</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with the Marketing department to create a marketing campaign for the Hospitality program.</li> <li>• Meet with the Dean to discuss programmatic issues and resolve.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal resources for marketing.</li> <li>• Staffing costs</li> <li>• Building costs</li> </ul>	<ul style="list-style-type: none"> <li>• Summer 2021</li> <li>• Summer 2021</li> <li>• Probably never</li> </ul>

## Description:

Heavy/Medium Duty Diesel Technology (HMDT) certificate has been added to the Diesel program. SBVC is the only public college in the area that offers a Diesel program in the Inland Empire Desert Region. The HMDT classes are offered weekdays, lecture online, and labs face-to-face. The times of the labs vary in the morning and evening to accommodate the working student's schedule. This offering works 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.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	183	207	309	242	228
FTEF	4.29	3.97	5.49	4.80	4.29
WSCH per FTEF	239	308	299	274	297
	15-16	16-17	17-18	18-19	19-20
Sections	13	12	17	15	19
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	2	3	2
Certificates awarded	7	6	14	11	20



## Assessment:

- 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 in 19-20 has a 3% decrease. The Diesel department has reviewed its internal data and have concluded that that students are finding jobs and leaving college in order to make money to support their families. The students do realize they are now completing the program and will need to continue their education as the funds to pay for education come available. Example: There were 12 students that returned and have reentered the program in 2019-2020 to complete their goals in education, what they realized is getting a job is important but experience and education will equip them with an opportunity to move up into management and not just have a job. The students are working in the industry and have returned to complete their education.
- Retention in 2019-20 is down by 1% which is a direct reflection of the students getting jobs and not completing their education after withdrawing from classes to acquire jobs within the industry.
- The Diesel program has 2 **AS Degrees** for the year 2019 20 and 20 **Certificates** 2019-2020. This is a great reflection of the improvements in the departments training program but students looking to achieve more success within themselves and training for employment and their careers. 2021 will be better as students value the need for Certificates and/or AS Degree to better their lives.

## Progress from Last Year's Action Plan:

- The department's action plan from the two-year review has implemented non credit courses. The addition of these non-credit classes will allow students to take classes at no cost and earn a Non-Credit Certificate of completion. Even though the HMDT department has offered the non credit courses there are not many students within the industry that have signed up.
- The department has successfully encouraged students to achieve newly created AS degree an continue their education by changing their Major to Business Degree and continue their goal toward a Bachelor's Degree.
- The Department has broaden the Industry Advisory Board membership pool by adding companies like Pacific Railroad BNSF railroad, TEC of California (Volvo Mack ) and Velocity Truck Group( Freightliner) to its advisory committee. The Advisory committee is dedicated to the success of the Students at SBVC and the partnering program at Pacific High School.
- The department has updated training equipment to teach CNG (Compressed Natural Gas) has successfully been implemented for the Fall 2019 semester. The Southern Gas (\$50K) grant that was acquired through the Diesel Foundation Department here at SBVC allowed the purchase of two training modules for lab use in the CNG program. The CNG equipment and training modules extend the knowledge for the students when applying for jobs, not only in the Inland Empire, but any where in the USA.

- 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 has received in 2019 for Volvo light Grant \$200K to write curriculum and create a Certificate for Zero emission vehicle. Example: The new course HMDT 042 is a direct reflection of how the grant money is spend to cover the new technology of EV vehicle.
- The department has created stackable certifications to allow students that do not complete the AS Degree get recognition for classes taken and passed successfully. The documented certificate will allow students a better opportunity of employment within the industry. Also the certificate program will benefit those that are wanting to broaden their skills with the latest technology, whom are not needing the complete program, but will advance themselves within the industry they work.
- The Diesel Department has a very strong concurrent enrollment program.
- SBVC has partnered with Pacific High School. Pacific High School is the only high school in California with a Diesel Program in Southern California. The Diesel program through SBVC will give high school students starting their Sophomore year and opportunity to complete the program by their senior year and receive a Heavy/Medium Duty Truck Certification and a High School Diploma. Those students that wish to seek employment after high school this certificate will acknowledge their success and discipline in school and better their employment opportunities.

#### SAOs/SLOs/PLOs:

- Our department has high expectations for all students and the SLOs that are used within our department allowed us as instructors measured by value-added education we are giving to our students. The SLOs have allowed us to revise and critique the classes to assure success for the students and prepare them for real world experiences.
- Our instructors use the SLOs to contribute to positive academic and social outcomes for students. Not only do the SLOs cover material used in classes it is used in other ways such as regular attendance, self-efficacy, and cooperative behavior.
- Our instructors use diverse resources to plan and structure engaging learning opportunities, monitor student progress formatively, adapt instruction as needed, and evaluate learning using multiple sources of evidence. Example , specific testing for each SLO to help evaluate the success of the semester.

#### Department/Program Goals:

- Spring 2020, the department has added non-credit training for incumbent workers and students that would like to take the program but cannot afford the expense of the program. To the surprise of the department this non-credit program has not filled with students as was expected. The department is working with the marketing department to come up with a strategy into other marketing ideas to get the information out to the community that these classes are available.
- Encourage students to achieve newly created AS degree.
- Broaden the Industry Advisory Board membership pool and with Advisory input expand training that meets the industries demands.
- Create more non-credit certificates.
- Request to hire another full-time faculty, the department has expanded so much that it is almost impossible for one person to keep up with the classes reports and meetings needed to keep the department a success.

#### Challenges & Opportunities:

- The challenges
  - of the program are to improve the success and retention rate;
  - 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;
  - working with other departments within SBVC regarding cover 120'x60'x20' for outside LAB in the Transportation facility so the donated equipment will not be open to mother nature and the elements.
- The Diesel department has developed a new alternative fuel class which will be part of the 20-unit certificate that is needed to strengthen the diesel program.
- The department has sent out letters to other manufactures expressing interest in teaching their product at SBVC Diesel.
- Concurrent Enrollment and Guided Pathways are challenges that are weak and more understanding be implemented within a timely manner.
- The department needs another full-time faculty. With the hiring of another full-time faculty, it would allow our program to add more sections because of the shortage of adjunct instructors.

#### Action Plan:

- The department is in the process of purchasing \$150K training module to enhance the lab setting for EV truck.
- Freightliner and Volvo truck manufacturers have donated components to be used in the lab/lecture setting. These components are greatly appreciated and are to be used as an instruction piece during lab.
- The department feels the guided pathway which has been created for this department in a success and students see a clear plan of education. The department wants to have more meetings with high schools and community events to give successful examples of the program.
- The department has located two excellent instructors that would be great candidate for the full-time position. We are hoping this will happen in the near future.

Action Steps

Department Goal

Necessary Resources to Complete

Target Completion Date

Apply for Grants from AQMD, Edison, Southern Gas	Hoping to achieve funding to purchase/update equipment within the lecture/lab area to continue growing our department	Working with the SBVC foundation in acquiring these grants.	Fall 2021
Create zero emission courses	Going through curriculum and sent to State Chancellor Office for approval	Working with Curriculum to complete process	Fall 2022
Purchasing a mobile training module to bring to high schools for preparation of a Commercial Driver license	Working with our grant department to purchase the equipment needed for this task	Approval and funding	Fall 2022

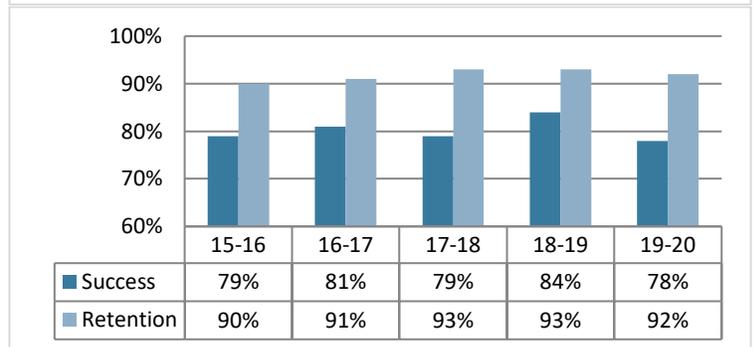
## Description:

The Electricity/Electronics department provides a comprehensive educational theoretical and hands on program as well as an accelerated program that prepares and enables students to obtain entry level positions in a variety of fields in the electricity and electronics industry such as General Electricians, Electronics Technology, Computer Technology, Electronic Communications Technology, Electrical Power Technology, Avionics, Industrial Automation Technology, as well as green technology (solar technology). The General Electricians program is approved by the Department of Industrial Relations of the State of California. Many of the program's curricula matches and exceeds the Electronics Technology Association (ETA) as well as the North American Board of Certified Energy Practitioners (NABCEP) certification standards and/or the Federal Communications Commission (FCC) standards. The core courses common to electrical and electronic fundamentals are articulated with four-year university for BS in Electrical Engineering and/or Engineering Technology.

	14-15	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	847	768	735	738	718	983
FTEF	10.46	11.28	11.09	11.22	10.13	14.27
WSCH per FTEF	338	284	282	276	291	286



	14-15	15-16	16-17	17-18	18-19	19-20
Sections	42	45	43	44	42	56
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded	13	10	8	26	10	14
Certificates awarded	28	28	26	27	47	28



## Assessment:

- FTES has dramatically increased from the earlier four-year declining trend and has impressively grown by an astounding 38.7%. It is due to the aggressive efforts of our outreach activities as well as marketing of our accelerated electronics program that has seen steady growth since inception. It is important to note that even during the onset of the Covid-19 epidemic and having to switch the majority of courses to the distance education platform, the enrollment numbers stayed strong in 2020, a testament to the effective outreach efforts and outstanding course and program offerings and efficacy of the department. However, for the near future, if the Covid-19 pandemic remains and restrictions on face-to-face labs remain in effect, we may see a decline in these numbers.
- FTEF has dramatically increases by 40.8 % due to opening more sections to absorb the tremendous increase of student enrollments and has put a strain on our existing faculty. The new FTEF will justify the hiring of a third full-time faculty to support the department. Duplicated enrollment has also drastically increased due to students taking on more core classes per semester than before.
- Retention rates have remained high and is an impressive 92%. However, success rate has scaled back to historical norms.
- WSCH is now stabilized and has stabilized and is considered at the correct level and is expected to hover around this level due to the reduction of class size in lecture and lab sections in order to deliver superior quality hands-on training and increase student success rates. However, the switch to DE (Distance Education) format due to Covid-19 restrictions is going to play havoc with this number.
- The number of degrees awarded has increased from previous year, but certificates awarded has scaled back to historic norms.

### Progress from Last Year's Action Plan:

1. Progress from last year's action plan has resulted in an increase in enrollment numbers and FTEF and FTES numbers. However, due to the unforeseen Covid-19 epidemic restrictions imposing Distance Education Modality of classes will have tremendous unpredictable impact on the program due to its "Hands on" nature being part of the CET programs. However, we can consider the immediate switch from face to face to Distance Learning modality has been a remarkable success and amazing progress to provide program continuation and sustainability, preventing disastrous disruption. It has been a great achievement in terms of having faculty being able to switch to distance learning format even in the lab environment by utilizing software simulations and techniques.
2. Continued maintaining a subject matter expert to help in advanced lab setups and demos to help instructors demonstrate and teach students to perform more up-to-date troubleshooting and maintenance techniques used in today's systems utilizing specific simulation software as well as hands on trainer equipment.
3. Continued curriculum course modifications to include any and all code updates to align with new industry standards as per the recommendations of our advisory committee members.

### SAOs/SLOs/PLOs:

The PLOs and SLOs are annually reviewed and, if deemed necessary, updated. However, no changes were instituted from the previous year. The PLOs for the varied degrees and certificates are global, meaning that they map directly to all the programs in the department and directly reflect the program's main objectives, which are to produce a viable, employable technical workforce in the electricity/electronic industries. For example, all industries require students utilize applicable test equipment to help setup, maintain, and troubleshoot various electrical and electronic systems and to perform such duties effectively and safely. Therefore, we have specifically included a global PLO stating, "Select and operate electronic test equipment during troubleshooting and repair operations, with an emphasis on safety in use and accuracy in results." Data for the last three years indicate that students continue to perform in excess of 92% on average on PLOs in general, and in excess of 85% on average on SLOs indicating that program goals as well SLO goals are being met and also attesting to the effectiveness of the educational curriculum and program goals. That fact delineates that our program is graduating effective skilled technicians that can be gainfully employed and positively contribute to our community and economy. Our dept. actively reviews all course SLO to insure they are consistent and duly support the PLOs, department goals, and industry standards while also considering industry advisory committee recommendations.

### Department/Program Goals:

1. Maintaining high enrollment levels despite student's apprehension of taking online classes, which have been instituted as a result of the Covid-19 pandemic by creating a more engaging teaching techniques and materials utilized in the online mode of teaching and thus maintain a high retention rate and reducing attrition rates seen campus wide as a result of switching to DE format.
2. Develop a two-way pipeline of pathways for the K-12 high school students to enter our programs, successfully complete, and then to find their career work placement in the industry (enhance career pathways).
3. Continue to refine and update curriculum to introduce the most up-to-date technologies found in the industry and to increase enrollment in all programs.
4. Seek out and hire qualified faculty working with the most current industry technologies to teach the updated curriculum materials.
5. Create new industry partnerships to enhance internship opportunities for students which would provide a career pathway and satisfy the new state funding formula.
6. To continue to promote all our programs.
7. Improve student success and retention rates by providing increased tutoring and workshops to strengthen student knowledge and thus success.
8. Maintain a subject matter expert in specific automation field to augment and support our automation program.

### Challenges & Opportunities:

1. Statewide/Campus wide enrollment has dropped significantly due to the Covid-19 pandemic due to a variety of reasons, perhaps mainly because many students are not accustomed to the Online nature of the classes that most classes have been forced to switch over to. Furthermore, students already enrolled in the DE format classes tend to have a higher rate of attrition. Thus, in order to counter that effect, more creative and engaging techniques and presentation materials are being created to maintain and increase retention and success rate.
2. Creating virtual simulation labs to compensate for the hands-on labs in lab intensive classes has been a definite challenge. However, we have obtained state of the art software to directly support out traditional equipment utilized in the hands-on laboratories and that has made transitioning to online teaching much easier and effective. Very few classes have opted to remain face to face in the lab sections because of the required hands-on nature of the course and having no alternative.
3. Since funding was cut for tutors, providing subject matter tutoring and workshop has halted.

**Action Plan:**

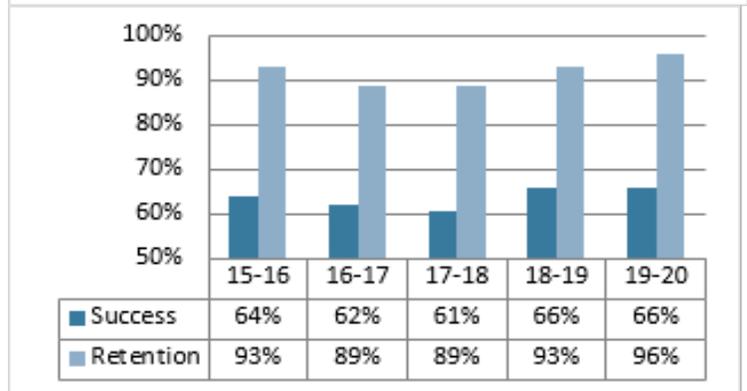
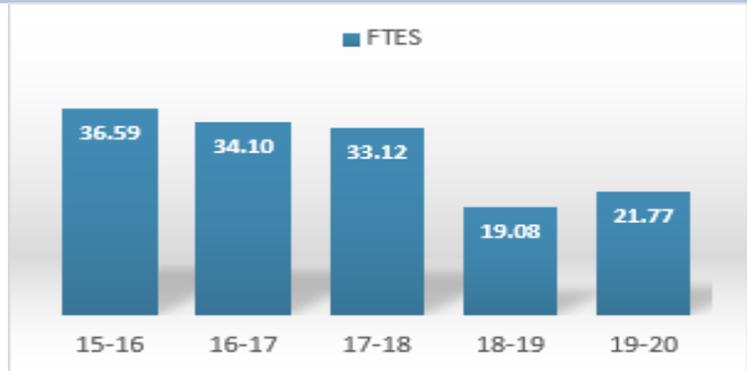
1. Creating effective teaching curriculum and materials and labs specifically to augment the Distance Education mode since the majority of courses have been and continue to be delivered in that modality so that we can increase our retention rate and reduce the attrition rate.
2. Continue to establish career pathways to high school students to reach out to more local schools and to provide more concurrent enrollment and dual enrollment opportunities for these students to provide a direct pipeline to our programs, thus increasing enrollment.
3. Create new industry partnerships and internship opportunities.
4. Increase outreach through better marketing of all program certificates and degrees.
5. Hire full-time faculty to help maintain the Accelerated Electronics technology program.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. Creating effective and engaging online courses	1, 3, & 7	--Faculty training with DE department	Ongoing
2. Establish career pathways to students	2, 6, & 7	--Work with college now department on our campus	Ongoing
3. Create new industry partnerships	2, 5, & 6	--Work with job developer liaison at SBC Tech department	Ongoing
4. Increase outreach through better marketing and advertising	6	--Work with media relations and community relations specialists on our campus	Ongoing
5. Hire full-time faculty to support increased FTEF	4, 7, & 8	--Approval and high ranking of program needs assessment committee	Depends on approval from program needs assessment process/ committee

**Description:**

The Food and Nutrition department offers classes that train students in the following, General Nutrition, Modified Diets, Dietetic Supervisor and Dietetic Aide. The department now offers a transfer degree to four-year colleges in the area of Food and Nutrition. Classes are offered online as well as in-person.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	366	341	332	195	217
FTEF	2.40	2.20	2.40	1.80	1.60
WSCH per FTEF	457	465	414	318	408
	15-16	16-17	17-18	18-19	19-20
Sections	12	11	12	9	8
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	2	1	0	1	0



**Assessment:**

- The Food and Nutrition department was able to roll out new programs as of fall 2020. FTES in 2018-19 was 19.08 percent and as the chart is showing there has been a slight growth in FTES in 2019-20 to 21.77 percent. Previous FTES has been above 30 percent in the department. It is the departments hope that with the new curriculum FTES continues to grow.
- FTEF has dropped significantly since 2015-16 which was 2.40, in 2018-19 FTEF fell to 1.80 and fell even further in 2019-20 to 1.60. The falling FTEF can be contributed to COVID-19, enrollment is low across the campus, and students do not like taking online classes. Once COVID-19 is under control the department expects to see an increase in FTEF.
- Since COVID-19 the department has been 100% online and will continue to offer online classes post COVID-19.
- Certificates are also down because the new program was just introduced in the fall 2020. As the program builds certificates awarded will also follow suite.
- Success—success has increased despite all classes are online due to COVID-19. Success rates are low on average since 2015-16. The program has been offering one class in the discipline since 2012 because the program had to be redesigned and updated.
- Retention rates are at 96% in 2019-20, which is the highest they have been.

**Progress from Last Year's Action Plan:**

- The department has a transfer degree in place.
- The new program is being offered and can be completed in one year if the students are attending college full time.
- Additional adjunct instructors have been hired and are currently teaching classes.

**SAOs/SLOs/PLOs:**

All SLOs have been updated within the curriculum process when designing the new program. SLOs didn't really influence program goals. Students were requesting the program be taught at the SBVC campus. These SLOs have not yet been assessed as this is a new program.

**Department/Program Goals:**

- Increase enrollment.
- Market the program to increase awareness for the program.
- Create an orientation for students entering the program.

**Challenges & Opportunities:**

- Opportunities to work with area schools, hospitals, retirement homes, spas, and casinos.
- Opportunities to market the program.
- Challenge to increase enrollment due to COVID-19 and all classes are currently online.

**Action Plan:**

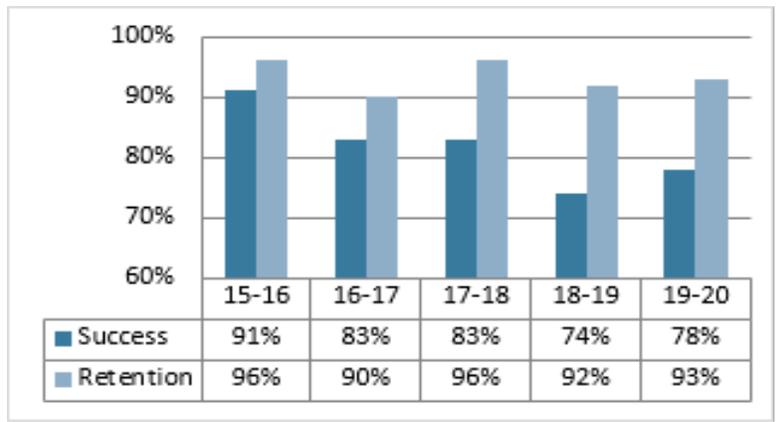
- Work with the marketing department to design marketing tools for the program.
- Create opportunities for students with area hospitals, retirement homes, spas, schools and casinos for local internships.
- Increase enrollment

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
<ul style="list-style-type: none"> <li>• Talk to marketing department.</li> <li>• Build relationships with area schools, hospitals, retirement homes, spas, and casinos.</li> <li>• Increase enrollment.</li> </ul>	<ul style="list-style-type: none"> <li>• Department chair will work with marketing.</li> <li>• Department chair will send out emails requesting meetings with area supervisors in order to build an opportunity for student internships.</li> <li>• Department Chair will work with marketing staff and area schools to increase enrollment for the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal resources needed.</li> <li>• No resources needed.</li> <li>• Minimal resources needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Summer 2021</li> <li>• Summer 2021</li> <li>• Summer 2021 and ongoing</li> </ul>

**Description:**

The program prepares students for entry-level employment in the residential and commercial HVAC/R repair, maintenance, and installation. With our dry, hot weather prevalent in the Inland Empire, and the Western Region in general and longer dry periods in the West, HVAC/R technicians are heavily in increasing demand. Many HVAC/R technicians either work for HVAC/R companies or have their own businesses or work as independent contractors for major box stores. The department offers Environmental Protection Agency (EPA) certification, required for handling refrigerant gasses used in the industry. It also offers Refrigeration Service Engineers Society (RSES) classes that must be taken by North American Technician Excellence (NATE) certified professionals in the HVAC/Refrigeration field to keep current with industry standards. The program directly aligns with these industry standards.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	252	269	312	305	298
FTEF	4.82	5.51	6.39	6.19	7.04
WSCH per FTEF	320	301	296	301	262
	15-16	16-17	17-18	18-19	19-20
Sections	14	16	19	18	20
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	4	2	2	1	4
Certificates awarded	16	14	13	13	26



**Assessment:**

1. FTES and enrollment have slightly decreased from previous year level; however, remained substantially higher than the previous four years level and is due to a three class section expansion daytime slots in order to capture that pool of students that historically where evening only students. Nevertheless, this overall improvement is attributed to the full-time faculty being able to teach the morning sections and also to coordinate and reduce department inefficiencies. In spite of Covid-19 and DE format which was dictated, the FTES numbers remain strong.
2. FTEF has expectedly mirrored the FTES number and again can be attributed to the same reasons cited above.
3. WSCH has decreased because of an adopted policy the department had initiated two years ago to reduce the number of student number per section, as a result of having lab intensive classes and reducing the number of students per workstation to deliver a more quality-based teaching of this intensively hands-on program. Also, Covid-19 and the sudden switch to DE modality has affected it.
4. Student Success has dropped, and the reason was identified by the department as a direct cause of having hired an adjunct faculty that performed poorly teaching two class sections. However, the issue has been resolved and success rate is expected to return to previous normal level which can be attributed to program efficacy and updated state of the art trainers introduced in the program.

**Progress from Last Year's Action Plan:**

1. Established and continue to connect with local HAVC contractors to establish a career pathway, whether as job placement or internships for our students within the industry.
2. Signed an mutual of Understanding with Southern California Gas Company to train students to be Gas appliance technicians since it is related to our heating portion of our program. Program will produce viable technicians to be hired by the Gas Company directly from our pool of students.
3. Increased outreach and promotional activities within campus and with local chapters of the RSES.

**SAOs/SLOs/PLOs:**

Analysis of PLO data for the past three years yields that the students success rate has continued to exceed 93% on the average indicating that we have a highly effective and robust program meeting industry requirements. This is apparent because the programs major PLO states that students “Be eligible to sit for industry/federal-style examination (RSES, NATE) on the theory and procedures of HVAC/R technology.” The PLO is directly subordinated to national industry recognized standards and is sanctioned by their rules and regulations giving validity and efficacy for the program. Additionally, Data for the last three years indicate that students continue to perform in excess of 90% on average on PLOs in general, and in excess of 87% on average on SLOs indicating that program goals as well SLO goals are being met and also attesting to the effectiveness of the educational curriculum and program goals. Moreover, course PLOs are routinely examined and reviewed and are modified as per the recommendation of the faculty as well as our advisory committee members who both are part of the industry as well as RSES and NATE. These recommendations also influence departmental goals that deal with aligning the program to meet industry needs and standards.

**Department/Program Goals:**

1. Hire a lab technician in aiding instructors to set up, maintain, and organize lab equipment and materials to help instructors effectively deliver their course material.
2. Continue to establish industry-wide partnerships to provide student internship opportunities and provide a pathway for student employment opportunities.
3. Continue to offer morning sections of beginning course to create additional enrollment through attraction of the daytime student population since we have historically offered only evening classes for the working population.
4. Increase outreach activities and program promotion to local high schools and industries within the building maintenance and construction fields.
5. Establish pathway with local high schools in order to provide career path opportunities whether through concurrent or dual enrollment.
6. Continue to grow adjunct instructor pool as there exists a shortage of qualified instructors to teach, especially in the morning.

**Challenges & Opportunities:**

1. Classroom and Lab spaces are being used to capacity. Lecture and Lab sessions are scheduled in alternates forcing Lab sessions to be taught before lecture in some instances. Space remains a premium and to increase class sections or sizes remain a challenge. Only one LAB serves the program and that continues to limit growth.
2. Seek out industry partnerships to explore internships for students remains a challenge as many local contractors are not large enough to consider the liability involved, however their increased numbers and with aggressive contact, this can become a good opportunity. Some success has been achieved with that respect.
3. Remains a challenge to hire part-time faculty to teach in morning section. All are typically employed in the industry with high pay-scale and if available only in evenings.
4. Outreach activities and program promotion to be supported by part time faculty. However, they are participating on their own expense. Funding is being explored so that they can be paid for their time (non-instructional hours) when promoting the program. Additionally, holding the RSES meeting at our campus has had some effect on outreach efforts at it has increased awareness of our program.

**Action Plan:**

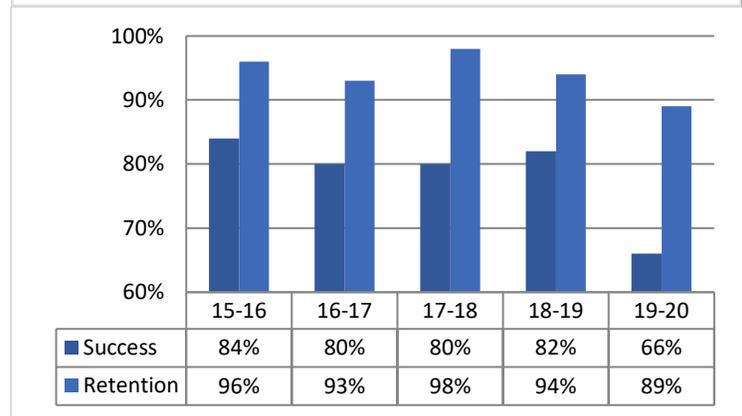
1. Continue to establish industry partnerships for apprenticeship opportunities for students
2. Perform more outreach and program promotions
3. Hire Lab Technician to assist in Lab setup and maintenance

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Continue to establish industry partnerships for apprenticeship opportunities for students	2	Funding and working with SBVC Job developer	Ongoing
Perform more outreach and program promotions	4	Working with SBVC Marketing	Ongoing
Hire Lab Technician to assist in Lab setup and maintenance	1	Needs assessment ranking, funding through Strong workforce grant	Working through the process

### 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 topics that include testing of construction materials, non-structural plan review, interpretation and use of building codes and related laws. It takes two years for students to complete the certificate and/or degree major for the inspection technology program. Graduates of the program typically work as building inspectors for government agencies in building and safety or code enforcement.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	96	105	166	119	124
FTEF	1.40	1.40	1.80	1.60	1.60
WSCH per FTEF	206	225	277	223	233
	15-16	16-17	17-18	18-19	19-20
Sections	7	7	9	8	8
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	1	0	0	1	0
Certificates awarded	2	3	2	2	0



### Assessment:

- There was a spike in 2017-18 duplicated enrollment. Duplicated enrollment continues to show an overall steady improvement from the 2015-16 year.
- FTEF has remained steady with a small spike for the 2017-18 year and then stayed at 1.60 for both the 2018-19 and 2019-20 years.
- WSCH per FTEF shows improvement for the 2016-17 and 2017-18 years but decreased slightly during the 2018-19 year. Academic Year 2019-20 shows improvement but still below the 2017-18 year.
- Student success was at 66% for the 2019-20 year. This is a significant drop from the 82% for the 2018-19 year and was likely caused by all the classes being moved online halfway through the spring 2020 semester because of COVID-19.
- Retention rate was just slightly lower for the 2019-20 year from the 2018-19 year but remains stable.

### Progress from Last Year's Action Plan:

- Enrollment is showing a small but steady increase.
- Several possible adjuncts were in the application process but fell through because of delays in the process.

### SAOs/SLOs/PLOs:

During the last significant curriculum update that was done and implemented for the 2019-20 year, new PLOs and SLOs for the program were implemented to better align with the industry expectations and requirements. Accurate data is not yet available for the PLOs since not all of the classes have been offered since the implementation of new PLOs. The SLOs for the courses that have been offered, since the updated SLOs, are showing 75% and above passing rate for all students assessed. The most significant/noteworthy part of the 2019-20 SLOs assessments were the instructor comments on moving the classes to the online modality spring of 2020. The faculty teaching the inspection classes had no previous experience teaching online classes and did their best, but the overall consensus was that the inspection classes are better taught face to face.

**Department/Program Goals:**

1. Schedule classes face-to-face, if allowed, and synchronous if scheduled in the online modality.
2. Improve any online classes by ensuring faculty have access to training in online teaching.
3. Continue to increase enrollment.
4. Increase number of completions.
5. Recruit more adjunct faculty.

**Challenges & Opportunities:**

- COVID-19
- The Inspection Technology Program has no full-time faculty. This has made it difficult to make any updates or improvements. The current faculty co-chairs, who are also the co-chairs of the Welding Technology and Machine Trades programs, are not subject matter experts for the program but are doing their best to provide faculty leadership.
- The faculty work in the industry which makes them uniquely qualified to properly train their students for the industry.
- Minimal outreach and marketing funds, opportunities, and support available.
- Qualified faculty are difficult to recruit.

**Action Plan:**

- Move classes back to in person/face to face as soon as allowed.
- Encourage faculty to go through the online training for teachers.
- Increase enrollment.
- Increase completions.
- Recruit faculty.

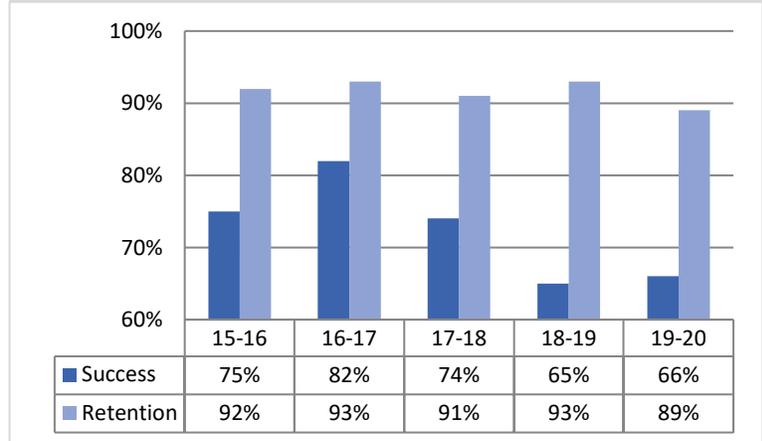
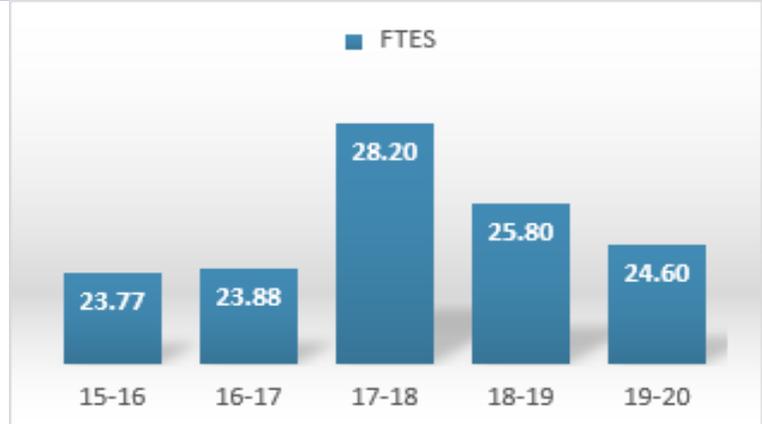
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Schedule classes face to face as soon as possible or synchronous is still required to be online	#1	Support from college/district	Now
Train faculty for online teaching	#2	Stipends for adjunct faculty to go through the training	Summer 2021
Work with Marketing for improved outreach	#3	Support from campus and district marketing	Ongoing
Instructors and counselors work together to ensure students have education plans	#4	Counseling for students	Ongoing
Recruit adjunct faculty	#5	Support from campus/district marketing and Human Resources	Ongoing

### Description:

The Machinist Technology program is designed to train first-time students and to retrain those employed in several fields of the machine trades industry. Curriculum includes: Conventional Machining, Computer Numerical Control (CNC), Computer-Aided Drafting (CAD), Computer-Aided Manufacturing (CAM), Tool & Die, Metrology, Inspection, and Print Reading. The program offers an AS degree and certificates in Machinist Technology. The program offers students the opportunity to obtain National Industry Metal Skills (NIMS) credentials accredited by the American National Standards Institute (ANSI).

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	133	139	138	120	119
FTEF	2.26	3.38	4.44	3.06	3.33
WSCH per FTEF	316	212	191	253	222

	15-16	16-17	17-18	18-19	19-20
Sections	15	15	22	15	17
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	0	0	4	0	2
Certificates awarded	6	4	7	13	6



### Assessment:

- FTES spiked for in 2017-18 academic year and then dropped during 2018-19 and again for 2019-20.
- Duplicated Enrollment has decreased from the previous years represented.
- FTEF increased slightly for the 2019-20 year but has remained stable.
- WSCH to FTEF after a small increase for 2018-19; there was a small decrease for 2019-20.
- Retention rates continue to be in the 90%'s, success rate overall has decreased.
- There were two degrees and six Certificates awarded for the 2019-20 year.

### Progress from Last Year's Action Plan:

- The apprenticeship program and machine operator program for high functioning Autism/Asperger was put on hold due to COVID-19
- Work was started on the program's webpage
- Equipment was purchased.

### SAOs/SLOs/PLOs:

There is very little data available since the enrollment is so low on the courses. The program's main goal is to increase enrollment to provide a better sampling of data for future analysis. All faculty in the program will also be encouraged to provide reflections to also assist with improving the SLO/PLO reporting to help identify strategies and possible corrections that will improve the program.

### Department/Program Goals:

1. Strengthen/add industry partnerships for improved guidance and program direction.
2. Develop a clear pathway for student success.
3. Plan schedules for improved efficiency and student success.
4. Review curriculum for industry alignment, improved pathways, reduced units, and efficiency.

**Challenges & Opportunities:**

- COVID-19.
- Low enrollment.
- Student pathways not clearly defined.
- Strong Workforce program funding opportunities available.

**Action Plan:**

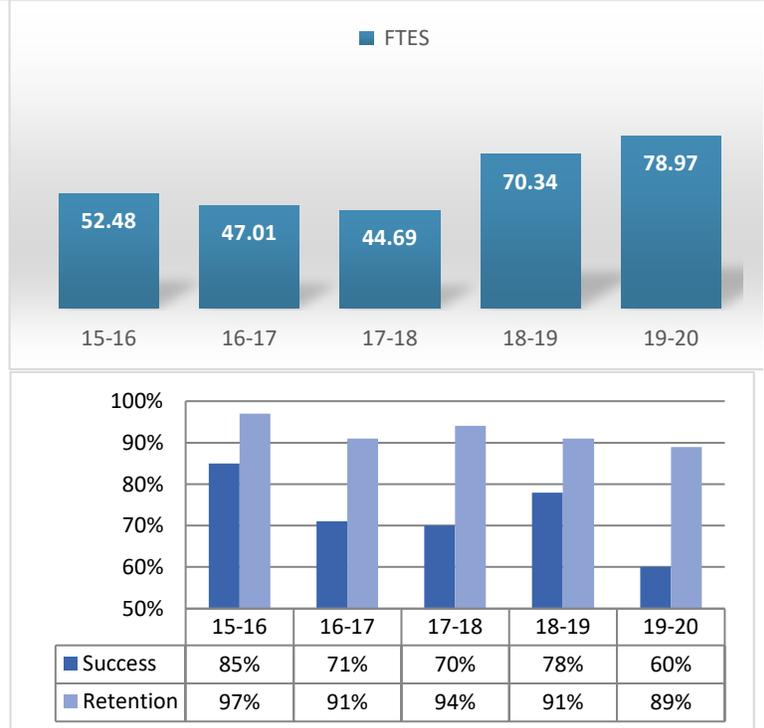
The program struggles with low enrollment. Increasing the enrollment is the top priority for the program. All the program goals for the year tie into this by working toward better support for the students. By strengthening industry partnerships, the program will be able to teach skills that the industry wants to hire and while providing possible employment for the students. Clear pathways will provide a better experience for students while helping them achieve goals faster. More efficient scheduling and curriculum revision will help with the efficiency and reduce the number of classes that require cancelling due to low enrollment.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
<ul style="list-style-type: none"> <li>• Hold advisory meeting to strengthen partnerships with industry</li> </ul>	#1	Faculty input and support	Spring 2021/Ongoing
<ul style="list-style-type: none"> <li>• Develop/finalize guided pathways for the program</li> </ul>	#2	Assistance from Guided pathway leads/committee	Fall 2021
<ul style="list-style-type: none"> <li>• Plan schedules based on efficiency and pathway for students</li> </ul>	#3	Faculty input and collaboration	Ongoing
<ul style="list-style-type: none"> <li>• Review/update curriculum</li> </ul>	#4	Faculty input and collaboration, Assistance from curriculum committee	Fall 2021

**Description:**

The Water Supply Technology Program is designed to serve students who are employed or interested in employment in the field of water and wastewater. The program provides technical courses in water distribution, water treatment, wastewater collection, wastewater treatment, water use efficiency, instrumentation, geographical information systems, as well as backflow prevention/cross-connection control and water utility management. The courses prepare students to upgrade their skills and/or prepare them for licensing examinations and certifications from the California State Water Resource Board, American Water Works Association, California Water Environment Association, and other agencies. The program offers both credit and non-credit vocational certificates as well as an associate degree. Scheduling options include accelerated formats (i.e., 8, 10, and 18 weeks). A course rotation schedule (both campus and weekend college programs) has been standardized to ensure course offerings are consistent from semester to semester. Scheduling options include accelerated formats (i.e., 8, 10, and 18 weeks). For those who cannot or choose not to attend the main campus, over 99% of the program units can be completed by taking courses approved for as distributed education. Hybrid course offerings takes the traditional sixteen-week course and condenses the material covered each week--intense and demanding by design--into an eight-week format.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	595	564	486	759	888
FTEF	6.69	6.13	6.32	7.60	8.17
WSCH per FTEF	235	230	212	278	290
	15-16	16-17	17-18	18-19	19-20
Sections	47	42	43	49	54
% of online enrollment	4%	14%	14%	18%	19%
Degrees awarded	12	15	12	12	7
Certificates awarded	14	12	6	11	10



**Assessment:**

Total FTEF has increased to 8.17 but is stable (EMP, Fig. #1). The ratio of full-time to part-time faculty is 1:14 as the program remains heavily dependent on part-time faculty. Student success rates were on the rise and retention rates remain constant. (EMP, Fig. #2). There has been a positive change in enrollment activity (traditional and online courses). FTES generation has increased dramatically demonstrated by an increase of 25% in comparison with previous academic years (AY) averages for AY 2016-18 (EMP, Fig. #1). The increase in FTES can be attributed to the following changing curricular requirements: 1) the removal of overreaching course requisites. 2) modifications of electives, and 3) underfilled course deactivations. (EMP, Fig. #1). Duplicate enrollments increased to a high of 888 in AY 2019-20 from a low of 486 in AY 2017-18. (EMP, Fig. #1). The number and proportion of students in the program shifting to on-line instructional methods, demonstrates a marked increase of 19% (EMP, Fig. #1). Statewide reporting data provides evidence degree and certificate variances are consistent with regional program completion trends for water and wastewater treatment plant and system operators. This may indicate that the program is stable. Hence, FTES, success, retention, awards, and labor market information suggest fiscal stability within the program.

**Progress from Last Year's Action Plan:**

- Preconceptions about careers in operations and the trades are a deterrent to students interested in the water industry. Hence, additional marketing resources are needed to rephrase or retool the program's current vision to make it more appealing to special populations. An added dilemma has been the widespread misinformation on the subject matter (expected range of knowledge) along with the separation of academic certification which is being equated to industry licensing. Clearly, prospective students are struggling to see the connection between their courses and their selected career path. In an increasingly competitive marketplace, the program's relevance, and visibility in connecting students to job opportunities is critical to differentiating SBVC course offerings in water technology from other educational platforms.
- Private companies involved in course offerings in water supply principles offer a different approach to training. Consequently, the competition is fierce as other web-based vendors offer very intense and shorter (2 to 4 days) courses when compared to the traditional semester-long course. Similarly, the accelerated (eight-week) scheduling option has become the popular streamlined means to industry credentials. This academic year more program students have actually taken a distance education course either hybrid or completely online and consider this modality as a feasible option to face to face. The WST Program has also been successful in marketing career pathways to K-12 students supporting GenGo early college model.

## SAOs/SLOs/PLOs:

The focus of the course offerings in WST are three-fold: 1) career technical education, 2) transfer, and 3) life-long learning. The Program Learning Objectives (PLO's) were revised to ensure direct alignment with the expected range of knowledge identified by state licensing officials for minimally competent water industry operators. All students are required to demonstrate mastery of the subject matter, as exhibited, by scoring at least 70% for all components within a grading rubric, standardized test, or survey instrument. In accordance with AB705 mandates, applied mathematics continues to be taught as either independent course of studies or totally integrated into the technical subject matter. Additionally, the content review process was used to adapt industry specific writing skills into the target courses, WST 034, and WST 036, respectively. Department faculty actively support the expansion of distance learning options in that it enhances access, provides a flexible pathway for students, and hopefully leads to increased completion/graduation rates. The curriculum mapping process is also being utilized to identify the specific skillsets and proficiencies required in the workplace.

## Department/Program Goals:

- Recognizing there will be a "knowledge-gap," as the water industry braces for a "silver tsunami" of retirements (baby boomers) in coming years, the WST program is putting the educational resources in place to cultivate the next generation of water-treatment experts. Preparation for career success (weekend/early college models along with exam refresher courses), affordability (distance education and non-credit curricular design focus), hands-on real-world learning opportunities (internships), supportiveness (strong community leadership) has been the dominant theme in making program courses more attractive to students.
- In fact, recruitment of adjunct faculty has yielded well-rounded professionals that are reflective of the race, ethnic, gender imbalance, and cultural backgrounds with whom students can identify and recognize as examples of occupational achievement. To further facilitate the accomplishment of its mission, the WST Program encourages the use of a variety of student-centered delivery modes and methodologies. This provides faculty with the tools they need to effectively utilize the online or hybrid modes of delivery. The WST Program is also doing more now to market the program as fully online. To explain further, over 57% of the discipline faculty have completed the required "Preparation for Online Teaching Level #1" course for teaching in an online environment.

## Challenges & Opportunities:

A major challenge for the WST Program is the lower than desired number of certificates and degrees awarded. Even though the entrance qualifications for water related careers does not require a four-year degree; the successful attainment of an industry recognized certificate is still required for licensing. For that reason, the low degree and certificate numbers are being attributed to students not finishing the program due to, we hope gainful employment opportunities. Labor market trends, industry alignment, and emerging technologies, serves as the basis of program planning and guide WST Program certificate and degree offerings. Substantial dialogue between the appropriate internal and external parties (department faculty, advisory committees, and the workforce development board, etc.) has been instrumental in analyzing and/or validating the required tasks of the occupation. For example, the curricula design of program awards was modified to include courses of study in environmental regulatory compliance, geographical information systems, and electrical instrumentation. The WST program also offers customized not-for-credit (refresher and continuing education) training for incumbent employees who wish to maintain industry licensing. Once attained; certification must be renewed with proof evidenced by the completion of a set range of contact hours.

## Action Plan:

To successfully address the needs of industry, water and wastewater workers need to possess both experiential knowledge of the water and wastewater industries and comfort with technology. In meeting the demands of changing skill needs of employees, the challenges within the water utility sector demonstrates the need to establish industry specific certificate and degree programs and invest in workers through apprenticeships. Most of the program's growth has come from word-of-mouth and the general marketing efforts of departmental faculty. Program expansion and collaborative efforts must center on strengthening employment connections with diverse local talent through the current internship model (preferably paid apprenticeships sometime in the future). Accordingly, the program is revisiting data collection elements on other variables deserving enquiry, such as attainment of industry certification, job placement, and employment status within the major of study.

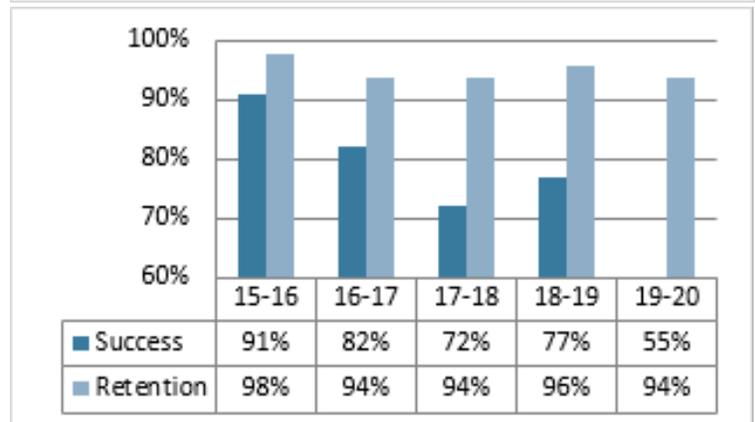
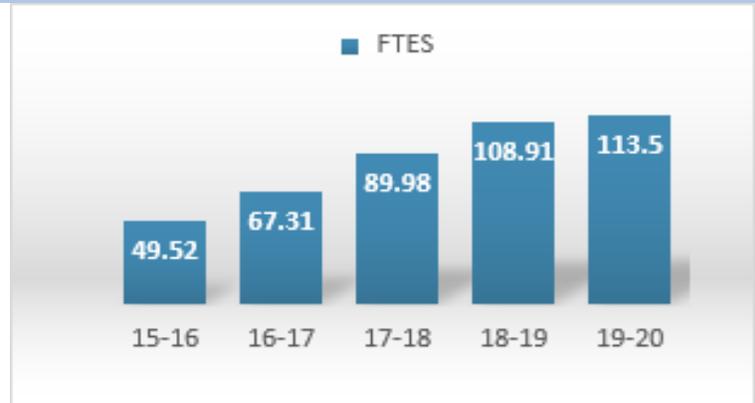
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. Establish Apprenticeship Program. a. Contact the Division of Apprenticeship Standards (DAS). b. Identify industry stakeholders and educational partners. c. Determine essential job skills (specific "skill sets" or certifications). d. Identify the requisite classroom instruction. e. Submit program to DAS for approval.	1. Offer an alternative career pathway to gain valuable experience and education at the same time. 2. Increase job placement opportunities: a. Explore selection criteria of apprentices. b. Investigate comparable wages. c. Authenticate skill set mastery (entry-level to journeyman-level) and/or certification attainment procedures.	1. Partnership with K-12, four-year institutions, employers, and other industry stakeholders. 2. Water purveyors pledging programmatic support to students seeking employment as direct hires of the agency or in similar jobs. 3. Online or 24/7 tutoring services. 4. Enrollment management data. 5. Partnership with K-12, four-year institutions, employers and other industry stakeholders.	Spring 2022  Ongoing
2. Research rapid and/or integrated four- or six-week bridge courses to help students move from non-credit to credit courses.	3. Course completion pace is faster and slightly rigorous; provides a competitive edge.		27

<ul style="list-style-type: none"> <li>3. Establish cohort learning communities.</li> <li>4. Advertise the water supply technology department more effectively, both on and off campus.</li> </ul>	<ul style="list-style-type: none"> <li>4. Encourages students to stay together from enrollment to graduation.</li> <li>5. The success and retention rates of accelerated courses and learning cohorts will be used to determine alternative scheduling options.</li> <li>6. Address industry groups as formal speakers.</li> <li>7. Participate in regulatory industry committee or consultation groups.</li> <li>8. Offer water conservation education workshops for high school teachers about water related issues.</li> </ul>	<ul style="list-style-type: none"> <li>6.</li> <li>7. Industry accreditation committee membership (<b>American Water Works Association, California Water Environment Association, and Water Environment Federation</b>).</li> <li>8. Water agency job fliers, promotional opportunity notices, Inland Empire Water Council website and WST Program webpage.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
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### Description:

The Welding Technology program continues to keep in step with industry standards. This includes: Oxy-fuel processes, shielded metal arc welding, gas metal arc welding, flux-cored arc welding, gas tungsten arc welding, fabrication, thermal cutting, and welding inspection. Students in the program are being prepared to successfully meet the American Welding Society (AWS) standards and pass the Los Angeles City certification test for structural welders. The program provides the needed skills training for students to enter the welding profession and receive high paying jobs with opportunities for advancement. The program recently added new equipment to help meet the industry need for training and the new courses and certificates that were added. The program's laboratories were closed during the spring 2020 semester and have remained closed through the first half of the 2020-21 year with no answers on when they will reopen. The closure of the labs started with COVID-19, but the district has kept them closed rather than meet OSHA requirements for a safe workplace.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	326	463	513	556	547
FTEF	7.06	7.96	9.39	10.05	10.17
WSCH per FTEF	210	254	287	325	335
	15-16	16-17	17-18	18-19	19-20
Sections	28	32	31	32	41
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	1	8	2	0	3
Certificates awarded	3	5	5	4	4



### Assessment:

- FTEF increased by 4.21% from the 2018-19 year. This continues to show a significant improvement in the program as the FTEF has increased by 129.2% from the 2015-16 year to the 2019-20 year.
- Duplicated enrollment has also increased 67.79% since the 2015-16 year. The 2019-20 year would have been higher but four late start classes were canceled due to Covid-19.
- FTEF is also up which is expected due to the unit increases as a part of curriculum updates.
- WSCH per FTEF has improved by 59.62% from the 2015-16 year to 2019-20. The 2019-20 WSCH per FTEF of 335 is showing strides the program is making towards improved efficiency. Again, this number would have been higher, but the spring 2020 semester had four classes canceled due to Covid-19.
- The student success percentage of 55% for the 2019-20 year was expected as the data is incomplete. The students have been given IP (In Progress) grades for the spring 2020 semester extending the same semester until the students complete their course(s). As of spring 2021, the students have not been allowed to finish their courses because the college/district continues to keep the welding labs closed because of safety violations.
- Retention rates have remained steady fluctuating between 94%-98%.
- Four certificates and three degrees were awarded for 2019-20.

### Progress from Last Year's Action Plan:

- The program applied for and received funding through Perkins and Strong Workforce.
- The program purchased updated equipment to help reach many of the department's goals.
- The program purchased instructional supplies to meet the increase in FTEF.
- The program is still requesting a full-time lab assistant and an additional full-time faculty, but these requests are consistently denied.

**SAOs/SLOs/PLOs:**

One thing we can see is that some SLOs have not met the criteria due to the lack of a laboratory technician. The instructors lose time with students by having to complete tasks that laboratory technicians would do. Also, the need to do so much maintenance on older pieces of equipment has taken even more time away from students. Since the school has not supported the program in this area, one goal is to replace all the old equipment with more modern up to date equipment to help improve the success of students and result in improved PLO and SLO data.

**Department/Program Goals:**

1. Make our labs safe for students and faculty to return.
2. Hire an additional full-time faculty to meet the increased demand for the program.
3. Hire a full-time laboratory technician to aid certificated faculty in supporting the needs of students enrolled in the Welding Technology Program. Responsibilities would include orders, issues, prepares, and maintains laboratory materials, supplies, and associated equipment; performs related duties as required.
4. Increase class offerings to improve CTE certificates and increase student access to the program.
5. Improve and modernize equipment to improve student success.
6. Purchase instruction supplies to support student success even with increased enrollment.
7. Increase the number of students completing the program certificates.
8. Increase the number of students completing industry recognized qualifications.

**Challenges & Opportunities:**

- The welding program was shut down in spring 2020 due to COVID-19 but has remained closed due to other safety violations. As of preparing this document, the welding program was shut down for half of spring 2020, summer 2020, fall 2020 and at least the first half of spring 2021.
- The program not having a laboratory technician has continued to keep student success low in the program. Instructors are doing the job that a lab technician would do during class time. This takes away valuable time from the students. Also, having no lab technician brings up some safety issues with classroom management.
- A large percentage of the courses are taught by adjunct faculty. The program FTEF is 10.17. The program only has two full-time instructors which are always carrying overloads. Most of the adjuncts have also been recently given overloads which means that class offerings will need to be decreased if adequate support is not provided.
- Additional instructional supplies are needed to support the increased enrollment in the program.
- Strong Work Force grant is a possible opportunity for funding.

**Action Plan:**

- The welding department's priority is to make the laboratories safe for students and faculty to return. The welding department will continue to meet with the district and make recommendations to fix the safety violations that are currently in all three laboratories.
- The next step will be to request full-time faculty and laboratory technicians through program review. This will allow the program to reach many of the goals set.
- Another priority will be to seek more funds in both the form of grants and program review process. The program is growing fast and has not seen any budget increase to help support this growth.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
<ul style="list-style-type: none"> <li>• Make recommendations to the district to correct the safety violation in the welding labs.</li> </ul>	#1	District action	Now
<ul style="list-style-type: none"> <li>• Continue to advocate for a full-time faculty through program review.</li> </ul>	#2, 4,7,8	Funding	Now
<ul style="list-style-type: none"> <li>• Continue to advocate for a full-time laboratory technician through program review.</li> </ul>	#3,4,7,8	Funding	Now
<ul style="list-style-type: none"> <li>• Continue to apply for grant funds and advocate for funding through program review.</li> </ul>	#5,6	Funding	Fall 2020-Ongoing
<ul style="list-style-type: none"> <li>• Continue to advocate for adequate instructional supply funds through the program review process</li> </ul>	#4,6,7,8	Funding	Ongoing



# ARTS & HUMANITIES

Instruction

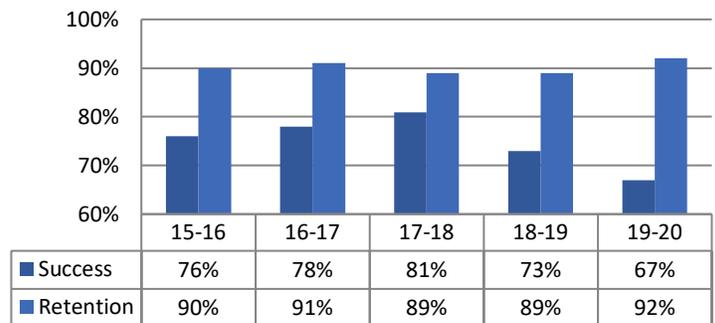
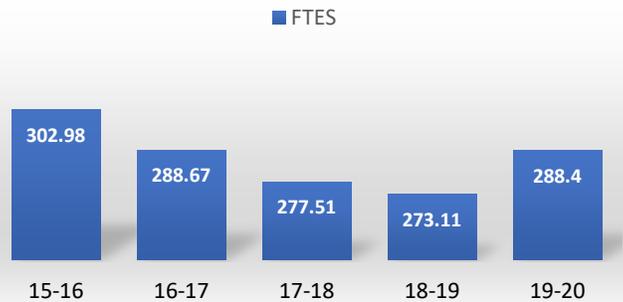
2019-2020

Research, Planning and Institutional Effectiveness

**Description:**

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

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	2,177	2,089	2,030	2,068	2,165
FTEF	18.95	18.66	20.70	19.78	20.07
WSCH per FTEF	480	464	402	414	431
	15-16	16-17	17-18	18-19	19-20
Sections	150	149	155	156	162
% of online enrollment	5%	7%	9%	11%	10%
Degrees awarded	22	30	19	20	31
Certificates awarded	6	18	11	4	11



**Assessment:**

- FTEF increased by 15.29, Duplicated Enrollment increased by 97 and FTEF increases by .29. It was anticipated that enrollment in art classes would drop to the move to an online format due to COVID-19, however the art classes have remained strong in enrollment. WSCH per FTEF increased by 17. This may be the result of the additional online offerings. It is contradictory the percentage of online enrollment decreased by 1%, as all classes were moved online in March 2020. With limited funds and staff, the Gresham Art Gallery helps to address the inequities in the community’s limited access to art. We were able to offer four shows in the Gallery before the move to an online format. Two online artist talks were offered in fall 2020.
- The number of degrees awarded increased by 11, the number of certificates increased by seven. There is a targeted effort to increase student awareness of job and transfer opportunities for art and design majors. Success rates decreased by 6% and, retention rates increased by 3%. There may be a correlation between the increase in the number of students enrolled in online classes and the lower success rate. Success rates are lower in online courses. Student success and retention are also dependent on a specialized and professional environment and access to campus facilities.

**Progress from Last Year’s Action Plan:**

- The lead/art gallery curator expanded the educational and interdisciplinary components of the gallery with three shows in fall 2019 and one show in spring 2020. We were in the progress of opening a second show for spring 2020 when the lockdown occurred.
- The Art department is participating in a collaborative Here-to-Career Grant with CSUSB and Norco College. Students have received peer-mentoring with CSUSB students and internship opportunities with a CSUSB game design class. The Art Department at CSUSB hosted an art exhibit of SBVC art student work in fall 2019. The Art department is a part of SBVCs Institute of Media Arts.
- The majority of art department curriculum was approved for online delivery. The only class not suitable for online instruction is glass blowing.

**SAOs/SLOs/PLOs:**

The goal most significantly influenced by the assessments of PLOs and SLOs (Student Learning Outcomes) has been signing courses with the online delivery.

### Department/Program Goals:

- Request a full-time Art History faculty member through the Program Needs Request process.
- Increase the lab technician position from 55% to full-time. The lab technicians help with the studio classes in 3D design, ceramics, glass and with the Art Gallery.
- Sustain and improve the studio space in the drawing, painting, sculpture, ceramics, and glass-blowing areas through the Program Needs Assessment Process.
- Continue to pursue AA-T in Art History.
- Through grant fund opportunities and Art Gallery events offer career-related activities in visual arts.
- Increase the Art Gallery budget through the Program Needs Assessment Process for educational and interdisciplinary programs and activities.
- Continue to incorporate Project Based Learning and Design Thinking to CTE classes through faculty training and implementation.
- Continue to work on the curricula changes to the graphic design/multimedia program.
- Research the possibilities of two new certificates, illustration/animation and arts and entrepreneurship.
- Continue to collaborate with the Institute of Media Arts.

### Challenges & Opportunities:

- The challenges are lack of an additional full-time faculty member, especially in Art History. There are FTEFs for ten full-time faculty, yet the department has two full-time faculty and one faculty member who is on the faculty early retirement program (FERP) and is teaching one-half of a full-time load. The lab technician in the studio areas for the faculty who is FERPing is not full-time and works 55% of a 40-hour work week.
- The percentage of art classes taught by adjunct instructors is 75%. An additional challenge is that of underprepared students and who lack basic-skills or have additional physical and mental needs and require more attention from the faculty.
- The opportunities are in increased enrollment through online classes and classes held at the local high schools. The Graphic Design/Multimedia programs is undergoing revisions with the help of a consultant and Strong Workforce 4 funding. Our collaboration with the Here-to-Career grant with CSUSB and partnering with the Institute of Media Arts may help to increase career and transfer opportunities for the students. The Art Department is planning to provide educational and interdisciplinary art exhibits and programs to increase campus and community awareness return to campus.

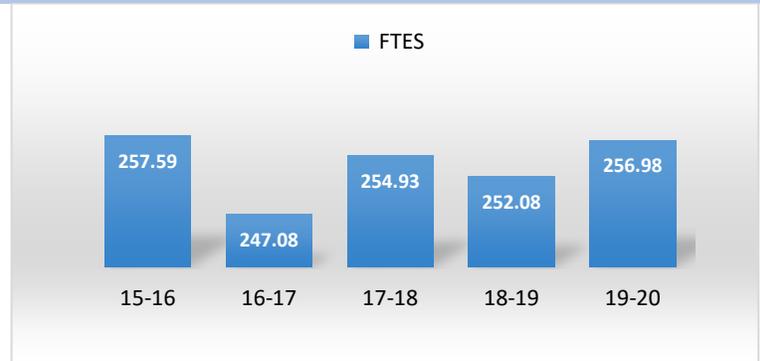
### Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Request a full-time art faculty member with a specialization in Art History.	Increase enrollment and advance the art history curricula. Develop an Art History AA-T transfer degree.	Program Needs Assessment Requests	Fall 2021/Spring 2022
Increase the lab technician's hours from 55% to full-time.	Provide additional support in the 3D design, ceramics, and glass studios and with the Art Gallery.	Program Needs Assessment Request	Fall 2021/Spring 2022 Fall 2021/Spring 2022
Order new equipment to update the painting, drawing, ceramics, and glassblowing studios.	Sustain and improve the drawing, painting, sculpture, ceramics and glass-blowing studios, the Art Gallery, and the outside area near the Art Gallery.	Program Needs Assessment Request for equipment, facilities improvement, and an increase in the Art Gallery budget	Fall 2021/Spring 2022
Relate activities to the Here to Career grant and art gallery activities.	Offer career-related activities in visual arts.	Program Needs Assessment Request for increase in Art Gallery budget	Fall 2021/Spring 2022
Long range planning for gallery shows, activities and art talks.	Increase the Art Gallery budget for educational and interdisciplinary programs and activities.	Program Needs Assessment Request for increase in Art Gallery budget	Fall 2021/Spring 2022
Working with an outside consultant on the curricula.	Update the Graphic Design/Multimedia curricula.	Strong Workforce 4 funding	Fall 2021/Spring 2022

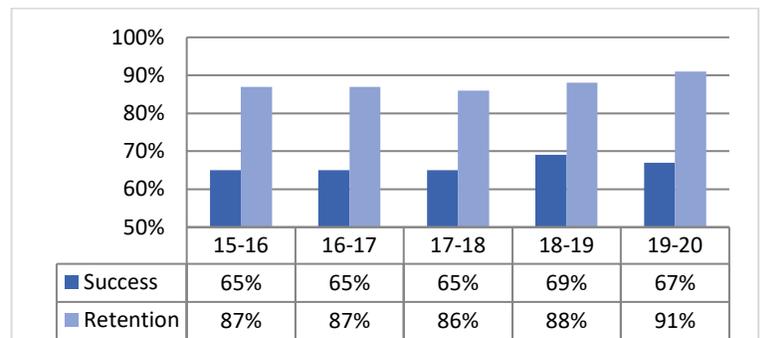
**Description:**

The Communication Studies department provides quality education in courses that are designed to serve lower division, transfer, and general education students at the two-year college level. The department offers courses that range from public speaking, interpersonal, small group, debate and argumentation, mass media, gender, and intercultural communication studies courses that provide the opportunity for students to grow academically and in their presentation skills. Critical thinking and performance-based classes allow students the opportunity to develop on multiple levels which will help in education and in all areas of life.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	2,596	2,488	2,572	2,550	2,600
FTEF	18.18	17.60	18.20	18.20	17.60
WSCH per FTEF	425	421	420	416	438



	15-16	16-17	17-18	18-19	19-20
Sections	92	88	91	91	88
% of online enrollment	14%	16%	17%	18%	16%
Degrees awarded	10	12	12	10	20
Certificates awarded	N/A	N/A	N/A	N/A	N/A



**Assessment:**

- Overall, the total number of classes the department offered decreased, and then we had three less sections than the previous school year, moving from 91 to 88 sections. Surprisingly, even with less sections, we had twice as many students receive their degree. In the 2018-19 academic year we had 10 students complete their degrees in Communication studies, doubling in 2019-20 with 20 students finishing their degrees in Communication Studies.
- FTEF (Full Time Equivalent Students) were up from last year, moving from 252.08 to 256.98. We had an increase in retention as well, but we experienced a decline in our success rates, which were down by 2% from the previous year (69%-67%). The success and retention rates did slightly improve from the years prior to 2018. The academic years from 2015-18 had a success rate of 65% and 2019-20 reported a success rate of 67%. The retention rates have consistently improved through the years from 87% up to 91%. Retention has improved however success rates have declined.
- Duplicated enrollment rose by 50 from the previous year increasing 2,550 to 2,600 and WSCH per FTEF also rose from 416-438. FTEF were lower in fact they were back at the same numbers they were in 2016-17.

**Progress from Last Year's Action Plan:**

- We have increased our number of degrees awarded by 100% growing from 10 degrees awarded to 20 degrees awarded in 2019-20.
- We have experienced difficulties because of COVID and the inability to hire another full-time instructor. We lost two full-time instructors out of the department of four full-time instructors. One retired and one was promoted; hence, we need another full-time faculty member in addition to the position we are currently hiring.

**SAOs/SLOs/PLOs:**

- Our program SLO (Student Learning Outcomes) summary for the past three years demonstrates that 84.23% of students have met the PLO's.

**Department/Program Goals:**

- Increase student success rates from 67% to 70%.
- Continue to explore successful ways to teach performance classes that require an audience or the interaction of multiple students online.
- Increase the number of classes offered.
- Continue to promote the AA-T in Communication Studies, and to continue to monitor the number of degrees awarded.
- Continue to host our annual speech and debate tournament.
- Promote our department further during “welcome week,” and through counselors.
- Build our adjunct pool.
- Network with CSUSB and local high schools.
- Hire full-time instructors to replace another vacant position.

**Challenges & Opportunities:**

- It is challenging for our department to continue to grow with only two FTF members. We are in the process of hiring one new faculty member, but we need at least one more to replace our loss.
- Networking with other community colleges because of the pandemic has been a new opportunity. Chairs from the local community colleges have planned a summit to discuss best teaching practices for Communication Studies courses being taught online.

**Action Plan:**

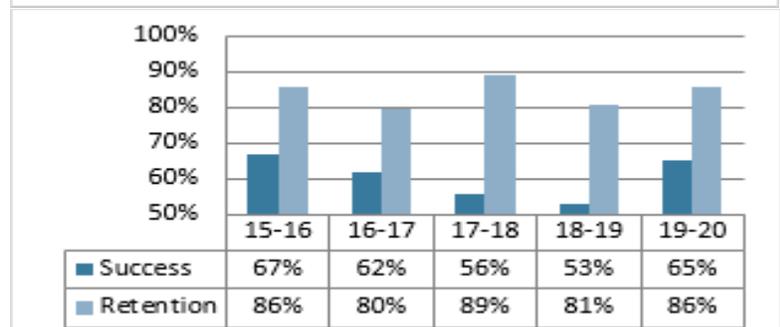
- The Communication Studies department plans to continue to assess student needs regarding course offerings, to continue serving our students to the best of our ability especially during the pandemic. We look forward to continuing to explore teaching methodologies especially for performance-based courses and continue to expand our program. However, this goal will remain difficult to achieve if we continue to function with two FTF. Our department will continue to remain concerned about being able to maintain student success with only two full-time faculty members because we recently lost two full time colleagues to retirement and promotion.
- Our department is committed to continue advertising the AA-T in Communication Studies, helping students succeed in their educational and career goals. We will continue to distribute our Department Brochures to help inform students of our department offerings and our Communication Studies AA-T degree.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
<ul style="list-style-type: none"> <li>• Continue advocating for more full-time faculty through program review documents.</li> <li>• Evaluate different approaches to improve success rates, especially online courses. Increasing sections using free Online Educational Resources. Continue to examine the impact the length of our classes has on student success.</li> <li>• Continue to market our program, distributing department brochures to help inform our students of our department offerings and our AA-T Degree. We will also be more visible by attending appropriate events to promote department.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase number of full-time faculty in the department.</li> <li>• Increase success rates.</li> <li>• Continue to increase the number of degrees awarded.</li> </ul>	<ul style="list-style-type: none"> <li>• Funding</li> <li>• Faculty training and additional research.</li> <li>• Update and print brochures and fliers to distribute.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Now, but hopefully see statistics changing by fall 2022 (two years)</li> <li>• Ongoing</li> </ul>

**Description:**

The curriculum in the dance program provides basic preparation for further study in dance at the community or university level. It is the goal of the dance department to help students to develop their dance potential to the highest possible level.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	76	87	79	59	51
FTEF	1.06	2.00	1.43	1.43	1.43
WSCH per FTEF	394	261	331	245	214
	15-16	16-17	17-18	18-19	19-20
Sections	12	20	17	18	18
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A



**Assessment:**

- Despite the number of sections holding steady at 18, FTES (Full Time Equivalent Students) dropped from 11.68 to 10.20. Duplicated enrollment also decreased from 59 to 51 and while FTEF remained at 1.43, WSCH per FTEF decreased from 245 to 214. Retention rates increased slightly from 81% to 86% and success rates increased from 53% to 65%.
- Data shows 0% enrolled online. There were no degrees or certificates awarded as Dance does not have a program for either degrees or certificates.

**Progress from Last Year's Action Plan:**

- Enrollment continues to be a challenge and moving Dance classes online because of Covid-19 heightens the challenge. All Dance classes have been approved for online delivery. However, in-person remains the preferred delivery method of instruction for technique classes.
- Dance curriculum has been updated and discussions have begun regarding the creation of a Dance degree program and certificate program.

**SAOs/SLOs/PLOs:**

- Dance faculty are regularly submitting their SLOs (Student Learning Outcomes).

**Department/Program Goals:**

- Increase enrollment.
- Start degree program
- Start certificate program

**Challenges & Opportunities:**

- Weak marketing, applicability of courses to degree paths (no Dance cert or degree). Restrictions on face-to-face classes continue to threaten enrollment and retention.

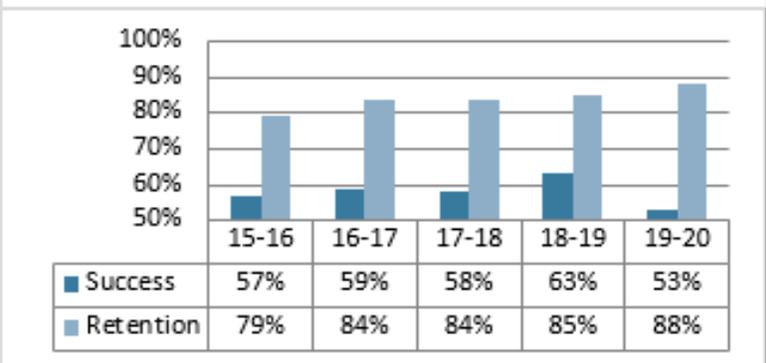
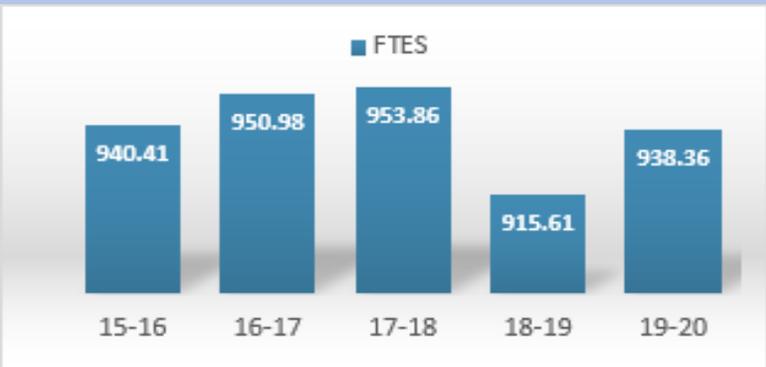
**Action Plan:**

<b>Action Steps</b>	<b>Department Goal</b>	<b>Necessary Resources to Complete</b>	<b>Target Completion Date</b>
Explore marketing strategies.	1	NA	Ongoing
Develop degree/certificate programs	1, 2, 3	NA	Ongoing

**Description:**

The English department offers a comprehensive program of classes designed to help students improve literacy levels and study skills. Courses are designed for transfer students, students seeking an AA Degree or Career Certificate (ESL (ENGLISH AS A SECOND LANGUAGE)), basic skills students, AA-T English Degree majors, and ESL students. Our courses foster practical and academic writing, critical thinking, comprehension skills, and communication skills. Courses are offered in composition, literature, journalism, literary magazine production, creative writing, English as a Second Language, and pre-college writing. The department regularly reviews courses through the content review process to ensure they are addressing the needs of our students. In addition, with the implementation of AB705 guidelines and curriculum, and with the current distance learning format, the department continues to evaluate those courses through monthly dialogues in its Community of Practice. The implementation of the recent recommended placement levels is currently being evaluated with data provided by Research and Planning department. The Writing Center continues to provide support services to students across the department and provides imbedded tutors for all corequisite courses.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	7,186	7,265	7,310	7,007	8,411
FTEF	69.22	72.40	74.09	76.30	83.35
WSCH per FTEF	408	394	386	360	338
	15-16	16-17	17-18	18-19	19-20
Sections	292	298	308	307	413
% of online enrollment	12%	13%	13%	14%	13%
Degrees awarded	10	20	11	13	19
Certificates awarded	N/A	N/A	N/A	N/A	N/A



**Assessment:**

FTES/duplicated enrollment increased in 2019-20, due in part to the implementation of AB705 curriculum. WSCH continuously shows a decline as the union-imposed caps are enforced; however, sections are up significantly with the addition of the AB705-related corequisites. A consistent rise in student retention is indicated by the data. Success rates rose through 2018-19, with a 10% decrease in 2019-20. Fall 2019 was the first term AB705 was implemented, and this adjustment may explain the lower performance measures in some courses. Performance measures fell even more during spring 2020 when all courses were fast-tracked to a remote learning modality in March. Additional data provided by the Research Office compares performance measures based on corequisite support, and that data show that students performed better in English 101 when they took no corequisite, possibly because those enrolled in 086/087 required more fundamental support. With the department's on-going Community of Practice group, outreach to PT faculty, implementation of embedded tutors in co-requisite courses, re-evaluation of AB705 curriculum, and the continued promotion and use of Writing Center services, the department is actively addressing success measures. The number of sections offered increased dramatically from 2018-19--attributed to the addition of the co-requisite courses. There was no significant increase in online offerings. There was, however, an increase in degrees awarded in 2019-20, which can be attributed to department outreach to English majors.

### Progress from Last Year's Action Plan:

- Provided Community of Practice training on AB705 curriculum to full- and part-time faculty.
- Continued Community of Practice has continued to meet bi-monthly to share and promote best practices.
- Applied for and received Basic Skills funding for adjunct faculty participation in Community of Practice.
- Continued outreach to English majors—on-campus open houses and Canvas notifications--updating list each semester.
- Continued advocacy for permanent Writing Center funding through Program Review.
- Coordinated with the Writing Center to design embedded tutoring program for corequisite courses.
- Applied for and received Basic Skills funding for embedded tutoring program.
- Implemented embedded tutoring co-requisite courses.
- Collaborated with SSSP Committee to develop and implement student placement survey.
- Continued to assess English course offerings to meet the needs of the growing number of English majors.
- Continued to monitor Guided Pathways' developments to ensure English Department participation

### SAOs/SLOs/PLOs:

- All English classes have SLOs (Student Learning Outcomes) met with 70-100%.
- Literature and other specialized courses for majors show 83-100% met.
- Composition courses show lower percentages met: 086/ 74-76%; 087/70-73%; 015/75-78%; 101/71-76%; 102/79-84%.
- SLO (Student Learning Outcomes) data show that the literature, specialized, and critical thinking courses are met. Composition courses are lower, which may be contributed to the new curriculum and placement tool. The Community of Practice continues to address curricular improvements in discussions about best practices which should improve SLOs. Writing Center data shows that students who use Writing Center services are more successful than those who do not. The department continues to promote Writing Center services to its students as one way to improve SLO outcomes and continues to advocate for growth in Writing Center services through the Program Review process to assist with that.
- Writing Center data remains consistent averaging 96 to 98% met on SAOs 1 & 2. SAO 3 increased from 33 disciplines in spring 2019 to 37 in fall 2019 but decreased to 34 in spring 2020, which could be due to the remote learning modality. However, overall SAO results for 2019-20 indicate that the services are above the satisfactory percentage of performance.
- PLOs show 82-83% met, which is satisfactory.

### Department/Program Goals:

- Advocate for hiring of full-time faculty replacements (Strategic Goal 2)
- Work to institutionalize Writing Center funding for general tutoring and embedded tutors (Strategic Goals 1 & 2)
- Acquire hard data from high schools to promote accurate placement in English courses (Strategic Goals 1 & 2)
- Assess effectiveness of AB705 co-requisite courses through qualitative and quantitative data (Strategic Goals 1 & 2)
- Assess effectiveness of recommended placement categories for English courses (Strategic Goals 1 & 2)
- Assess SLOs with disaggregated data (Strategic Goals 1 & 2)
- Evaluate courses through culturally responsive curriculum (Strategic Goals 1 & 2)
- Expand outreach and mentoring to English majors (Strategic Goals 1 & 2)
- Continue to monitor Guided Pathways' developments to ensure department participation (Strategic Goals 1 & 2)
- Promote specialized courses for English majors (Strategic Goals 1 & 2)
- Continue Community of Practice meeting to address best practices (Strategic Goals 1 & 2)
- Develop and implement faculty survey regarding student placement effectiveness in English courses (Strategic Goals 1 & 2)

### Challenges & Opportunities:

#### Challenges:

- Replacement of two full-time faculty retirements
- Institutionalized funding for Writing Center tutors, embedded tutors, and reassigned time for lead instructor
- Continued implementation of AB705 curricular changes in an all-online environment.
- Unclear direction from Guided Pathways in terms of department responsibilities and timeline

#### Opportunities:

- Expand community partnerships with ESL credit and non-credit programs.
- Assess, evaluate, and create change where necessary to AB705 curriculum through Community of Practice dialogues
- Examine success and retention through disaggregated data and use in curricular planning.
- Continued outreach to English majors.
- Continue collaborations with campus community—FYE, etc.

**Action Plan:**

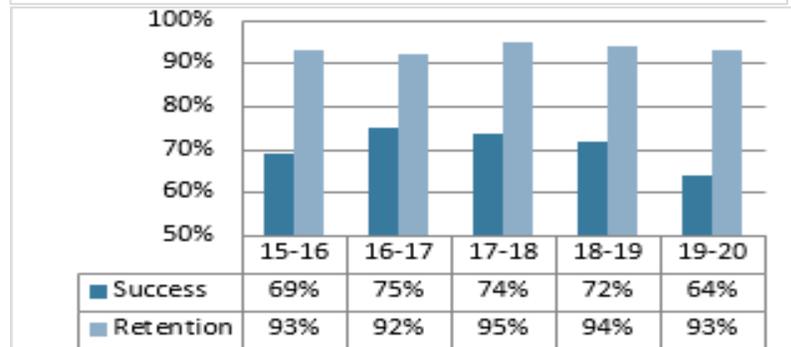
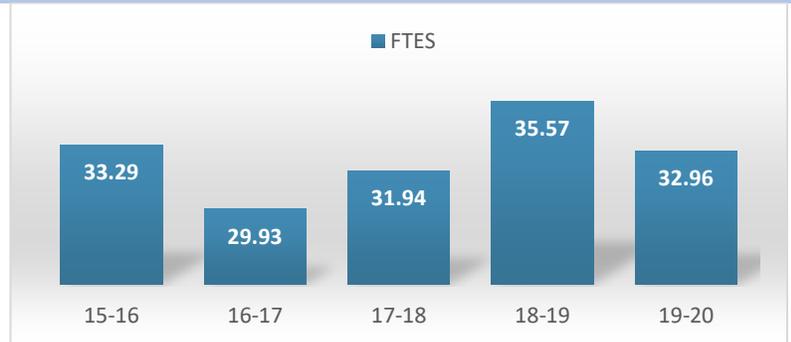
- Advocate for hiring of full-time faculty replacements.
- Work to institutionalize Writing Center funds
- Assess AB705 corequisite effectiveness (enlisting data for student success, retention, SLO disaggregation)
- Assess effectiveness of recommended course placement categories.
- Evaluate courses through culturally responsive curriculum.
- Expand outreach to English majors.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
<ul style="list-style-type: none"> <li>• Advocate for FT faculty replacements</li> </ul>	1	Senate/Managers	Spring 2021
<ul style="list-style-type: none"> <li>• Submit to Program Review and continue to advocate with administration for institutionalize funding for Writing Center.</li> </ul>	2	Program Review/Office of Institutional Research (data for support)	Spring 2021
<ul style="list-style-type: none"> <li>• Continue AB705 effectiveness discussions (success, retention, SLOs) through Community of Practice meetings and English Department meetings</li> </ul>	4, 6, 11	FT/PT Faculty/Office of Institutional Research (data)/ Basic Skills (funding for PT faculty participation)	Spring 2021-Spring 2022
<ul style="list-style-type: none"> <li>• Advance discussions through department meetings assessing the effectiveness of recommended course placements.</li> </ul>	3, 5, 12	FT/PT Faculty/Office of Institutional Research (data)/ SSSP Committee/VP Student Services	Spring 2021-Spring 2022
<ul style="list-style-type: none"> <li>• Provide continued department meeting time for culturally responsive curriculum discussions.</li> </ul>	7	FT/PT Faculty/Curriculum Committee	Spring 2021
<ul style="list-style-type: none"> <li>• Reach out to English Majors and promote specialized courses.</li> </ul>	8, 10	Faculty/Campus Publicity Avenues	Spring 2021

### Description:

The ESL (ENGLISH AS A SECOND LANGUAGE) program at San Bernardino Valley College is designed for individuals whose first language is not English and who have not yet acquired the English skills necessary to succeed in an English-speaking workplace or in college-level classes. The program consists of two types of courses: credit and noncredit. The credit ESL courses are designed for English language learners who already have some ability to speak, read, and understand the English language to increase their English writing skills to the basic level necessary for success in mainstream English courses. The noncredit ESL courses are designed for individuals who are learning English for the first time or who have had little exposure to the English language. These courses are designed to develop students' skills in listening, reading, speaking, and basic writing in the English language.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	276	268	259	309	302
FTEF	3.01	3.07	2.80	3.60	3.60
WSCH per FTEF	332	293	342	296	275
	15-16	16-17	17-18	18-19	19-20
Sections	12	12	11	14	14
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A



### Assessment:

FTES (Full Time Equivalent Students) have shown a steady increase from 2016-17 to 2018-19. FTES/duplicate enrollment in 2019-20 shows a slight decline, a decline impacted by the adjustment of class caps. WSCH is down due to the drop in enrollment. Retention rates remain consistently strong; however, success rates declined in 2019-20, attributed to the sudden switch to a remote learning modality in March. Sections remain consistent with the previous year. No certificates were awarded--certificate was put into effect fall 2019. A more thorough assessment of students who advanced through the noncredit series of courses will be made, and the department plans to further publicize the certificate availability.

### Progress from Last Year's Action Plan:

- Continued community partnership with Urbita Elementary School.
- Continued outreach for community partnerships with Redlands Adult School, the Inland Career Education Center, Colton Adult School, and Rialto Adult School.
- Acquired CASAS and CELSA tools to assess students entering credit and/or non-credit courses. Since the college has been hosting courses remotely as of March 2020, a locally developed assessment has been used to help advising students in the credit ESL classes that they can take. Once the college returns to in-person instruction, CASAS and CELSA will be implemented to assess students into both credit and noncredit ESL classes.
- Developed and submitted four workforce ESL courses for curriculum approval.
- Collaborated with ESL counselors and the consortium to expand ESL program.
- Collaborated with Basic Skills for funding to develop ESL mailer to promote spring 2021 courses.

### SAOs/SLOs/PLOs:

- credit courses: 907—93-96%; 930—76-96%; 931—90-95%; 940—90-95%, 941—90%.
- non-credit courses: 601—92-100%; 604—68-72%.
- Based on the data, it appears that students in the credit ESL courses are doing well in terms of SLO (Student Learning Outcomes) achievement. In terms of the noncredit courses, the data indicates a lower rate of success. This may be attributed to the fact that students can self-select into the noncredit ESL course that they wish to take. The students' skill level, however,

may not match the academic expectations of the course. To remedy this phenomenon, the assessment tools that have been acquired for the credit and noncredit ESL courses (i.e., CASAS and CELSA) are intended to place students in courses that are better aligned with their skill levels.

**Department/Program Goals:**

- Continue outreach for community partnerships. (Strategic Goals 1 & 3)
- Pilot embedded tutors in the ESL courses. (Strategic Goal 2)
- Request funding from Basic Skills to promote ESL courses to local households—mailer. (Strategic Goal 1)
- Offer newly developed workforce curricula. (Strategic Goal 1)
- Collaborate with other areas of the SBVC campus community to build ESL program—ESL counselors, Consortium, etc. (Strategic Goals 1 & 3)

**Challenges & Opportunities:**

Challenges:

- Switching to a remote learning environment has been challenging for ESL students and faculty.
- Recruiting new students for an online mode of delivery.

Opportunities:

- Creating further community partnerships will continue to expand the ESL program.
- Publicizing courses through flyers/mailers will reach more households and attract new students.
- Working with the Writing Center to offer workshops and conversational groups via Zoom can serve to support students currently taking classes.

**Action Plan:**

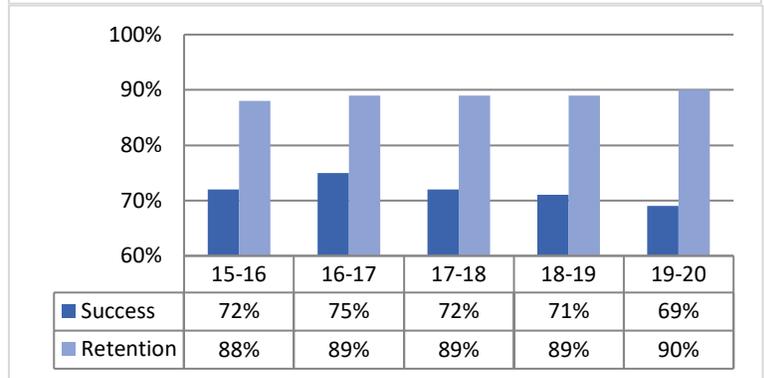
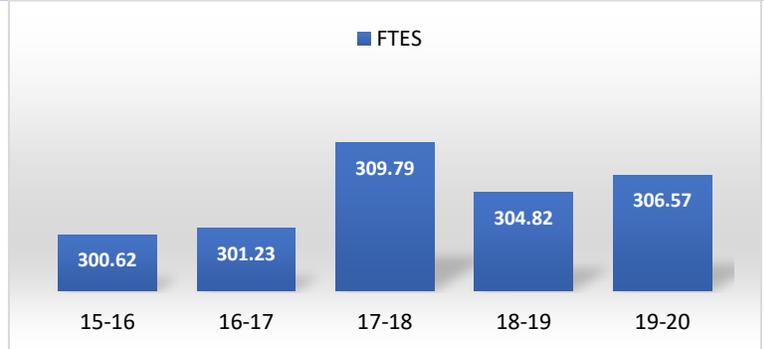
- Community outreach to current partners.
- Recruitment of new students.
- New partnerships with institutions in the community to offer ESL classes at these satellite locations.
- Tutors to support the ESL classroom.
- Resources from Basic Skills Committee.
- Expand curricular offerings.
- SBVC campus collaborations.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Contact local adult and K-12 schools for partnerships.	1	Compensation for faculty—Basic Skills funding	Fall 2021
Coordinate with Writing Center to provide tutors for ESL classes.	2	Compensation for faculty/funding for tutors/Basic Skills funding	Fall 2021
Send promotions to households in the surrounding areas.	3	Compensation for faculty/Basic Skills funding (development of promotional and postage)	Fall 2021
Schedule workforce courses	4	English Department Chair/Dean/VP of Instruction	Fall 2021-Spring 2022
Meet with relevant shareholders in the campus community to plan promotion and expansion of program.	5	Faculty/English Chair/Counselors/ Consortium Coordinator	Fall 2021

**Description:**

The Modern Languages department offers a range of beginning, intermediate and advanced Arabic, American Sign Language (ASL) Chinese (Mandarin), French and Spanish courses. Two Spanish tracks are available: Spanish for Learners of a Second Language and Spanish for Heritage Speakers. Mandarin Chinese 101 is in its first course offering, spring 2021. The goal for students is to learn these languages for personal or professional reasons, and/or to meet foreign language degree requirements including the SBVC AA-T degree for Spanish. All transfer level courses are articulated with CSU/UC system. Three Spanish AA-T degrees were awarded in 2019-20.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	1,943	1,965	2,033	2,013	2,033
FTEF	21.13	20.86	22.33	23.26	23.20
WSCH per FTEF	427	433	416	371	396
	15-16	16-17	17-18	18-19	19-20
Sections	68	72	74	86	80
% of online enrollment	18%	15%	14%	16%	25%
Degrees awarded	N/A	N/A	N/A	N/A	3 SPAN
Certificates awarded	N/A	N/A	N/A	N/A	N/A



**Assessment:**

The data presented are aggregated and include all four department languages. The data was disaggregated for true understanding. Despite a slight increase this year, WSCH/FTE remains low with an overall dip in the last two years. WSCH is impacted by a decrease course caps from 35 to 30 and be low enrolled courses. The optimal 525 WSCH/FTE is not reflective of the lower cap classes as deemed appropriate for language courses. Dual enrollment courses and some level 2/3 courses have suffered low enrollment but were continued. Dual enrollment sections are requested each semester but consistently suffered from low enrollment. Online enrollment continues to increase for the department. Success rates slightly decreased overall by 1%, but not significant given the spring semester is when the emergency transition to fully online began. Specifically, Arabic had been increasing and went down in 2018-19 while French experienced a 9% increase in success. ASL noted a decrease in success this academic year as well which is attributed to additional adjunct faculty carrying more load due to the only FT faculty on 100% reassignment. Dual enrollment may also be impacting success as students often do not drop and end with a grade that is not passing. The department continues to offer enough load for 11 FT faculty and continues to operate with only five with one FT faculty on 100% reassignment. Spanish success rate increased by 1% missing the goal of a 2% increase/year. Retention rates remain steady with 1% increase in 2019-20. FTES (Full Time Equivalent Students) remain within average range with slight increase during 2019-20 as compared to 2018-19. Remarkably, retention was high, at 90%, despite the shift to fully online spring 2020.

**Progress from Last Year's Action Plan:**

Needs assessment for FT ASL Faculty was submitted and the position ranks #3 within the division FT faculty requests. Much attention was paid to DE (Distance Education) training Levels 1 and 2 and two faculty have completed POOCR training. Trainings address the department goal to participate in Professional Development that leads to best practices in teaching online. Four new adjuncts were hired to teach ASL, Mandarin Chinese and Spanish thus increasing adjunct faculty. Chairs attended Guided Pathways meetings and work is in progress. The following goals are ongoing and remain in progress: advertise, attend, and promote attendance to training related to student success, promote PD, and collaborate with faculty on curriculum best practices, identify faculty responsible to write curriculum, establish open dialogue with stakeholders in dual enrollment and request disaggregated data for dual enrollment sections.

**SAOs/SLOs/PLOs:**

To date, three AA-T degrees in Spanish have been awarded. Students’ language proficiency skills are assessed in their classes. Data will be requested for student transfer rates. Anecdotal evidence reveals more students are learning about the Spanish AA-T and have declared Spanish as a major. There has been an increase in both prerequisite challenge and Credit by Exam processes as counselors and department members inform students of the AA-T in Spanish. WSCH/FTE from 2018-19 to 2019-20 was up by 21. Online enrollment increased 12%. The department continues to promote the program and is working with Guided Pathways on mapping. Some curriculum challenges have been uncovered and those are being addressed. More sections of the upper-level courses are not only being offered more frequently including summer, but they are also filling sufficiently or fully. SLOs (Student Learning Outcomes) continue to be completed each semester and discussion and analysis of results occur with the goal of determining improvements to be made for student success or affirming actions taken to be continued.

**Department/Program Goals:**

- Improve scheduling efficiency to increase productivity and WSCH and to provide more access, e.g., online, hybrid, face-to-face, dual enrollment, and to increase success, retention, and progression. (SG #1)
- Hire full-time ASL faculty to meet the demand of increased offerings and bring FT:PT ratio to 50% and to develop ASL Interpreter Training Program. (SG #1, 2, 3)
- Improve departmental five-year average success rate of 69% by 1%. (SG #2)
- Address French success and retention success, set goal for progression from L1-L2, i.e., marketing, etc. (SG #1, 2, 3)
- Update Spanish curriculum and catalog to accurately reflect changes: remove SPAN 157 equate with SPAN 102 and make it equate with SPAN 103; ensure SPAN 158 equates with SPAN 104, removal of SPAN 101H as a prerequisite to SPAN 102 or SPAN 102H since it was deleted. (SG #5)
- Equity goal—continue to emphasize cultural component in all language classes and infuse specific anti-racist/no-hate content to improve communication, cultural competency, and climate. (SG #3)
- Increase number of AA-T Spanish degrees awarded. (SG # 1, 2, 3)

**Challenges & Opportunities:**

- Gather further data to compare/predict begin improving overall student success rate, become more efficient as a department.
- Devising a strategy to address areas of concern e.g., decreasing success rates in some language areas.
- Improve departmental interaction and communication related to efficiency, efficacy, created as a standing agenda item.
- Meeting demand for increased course offerings in ASL, specifically online and dual enrollment sections.
- Hiring full-time faculty in ASL to align with best practice pedagogy and support continued program growth.
- Ability to offer more online SPAN sections, acquiring more adjunct interested in teaching on-line.
- Retention of dual enrollment courses in high school campuses due to student interest and commitment.
- Spanish AA-T unit misalignment/inequity with CHC (Crafton Hills College)
- Decrease in enrollment in Arabic and French.

**Action Plan:**

Top priorities in MLD include:

- hiring FT faculty in ASL.
- make progress in development of Interpreter Training Program in ASL.
- continue to improve WSCH/FTE, success, and retention.
- Infusing anti-racist/no-hate education within courses and department.
- continue to build and improve online delivery and find more zero textbook cost resources for students.

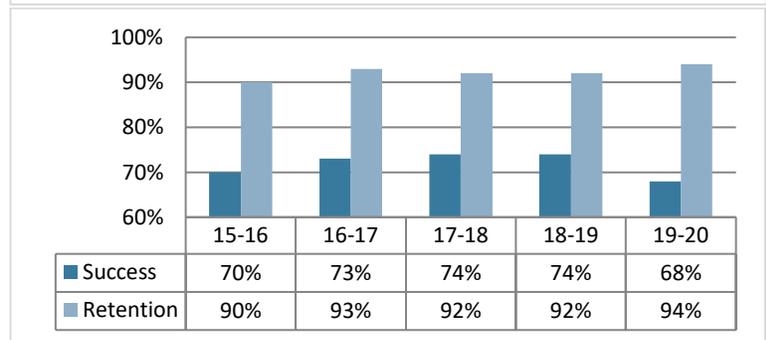
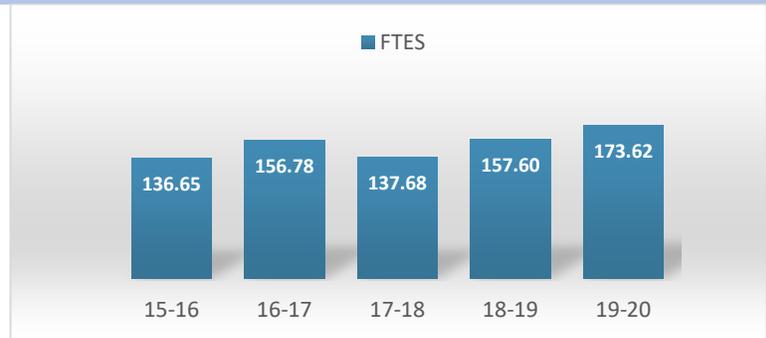
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Submit Needs Assessment Proposal for ASL	Hire FT ASL faculty	Program Review Needs Assessment rubric & committee support Zoom meetings	March 2021
Meet with French/Arabic	Increase enrollment, success, retention	Directed support for analysis of success and retention and establishment of goals	September 2021
OER (Open Educational Resources) work groups	Create ZTC resources for ASL & Spanish	Online Education Conference, contributing faculty board approval, grant funds, online training	March 2022
Content Review for SPAN 101 and ASL 109; Equates for SPAN 157, SPAN 158	Review courses within cycle and update Spanish curriculum (equates)	Access to curriculum	October 2021

Continue Department Meetings	Improve communication within department to reach goals	Zoom meetings, internet access	Ongoing
Write curriculum for ASL ITP	ASL Interpreter Training Program	Content experts	May 2021
Update website	Increase AA-T's, promote enrollment and courses	Established cooperative work meetings for content input	December 2021
Provide action steps for faculty and ongoing PD	Infusing anti-racism/no hate education within courses	PD, open discussions, course review and analysis	June 2021

**Description:**

Upon submission of the last Music Needs Assessment (2018-19), the department received an accompanist budget, successfully hired a professional accompanist, and provided Music majors with weekly coaching comparable to the university experience for the first time in SBVC history. These coaching sessions between students and the accompanist were successfully continued during the pandemic through Zoom instruction. Also, during 2019–20 the Music department continued a growth trajectory which included new classes/sections offered of History of Hip-hop, hiring an adjunct professor, and successfully transitioning to remote instruction during the spring 2020. The data received mirroring student enrollment, success rates, offered classes, and more (as listed below) reflects a positive long-term path, with some challenges.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	1,106	1,369	1,258	1,437	1,644
FTEF	11.44	14.08	13.07	12.37	14.42
WSCH per FTEF	358	332	316	382	361
	15-16	16-17	17-18	18-19	19-20
Sections	91	105	101	99	116
% of online enrollment	8%	10%	11%	14%	11%
Degrees awarded	0	2	4	3	2
Certificates awarded	N/A	N/A	N/A	N/A	N/A



**Assessment:**

Music reached a five-year high of FTES (Full Time Equivalent Students) at 173.62. Campus-wide FTES went down (11023.84 to 10952.40); however, this was not felt in the Music area. Duplicated enrollment is up from last year (2018-19 = 1,437 to 19-20 = 1,644), and FTEF increased from 12.37 to 14.42. WSCH per FTEF decreased from 383 to 361. This is due to the addition of class sections. A campus goal of WSCH may have been set for 525; however, this is unreasonable for a department such as Music because of our smaller classrooms. Music increased the number of offered sections from 99 in 2018-19 to 116 last year. This reflects the growth phase Music is embracing, with added curriculum and newly hired faculty. Last year online enrollment was at 14%, now Music is back to 11% of online enrollment. This decrease may have been a result of the sections we were asked to reassess and cut from campus directives. Music will continue to strive for more online offerings. Degrees awarded reduced from 3 to 2. Success rates reduced slightly from 74% to 68% however retention rates increased from 92% to 94%. These figures are still above the campus-wide success and retention rates which were 67% and 85% respectively last year.

**Progress from Last Year's Action Plan:**

We have made remarkable progress on one item from the 2018-19 Action Plan, which was to "Request support for staff Accompaniment position through Program Review." Due to the successful prioritization of a departmental staff accompanist, Music has accomplished a decades-long goal of providing Music students with the support they need. The department has also made progress by reorganizing the Applied Music program. Upon meetings with the Instruction Office, no matter what instrument an incoming Music major plays, they can study applied music with an individual instructor per degree requirements.

The other action items from last year's plan will continue to be tackled. These items include:

- Meet with Advisory Committee for Commercial Music
- Write Curriculum for a new jazz ensemble, hire jazz percussionist or bassist (or both)
- Strings—recruit heavily at local High Schools with orchestral programs

Some progress was made with item #3 above, as an advisory committee for Commercial Music has been assembled; however, the committee has not yet officially met.

### SAOs/SLOs/PLOs:

In reviewing PSLO data from the last three years, our students have demonstrated an understanding of:

- Musical styles and genres: 71.43% of music students met outcome (decrease from last year)
- Musical fundamentals & Theory: 89.63% of music students met outcome (increase from last year)
- Technical proficiency on and instrument: 89.19% of students met outcome (increase from last year)
- Lyrical musical line in vocal music: 78.33% of students met outcome (decrease from last year)

The data listed above indicates a thorough understanding of many different musical benchmarks by our students for the AA Music degree. This data indicates a successful approach to Music education and supports our goals for an increase in Applied instruction, a devotion to online music offerings, an increase in music staffing (staff accompanist), and an expansion of music faculty to teach our burgeoning music major cohorts that continue to move through our program.

There is a gap— in the last year only 20 students were assessed for Program SLO (Student Learning Outcomes) #1. In the future, a Program SLO Summary Evaluation Form will be completed to address cross evaluation.

### Department/Program Goals:

Music department goals here include both long-term and short-term. Top priority currently is to **increase enrollment**. The department, along with the campus and state, has experienced dramatic decrease of students who would rather not take their college courses in an online setting during the COVID-19 pandemic. Given the department's resources poured into growth over the last few years, the pandemic was poorly timed!

**Preparation for a Commercial Music program** is also high priority. This includes updating equipment in the piano lab (including updated MIDI keyboards, interfaces, and necessary equipment), and updating/adding curriculum for present Electronic Music students and future Commercial Music students.

Music wants to continue to **expand online offerings**. With the successful migration of 97.5% of our courses to the online environment, several courses which were considered risky for the online setting are working quite well (e.g., Music Theory courses). The department will explore offering more online courses through the pandemic back-to-campus transition.

Music aims to **increase face-to-face class offerings**—with a five-year high of FTES at 173.62, we are growing. Music will continue to expand the Instrumental music program. With such a high retention rate in the department (five-year high of 94%), we are confident new course offerings will continue with good numbers.

Other Music program goals include **increasing the number of declared music majors, increase department enrollment (FTES), expand instrumental performance ensembles** (Jazz Ensemble, Guitar Ensemble, Brass Ensemble), **move toward offering certificates, and increase visibility in the community**.

### Challenges & Opportunities:

- Finding out which students are Music majors has improved but is still not streamlined. Efficiency has slightly improved with Music major orientation at the beginning of each semester, as well as recruitment and communication through social media, however there is still a disconnect between Counseling and the Music departments. Music is optimistic the new Guided Pathways maps for Music majors and non-majors will assist in identifying SBVC Music majors.
- There continues to be a limitation of facilities—as we continue to expand the instrumental program, students have no place to store their instruments during the day. Lockers are needed.
- Opportunities include expanded course offerings—with the addition of Jazz and Strings, we have a wider variety of music opportunities for students. This has led to opportunities of increasing the Music adjunct pool—particularly with the interest of dual enrollment with local high schools (data not received on dual Enrollment but would be useful). Music received \$48,000 in grant funds from the San Bernardino City Arts Commission to aid progress with the future Jazz and Strings programs. Also, with COVID rates declining and potential back-to-campus courses potentially offered as soon as fall 2021 or spring 2022, Music is coming back—in the community and on campus.

**Action Plan:**

Three top priorities reside within the broader goal of “increase enrollment”:

- Schedule Advisory Committee meeting for Commercial Music/Music Industry game-planning. As mentioned, committee has been formed but has not yet met. With potential KVCR program opportunities, certificates and strong workforce funds should be considered. Market research should be explored at several phases of this endeavor.
- Write curriculum for a new jazz ensemble, hire jazz percussionist or bassist (or both). This may require adjunct collaboration and consultation.
- Strings—recruit heavily at local high schools with orchestral programs. While recruitment during the pandemic is tricky to navigate, guest appearances with local high schools through their respective Zoom rehearsals can and should be coordinated. Stakeholders will include full-time faculty as well as adjunct string professor involvement.

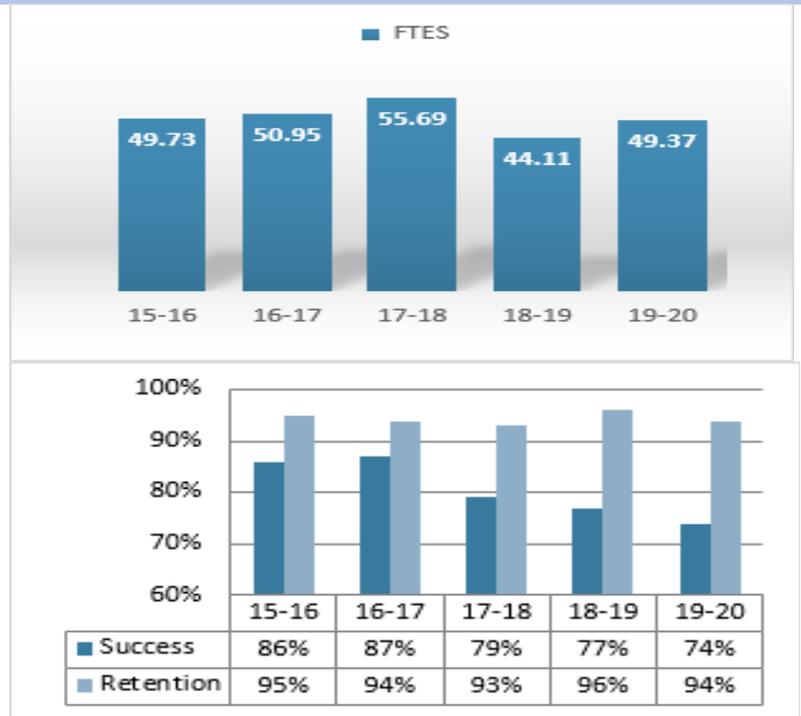
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Schedule advisory committee meeting for commercial music/music industry game-planning.	Submit curriculum with minutes from advisory committee by end of spring 2022.	Institutional support in the eventual hiring of a full-time Commercial Music faculty.	Summer 2022
Write curriculum for a new jazz ensemble, hire jazz percussionist or bassist (or both)	Offer Jazz Ensemble within two years. Add adjunct jazz instructors for rhythm section.	Marketing for recruitment in Jazz to aid enrollment.	Spring 2023
Strings—recruit heavily at local high schools with orchestral programs	Offer MUS 180 as Chamber Music class for Strings.	Marketing for recruitment in Strings to aid enrollment.	Spring 2022

**Description:**

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

SBVC Theatre Arts is an award-winning department and an active participant in the Kennedy Center American College Theatre Festival (KCACTF) and the Inland Theatre League (ITL). The faculty consists of one full-time faculty and three adjunct professors.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	336	369	388	295	351
FTEF	5.06	5.43	6.06	5.10	4.86
WSCH per FTEF	295	282	276	259	305
	15-16	16-17	17-18	18-19	19-20
Sections	19	22	25	20	20
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	1	0	2
Certificates awarded	N/A	N/A	N/A	N/A	N/A



**Assessment:**

Enrollment increased from 44.11 to 49.37 despite sections holding steady at 20. Duplicated enrollment increased from 295-351. FTEF decreased from 5.10 to 4.86 and WSCH per FTEF increased from 259 to 305. Specialized courses for Theatre Arts majors, particularly Technical Theatre courses, continue to have lower enrollment than GE courses. The program continues to reflect excellent retention rates that are among the highest in the college (94%). The success rates had a slight decrease (77%-74%).

Two degrees were awarded in 2019-20. SBVC now offers a Design and Technical Theatre Certificate.

**Progress from Last Year's Action Plan:**

The Design and Technical Theatre Certificate of Achievement went through curriculum, was approved by the state, and became an active certificate program. Prompted by Covid-19, all Theatre courses were approved for remote delivery through curriculum.

The department produced *The Miser* by Moliere in fall 2019. The department was in rehearsal for the musical *Peter and the Starcatcher* when classes moved online for Covid-19. Though the performance was canceled, a musical number was produced and streamed. The SBVC Improv Troupe also moved online but performed Improv Shows as scheduled in spring 2020. The first ever virtual Improv show drew a large audience, with audience members from the US and Mexico. SBVC Theatre Arts continues to submit productions to KCACTF and ITL.

**SAOs/SLOs/PLOs:**

Theatre Arts faculty are regularly submitting SLOs (Student Learning Outcomes). SLOs and PLOs are effective as written. The THART 167 and THART 295 SLOs have now been added to the cloud, so Faculty can record their assessments.

**Department/Program Goals:**

1. Continue to offer high quality theatre productions, in terms of student experience and outcome.
2. Continue to offer a variety of theatrical experiences for the community.
3. Increase audience size.
4. Increase enrollment in specialized and technical Theatre courses.
5. Seek opportunities to increase exposure and recognition for Theatre Arts students, the department, and the college.
6. Adapt to virtual practices in industry pedagogy and processes.

**Challenges & Opportunities:**

All courses were moved online in spring 2020 because of Covid-19. The transition presented a challenge for students and faculty alike. Teaching theatre arts remotely, particularly performance courses, is challenging. Students are still acclimating to the virtual environment, and retention rates suffered.

Thirteen SBVC Theatre students, Daniel Jimenez, Briana Navarro, David Reuben, Pacifique Kabanda, Marlene Clara, Ana Perez, Alejandro Sotelo, Monica Hart, Alina Alvarez, Isaias Valdez, Saige Stewart, Aaron Saenz, and Ana Aguilar, participated in KCACTF in Fullerton, CA in February 2020. Five Acting Nominees and their acting partners competed in the Irene Ryan Acting Competition, while SBVCs Stage Management Nominee and Costume Design Nominee competed in their respective fields.

In an SBVC first, two students were cast in one act plays at festival. Alejandro Sotelo was cast in *Idiot, I'm Great* and Monica Hart was cast in *La Nortena*. Hart went on to win Best Actor in a One Act Play for our region! Pacifique Kabanda was cast as a dancer in the MTI Cabaret. Thirteen students performed a Devised Piece, *What a Guy*, at the festival. Monica Hart was cast in an additional devised piece, which went on to win an award in the Devised Competition.

**Action Plan:**

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Encourage students/community to attend and participate in Theatre events.	1, 2, 3, 4, 5	NA	Ongoing
Explore sources of financial support for KCACTF (and other festivals/competitions).	1, 5	Foundation, General Fund	Ongoing
Update tech equipment and software	1, 2, 4, 6	Program Review Prioritization	Ongoing
Update audience management systems.	1, 2, 3, 5, 6	Program Review Prioritization	Ongoing



# CRIMINAL JUSTICE (POLICE ACADEMIES)

Instruction

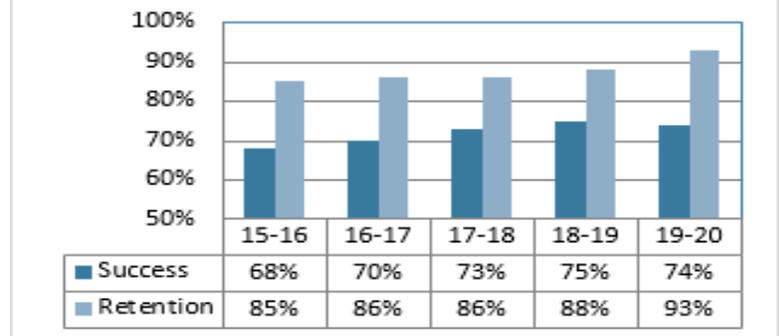
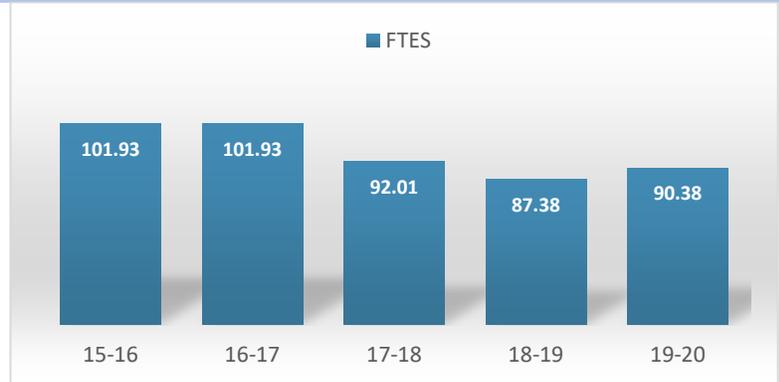
2019-2020

Research, Planning and Institutional Effectiveness

### Description:

The Administration of Justice program offers an Associate of Arts Degree, an Associate of Science for Transfer, and a Certificate of Achievement. The Administration of Justice discipline involves the study of the theory and practice of law, law enforcement, the courts, and corrections systems. Law enforcement specializes in police activities including effective investigation and patrol services to the public. The courts specialize in responsibilities to the public through the trial system. The corrections systems specialize in the punishment and incarceration process as well as rehabilitation of the offender. Private security services explore private protection through private agencies.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	1,020	909	918	872	902
FTEF	5.64	5.40	5.20	5.40	5.60
WSCH per FTEF	542	506	531	485	484
	15-16	16-17	17-18	18-19	19-20
Sections	29	27	26	27	28
% of online enrollment	24%	26%	23%	26%	25%
Degrees awarded	52	66	68	55	81
Certificates awarded	19	17	13	12	7



### Assessment:

- FTES (Full Time Equivalent Students) increased by 3.4% between 2018-19 and 2019-20 with a raw number of three.
- Duplicated also increased by 3.4% between 2018-19 and 2019-20.
- Student success remained the same, going from 75% to 74% between 2018-19 and 2019-20.
- Student retention increased between 2018-19 and 2019-20 by 5%.
- WSHC per FTEF decreased by one point to 484, which is a 0.2% decrease.
- Degrees awarded increased by 47.2%, from 55 to 81, while certificates awarded decreased from 12 to 7.
- This data is all favorable for growth. While the certificates awarded are down, degrees awarded are up, and earning a degree is a more significant academic achievement and students are always encouraged to seek a degree over a certificate.

### Progress from Last Year's Action Plan:

- Adjunct faculty have been continually advised to work on more active learning, more open ended (non-objective) instruction, assignments, and assessments that reach the higher domains of learning to promote more enduring and meaningful learning.
- A new Administration of Justice Club was created through the Office of Student Life. Officers were elected and meetings were regularly held between the last half of FA19 and the COVID quarantine period.
- New equipment, a use of force simulator, was secured by a grant by the Extended Police Academy staff. This equipment will be shared with ADJUS, allowing students in select courses to use the equipment.
- Law enforcement as "guardians" has been emphasized through instruction and assignments
- A discussion with CSUSB Criminal Justice was completed on the possible offering of a Criminology course. CSUSB stated that transfer students would need to take Criminology at CSU. A Criminology course is still under consideration for non-transfer students.
- A Criminal Justice Career Fair was planned in cooperation with the Extended Police Academy for April, but it had to be canceled due to COVID-19.

**SAOs/SLOs/PLOs:**

- SLO (Student Learning Outcomes) data has improved with ranges of SLOs being met falling between 79% and 95%. Developing and implementing a consistent methodology in the SLO assessment process within the department continues. A tentative department definition for SLO success is currently at the 75% threshold.
- PLO data is likewise strong across ADJUS. PLOs ranged from 82% to 89% for 2019-2020. This data is consistent with 2018-2019 across all the ADJUS program options. However, for the ADJUS AS-T, the data is markedly improved by 8-10 percentage points for each PLO measure.

**Department/Program Goals:**

- Continue to engage students by using more active learning methods and reaching higher domains of learning.
- Continue to emphasize theoretical frameworks, evidence-based solutions to criminal justice challenges, critical thinking, analysis, and problem-solving skills.
- Continue to promote the new law enforcement philosophy of police as “guardians” rather than “warriors” despite resistance from some entrenched mindsets currently working in law enforcement.
- Select courses for which the new use of force simulator will be used and write policy for its effective use to ensure its responsible use that does not overuse or misuse the equipment so that it losses its learning value.
- Once back on campus, implement the use of force simulator into selected courses and train selected faculty for its use.
- Resume retention, persistence, and success through club and career fair-type of activities once COVID-19 quarantine ceases.
- Support the efforts to promote positive relationships and education on issues between the justice field and the public

**Challenges & Opportunities:**

Challenges:

- Like most of the college, we have been fully online since March 2020 and will remain so at least through May 2021.
- There could be increased reluctance to enter law enforcement careers due to a major increase in negative publicity about police in the last year. “Defund the police” and “abolish the police” were concepts that gained new attention, and some cities made policy decisions following these calls, including Los Angeles which defunded police by \$150 million. This impact may take a few years to fully impact higher education enrollment in justice programs.

Opportunities:

- Most faculty have now completed Level 1 DE (Distance Education) training. All current faculty have taught at least one semester fully online.
- Labor market demand for Police and Sheriff Patrol Officers for SB County projected to increase by 4.8% from 2016-26
- Labor market demand for Detectives and Criminal Investigators for SB County projected to increase by 5.1% from 2016-26
- Labor market demand for Private Detectives and Investigators for SB County projected to increase by 23.1% from 2016-26
- Labor market demand for Security Guards for SB County projected to increase by 19.9% from 2016-26

**Action Plan:**

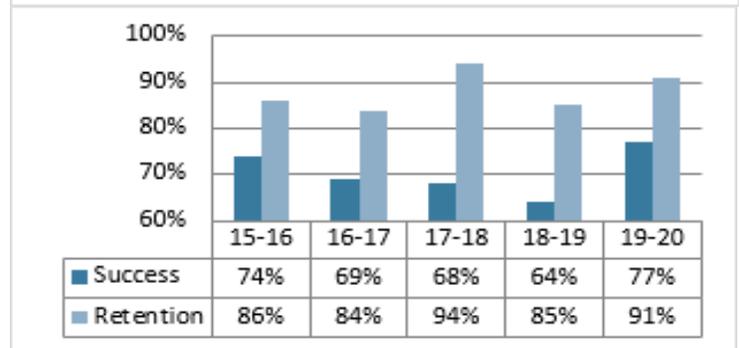
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. Explore the addition of Criminology in curriculum for non-transfer ADJUS students	2	None	Spring 2022
2. Support faculty in active learning activities	1, 2, 3, 4	Department meeting compensation	Spring 2022
3. Fully implement use of force simulator into select courses	1, 2, 3, 4, 5	None	Spring 2022
4. Hold ADJUS events to build the sense of community in the program.	6	Facilities use	Spring 2022

**Description:**

Corrections offers a Certificate of Achievement. This certificate is designed for persons considering a career as a Correctional Officer, Youth Correctional Counselor, Jailer, or those already employed seeking advancement in their career. The corrections systems specialize in the punishment and incarceration process as well as rehabilitation of the offender. This certificate is designed to provide students with the fundamentals of the corrections systems, the legal aspects of corrections, control and supervision in corrections, correctional interviewing and counseling, and the probation and parole concepts in corrections.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	148	134	110	75	112
FTEF	1.20	1.20	1.40	1.20	1.40
WSCH per FTEF	370	337	236	189	240

	15-16	16-17	17-18	18-19	19-20
Sections	6	6	7	6	7
% of online enrollment	17%	17%	0%	0%	14%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	0	0	0	1	1



**Assessment:**

- FTES (Full Time Equivalent Students) increased by 48.1% from 7.56 to 11.20 between 2018-19 and 2019-20.
- Duplicated enrollment increased by 49.3% from 2018-19 to 2019-20.
- Student success increased from by 13% from 2018-19 to 2019-20, reaching 77%.
- Retention increased by 6% from 2018-19 to 2019-20, reaching 91%.
- WSCH per FTEF increased by 26.6% from 2018-19 to 2019-20.
- Certificates awarded was 1 in 2019-20, the same as 2018-19.
- There was good growth in the CORREC program between 2018-19 and 2019-20. While the program remains small, the numbers are trending upward, and are on track to continue upward.

**Progress from Last Year's Action Plan:**

- Adjunct faculty have been continually advised to work on more active learning, more open ended (non-objective) instruction, assignments, and assessments that reach the higher domains of learning to promote more enduring and meaningful learning.
- A new Administration of Justice Club was created through the Office of Student Life. Officers were elected and meetings were regularly held between the last half of FA 19 and the COVID-19 quarantine period.
- A Criminal Justice Career Fair was planned in cooperation with the Extended Police Academy for April, but it had to be canceled due to COVID-19.

**SAOs/SLOs/PLOs:**

- SLOs (Student Learning Outcomes) data ranges varied from 50% to 100%. All the 50% data came from one section of CORREC 105 in which half the students failed to attend and did not drop the course; that course was also taught in SP 20 when the COVID-19 quarantine began mid-semester. Developing and implementing a consistent methodology in the SLO (Student Learning Outcomes) assessment process within the department continues. A tentative department definition for SLO success is currently at the 75% threshold.
- All PLO data ranges from 85% to 100% except for one which measured at 50%. That PLO is "Distinguish the responsibilities and liabilities of the laws governing a correctional officer."

**Department/Program Goals:**

- Continue to engage students by using more active learning methods and reaching higher domains of learning.
- Continue to emphasize theoretical frameworks, evidence-based solutions to criminal justice challenges, critical thinking, analysis, and problem-solving skills.
- Resume retention, persistence, and success through club and career fair-type of activities once COVID-19 quarantine ceases.
- Host corrections specific guest speakers and recruitment events, including virtually during COVID-19.

**Challenges & Opportunities:**Challenges:

- Like most of the college, we have been fully online since March 2020 and will remain so at least through May 2021.
- Corrections are seen as extremely demanding and undesirable by many, even those within the justice system.
- Many social and political movements have been emphasizing deinstitutionalization, leaving offenders to be sentenced to alternatives other than jail or prison.
- Labor market data shows correctional officers will experience a 7.7% decrease from 2016-26 in SB County.
- Labor market data shows correctional officers' supervisors will experience an 8.1% decrease from 2016-26 in SB County.

Opportunities:

- Most faculty have now completed Level 1 DE (Distance Education) training. All current faculty have taught at least one semester fully online.
- Sheriff's departments require that all new sworn officers begin their careers by working in the county jail.
- Changes to California law in 2015 pursuant to Proposition 47 have placed increased responsibility and demand on sheriffs' jails. Thousands of offenders who would have previously been sent to state prison are now confined to county jail for terms of up to three years.
- Some correctional positions may be attainable by individuals who desire to work in the justice system but do not qualify or cannot pass the standards required for other justice system positions.

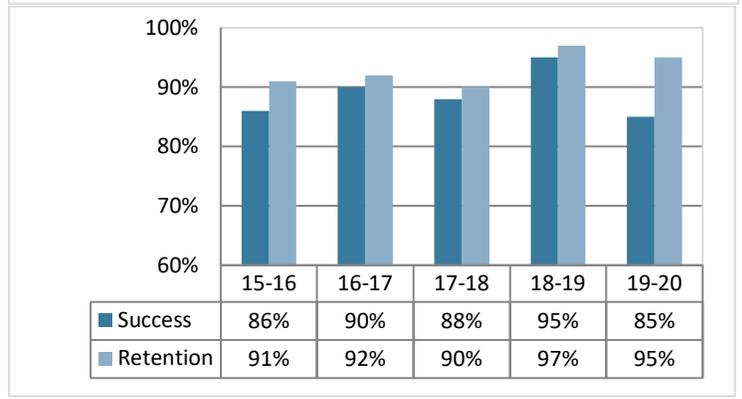
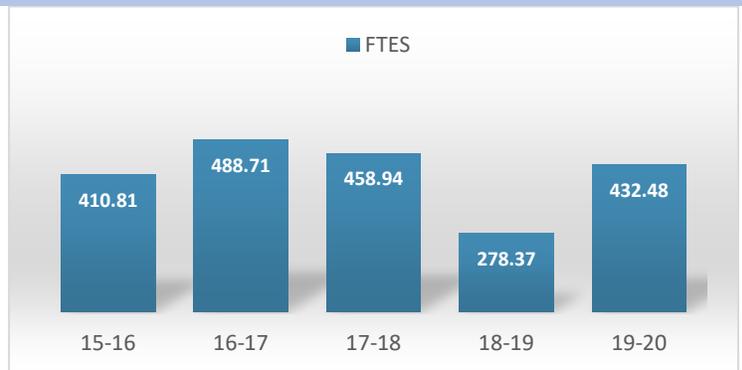
**Action Plan:**

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. Support faculty in active learning activities.	1, 2, 3, 4	Department meeting compensation	Spring 2022
2. Hold CORREC events to build the sense of community in the program.	3, 4	Zoom, facilities use.	Spring 2022

**Description:**

The Criminal Justice Department offers law enforcement courses designed for the entry-level officer. The Police Academy Regular Basic courses are certified by the California Commission on Peace Officer Standards and Training (POST). The courses are designed to prepare students by providing hands-on experience, including weapons training, de-escalation techniques, role-play scenarios, patrol procedures, emergency vehicle operations, arrest and control techniques, personal leadership development skills, cultural diversity, and implicit bias, as well as mental and physical preparation strategies fundamental to a successful police academy experience. The Basic Law Enforcement Academy is presented in both an Intensive and Extended format. The Basic full-time Intensive Program is presently offered four times a year (6-month academy). The program meets the needs of the San Bernardino County Sheriff’s Department, California municipal law enforcement agencies, and self-sponsored students. The Basic part-time Extended Academy (12 months) meets the needs of students who cannot attend a full-time academy. These students complete their training while maintaining employment in their current occupation. Upon successful completion, each student receives a CTE certificate allowing him/her to be hired as a police officer, school police officer, or deputy sheriff anywhere in California. The certificate is designed for state-certified entry-level positions in law enforcement agencies. Successful completion of this program and subsequent completion of the hiring agency's probationary period in Peace Officers’ Standards and Training (POST) certified agency qualifies the student for a California POST certificate.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	1,225	1,481	1,475	861	1,304
FTEF	9.74	12.40	9.07	12.26	16.57
WSCH per FTEF	1265	1182	1519	681	783
	15-16	16-17	17-18	18-19	19-20
Sections	22	27	20	21	21
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded*	245	330	349	239	258



**Assessment:**

Our program’s EMP assessment reveals the continuation of the student population increasing due to the demand in law enforcement. An enrollment growth beginning 2019-2020, with a decrease in enrollment during 2018-2019 due to a slow-down in hiring with San Bernardino Sheriff’s Department and beginning of the COVID-19 pandemic. Our student success rate average for all five years is above 85%, and our retention rate average is above 90%. Our WSCH per FTEF are above college goals. In addition to the San Bernardino Valley College Basic Peace Officer Certificate, students will receive a POST certificate upon successful completion of a probationary period with a POST certified law enforcement agency. FTEF demonstrates the need for additional faculty. This assessment coincides with the California Community Colleges Chancellor’s Office (CCCCO) top code 210550 Police Academy summary. During fall 2019, the CCCCCO Management Information Systems Data Mart Success rate is at 97.81% and retention rate 98.48%. In spring 2020, the success rate at 97.80% and retention at 98.46%, which shows it to be steady and continued demand.

**Progress from Last Year's Action Plan:**

In 2019-2020, we were awarded a Perkins Grant. Our program has been able to purchase equipment through Perkins funding. The purchase of radios has given us the ability to enhance communication during scenarios. The purchase of a cuff-man has provided realistic training for various arrest and control techniques. The purchase of fans was necessary due to the extreme temperature during the summer outdoor firing range and for the purpose of decontamination tool after completion of exposure to chemical agents. The purchase of vests has ensured the safety of our students during firearms training. In addition to purchasing equipment, the Perkins funding has allowed us to hire an adjunct instructor to write curriculum for a Police Academy Preparation course POLICE-001. We were scheduled to start the course in the 2020 fall, but due to the pandemic, the new start date is 2021 fall. Our program continues to progress by attending the Regional Public Safety Advisories, SBSB Basic Academy Self Evaluation Committee, SBVC Department Advisory, department Staff meetings and continue to collaborate with CCCCCO to put forth a "Call To Action." We renewed the Instructional Agreement with the San Bernardino County Sheriff's Department. We continue the training required by the Commission on Peace Officer Standards and Training. The training obtained is critical in ensuring basic training courses meet regulatory requirements, staying in compliance with Recruit Training Officers per POST guidelines, and is vital for the continued development of course presentations and course content. We have increased the numbers of law enforcement agencies visiting our program to recruit police officers prior to graduation. We collaborated with KVCR, Director of Operations to Broadcast Media Systems, in efforts to bring and increase awareness to our Police Academy programs. We have incorporated and proctor the POST Entry-Level Law Enforcement Test Battery (PELLETB) aptitude test. In addition, the full-time Basic Academy increased their hours by 20, adding Tactical Medicine, Active Shooter, Aviation, Civil Liabilities, Water Safety, Procedural Justice, De-escalation, ACO Dangerous Animals, K-9 Resources for Law Enforcement, and Human Trafficking. Lastly, our program was slated to have a Criminal Justice Career Fair in April 2020, and we were looking forward to collaborating with the Administration of Justice Department, but due to the COVID-19 pandemic, it was canceled.

**SAOs/SLOs/PLOs:**

All course Student Learning Outcomes (SLOs) are assessed each semester after course completion. The course SLOs are tied to the Peace Officer Standards and Training (POST) certificate core competencies; each course SLO is related to one of the certificate core competencies and reflects core attainment by students successfully meeting or exceeding the SLO standards developed for each course. The Police Academy Coordinator and Director work closely with faculty to ensure the SLOs for Police Academy sections of courses and programs can be compared to other similar college programs. In discussions with program faculty meetings and meeting with Interim Vice President of Instruction, it was determined that several SLO questions had to be updated to ensure there were questions for each SLO and all the questions were current with POST Learning Domain Workbooks, Vehicle Code, and Penal Code sections. There was no conflict with existing laws and regulations. The first three program SLOs are tied to the mission of our program and specifically provide our students with the necessary tools to succeed in a law enforcement career. The remaining five SLOs mirror the course student learning outcomes. All SLOs affect and influence our goals.

**Department/Program Goals:**

Our goal is to continue to provide quality law enforcement training with a greater emphasis on current events such as Active Shooter, Mental Health Crisis, De-escalation, Procedural Justice, K-9 Resources for Law Enforcement, Ethics, and Human Trafficking, Cultural Diversity, and Implicit Bias. We are looking to partner with the Administration of Justice to bring a Job Fair on campus and provide general law enforcement information that is consistent with the hiring processes. The participation at the job fair will increase the number of applicants from under-represented populations. We plan on applying for Perkins and Strong Workforce Grants to assist in the purchase of equipment, instructional supplies, guest speakers, and technology. We continue to have a goal of reducing the rate of attrition amongst our self-sponsored students and enhancing student success. We would like to develop curriculum for a 40-hour pre-academy two-unit Police Academy Orientation Course facilitated by the San Bernardino Sheriff's Intensive Police Academy. Our department goals are to resume Advance Officer Classes, present additional POST courses, and offer recertification courses. Prepare students by enhancing their training and enhancing curriculum by purchasing equipment that provides a reality-based approach. Hiring adjunct instructors to help write curriculum and stay in compliance with all the RBC and POST upcoming changes to the instruction.

**Challenges & Opportunities:**

The COVID-19 environment created challenges for our in-person learning. We were unable to utilize our volunteers that assist us with scenario-based training. Another challenge has been finding room accommodations for physical agility and arrest and control training. The POST Certification Review Team recommended using the classroom for ACT training as a last resort, stating the gymnasium or other larger rooms are better suited for ACT training. We have encountered challenges when attempting to request the gym or Mac room. We are competing for room availability with other campus programs, and such accommodations are not available. Additionally, we must go to off-site locations for scenario training. The SBCCD Police Department donated a vehicle to use during scenarios, but we face the challenge of keeping it maintained. The implementation of our pre-academy program will assist in developing strategies to increase the readiness of academy applicants for the physical rigors of the academy program. In the summer of 2019, we implemented the POST Entry-Level Law Enforcement Test Battery (PELLETB) because performance on the PELLETB is highly correlated with performance in the academy. We will continue to develop strategies to improve the number of students hired from the part-time extended academy. We need to continue and maintain the high rates of success and retention of students attending the full-time basic academy by renewing our Contracts and ISA Agreements. The Police Academy Program lacks full-time faculty. The FTEF demonstrates the need for additional faculty. It has been challenging attracting more females, African Americans, and Hispanics to law enforcement training. Continue to offer four intensive-formats, one extended format, and work on re-starting the modularized academy and recertification course. Continue to have conversations with the Chancellors office pulling together all the academies within the community college system to take a deep dive into our programs to ensure we are delivering the best content possible. We are collaborating with the CCCC and POST to best ensure that national systemic issues associated with policing are examined within the academy setting and curriculum.

**Action Plan:**

- Student Retention—Implementation of our Pre-Academy preparation program.
- Realistic Training—Implemented through the purchase of a Virtual Reality Training System funded through Strong Workforce.
- Enhanced Collaboration—Implemented by identifying subject matter experts across the college campus to present on societal topics that influence policing. Topics such as, Sociology, Anthropology, and Ethics.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
<ul style="list-style-type: none"> <li>➤ Start to offer POLICE 001 Pre-Academy course</li> <li>➤ Enhancing training to our future law enforcement trainees</li> <li>➤ Creating pathways with high schools, our campus, and other universities</li> <li>➤ Successfully renew Instructional Service FTES. Agreement and contracts with San Bernardino Sheriff’s Department</li> <li>➤ Campus Job Fair</li> <li>➤ FWS. Student workers hired to assist during scenarios</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue to use Perkins funding to improve our program.</li> <li>➤ Continue to use Perkins funding to purchase equipment and apply for Strong Workforce.</li> <li>➤ Visiting educational institutions</li> <li>➤ Continue to renew contract. Our program operates pursuant to a contract with SBSD.</li> <li>➤ Reach out to our campus resources, vehicle is required for scenario testing.</li> <li>➤ Equipment will provide a reality-based approach.</li> <li>➤ Increase awareness.</li> <li>➤ Create FWS jobs</li> </ul>	<ul style="list-style-type: none"> <li>➤ Increase in faculty.</li> <li>➤ Purchase equipment or borrow equipment from our partners.</li> <li>➤ Director/Staff</li> <li>➤ Director/Staff</li> <li>➤ Perkins, Strong Workforce, Automotive Department</li> <li>➤ Perkins, Strong Workforce</li> <li>➤ SBVC Campus/ADJUS Dept./CTE Dept.</li> <li>➤ FWS funding</li> </ul>	<p>June 2022</p>



# MATHEMATICS, BUSINESS & COMPUTER TECHNOLOGY

Instruction

2019-2020

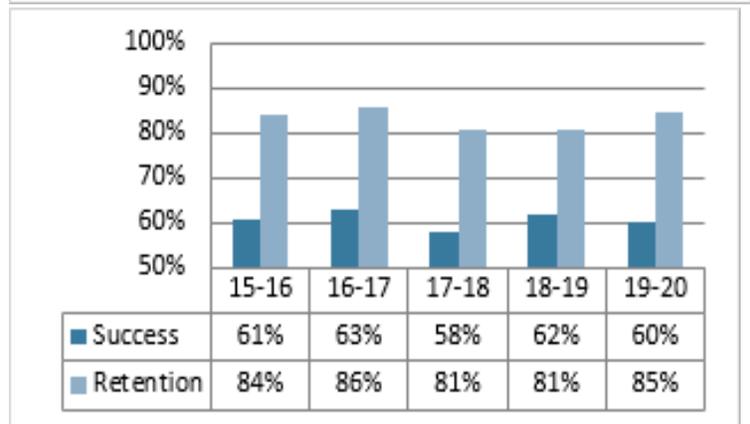
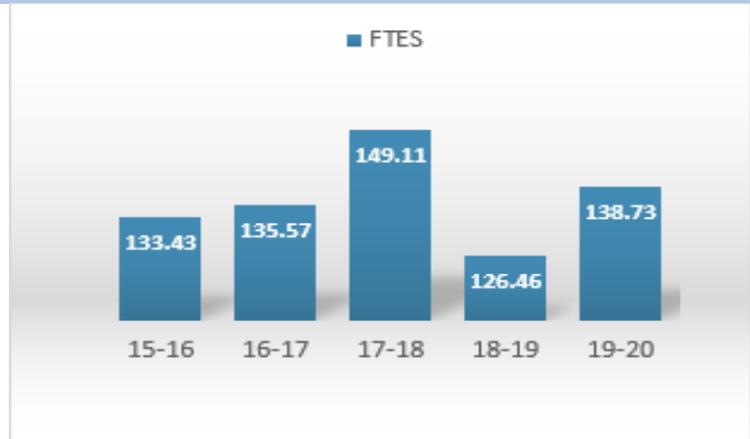
Research, Planning and Institutional Effectiveness

**Description:**

The accounting program continues to prepare our students with adequate accounting skills to enter the accounting/business job market or to prepare students transferring to four-year institutions with solid foundation in accounting training.

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 programs serve transfer, degree, and certificate seeking students. We also serve CPA candidates who require additional courses for licensure. The courses offered satisfy transfer requirements and/or offer the specialized training required by the industry for successful employment. We offer an AA degree in Accounting and Certificates in both Accounting and Bookkeeping.

	15-16	16-17	17-18	18-19	19-20
Duplicated enrollment	1,115	1,121	1,223	1,043	1,131
FTEF	9.21	10.01	10.14	8.67	8.54
WSCH per FTEF	435	406	441	437	487
	15-16	16-17	17-18	18-19	19-20
Sections	39	42	42	36	36
% of online enrollment	72%	64%	67%	75%	72%
Degrees awarded	39	54	37	42	47
Certificates awarded	21	22	28	21	25



**Assessment:**

- We offered the same numbers of sections in 2019-20 and experienced a 10% increase in FTES (Full Time Equivalent Students).
- Our success rates have dropped by 2% to 60%, due to the sudden transition (to full online) during March 2020. However, our retention rates have increased by 4% to 85%.
- Our online enrollment continues to be strong (72%), although showing a 3% decrease from 2018-19 year. This decrease is due to the challenge students faced adapting to the fully online environment. Some students could have limited access to reliable internet, and public internet becomes difficult to find (libraries, Starbucks, community centers are all closed to the public because of the pandemic).
- The degrees and certificates awarded increase by 11% and 19% respectively. This might be due to the stay-at-home orders so that students have been able to finish their certificates and degrees at a faster pace than in the past.

**Progress from Last Year's Action Plan:**

- We continue to offer accounting courses to meet community needs by offering adequate numbers of accounting courses.
- We continue to offer course types/time to be better matching the needs of our students. Since many of our students are working, the online/hybrid courses remain most popular. Also due to COVID-19 pandemic, all our courses have shifted to full online since March 2020.
- We continue to research the feasibility of offering tax preparation courses certified by the California Tax Education Council (CTEC) as fulfilling the 60-hour qualifying education required by the State of California for becoming a registered tax return preparer.

**SAOs/SLOs/PLOs:**

The assessment of SAOs/SLOs/PLOs has allowed us to evaluate the quality of instruction we offer to students. The objectives are reevaluated annually to ensure currency in the discipline. As a result of the assessment we have standardized texts, course resources, course management systems, homework assignments, and course coverage for multiple sections of the same course. We have also updated/modified all curriculums of our courses.

**Department/Program Goals:**

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

**Challenges & Opportunities:**

- We will continue to re-evaluate our course offerings to increase efficiency and effectiveness in all accounting courses. We also will continue to offer courses to fit the schedules that match our student population's needs.
- Our biggest challenge remains to be staffing the classes. We have continued to search for qualified adjunct instructors who can teach during the day, evening and/or online. All faculty members are teaching at close to maximum load to staff the classes. We compete with other, better funded colleges and universities in the Inland Empire for adjuncts. We hope to find additional qualified adjunct faculty to lighten the load on the full-time faculty, or we might need to consolidate student enrollments into fewer sections.

**Action Plan:**

- Increase the accounting offerings (both courses and types) to meet community needs.
- Modify the course contents of Financial Accounting (ACCT 200) and Managerial Accounting (ACCT 201) to match the course content in CSU, San Bernardino.
- Increase the use of technology to improve learning skills.

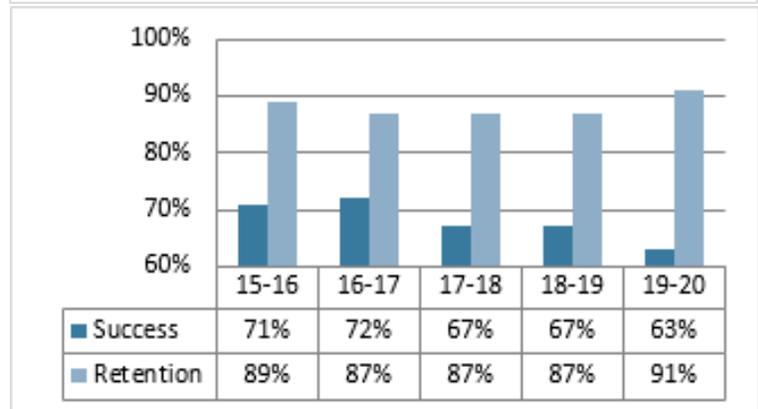
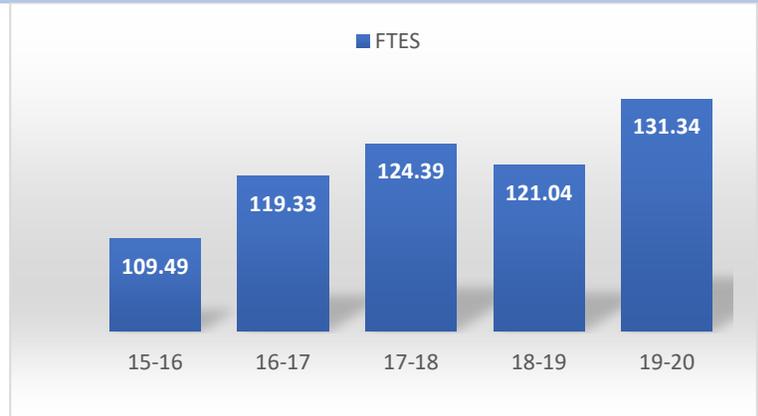
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
<ul style="list-style-type: none"> <li>✓ Increase the accounting offerings (both courses and types) to meet community needs.</li> <li>✓ Modify the course contents of Financial Accounting (ACCT 200) and Managerial Accounting (ACCT 201) to match the course content in CSU, San Bernardino.</li> <li>✓ Increase the use of technology to improve learning skills.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Offer adequate numbers of accounting courses and several types (Online, Hybrid and in-classroom).</li> <li>✓ To further reconcile these two essential courses for students transferring to CSU.</li> <li>✓ Incorporate the technology training into each accounting course, and train students to be better adapting to online learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Adequate budget and staffing.</li> <li>✓ Redesign the course contents for ACCT 200 &amp; 201 based on CSU's course contents.</li> <li>✓ Qualified staffing and adequate technical support, including but not limited to providing students free access to computer and internet access.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ongoing</li> <li>✓ Spring 2021</li> <li>✓ Ongoing</li> </ul>

### Description:

We offer courses in all phases of business. Students in business courses focus on the fundamental and intermediate principles and practices of business and that are designed to train students in the skills necessary to succeed in the business world. We offer high quality, flexible, affordable on-campus and online educational opportunities in a culturally sensitive learning environment promoting lifelong learning and community engagement, while enhancing personal development. We have a wide variety of certificates (*Business Administration, Retail Management, Management/Leadership, Entrepreneurship – General, Entrepreneurship – Tax, an Entrepreneurship – Real Estate*) and associate degrees (*AA and AS-T*) in Business Administration to help you start or advance your career as well as transfer to a bachelor's degree. Our faculty have years of experience working as business professionals and bring that real-world experience to the classroom. As a convenience for our students, we offer classes on various days, times so that they can take courses that fit *their* schedule.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	1,099	1,195	1,244	1,213	1,314
FTEF	7.60	8.40	8.60	8.20	8.40
WSCH per FTEF	432	426	434	3631	469

	15-16	16-17	17-18	18-19	19-20
Sections	39	43	43	41	42
% of online enrollment	36%	58%	60%	63%	69%
Degrees awarded	87	135	123	134	155
Certificates awarded	1	1	7	4	0



### Assessment:

The unemployment rate in the Inland Empire (IE) increased to **15.2%** in second quarter 2020. As a result, many students are looking to come back or focusing on the completion of their education, (<https://www.bestcolleges.com/research/annual-trends-in-online-education/>, <https://oedb.org/ilibrarian/10-advantages-to-taking-online-classes/>). In addition, COVID-19 pandemic impacted the student's abilities to have the necessary tools to be successful in our 100% online course offerings with many of them starting the semester with financial aid and not completing the course because of not having the necessary Internet connection. Through continual efforts to offer distributed education (hybrid and/or online) up 6% over 2018-19 academic year, community involvement and counseling (on campus and local universities), our efforts have continued to garner a stable 131.34 FTES (Full Time Equivalent Students). Success rates have dropped slightly--4%--believed to be a cause of the number of increased 100% ONLINE platform administered in spring and summer 2020 because of COVID-19 pandemic. Many students could NOT afford or struggled with the ONLINE platform and failed to drop or complete the course successfully. Interesting though, retention rates were 4% higher--reported at 91%. The FTEF is up slightly from 8.20 to 8.40. The FTES is up from 121.04 to 131.34 which makes since being that many students are not seeking out part-time employment, because of the COVID-19 pandemic and the government stimulus as indicated by our increase in our local unemployment rate, and student's taking more courses (duplicated enrollment up from 1,213 in 2018-19 to 1,314 in 2019-20). Another way is to increase the overall numbers is to continue to offer courses in a variety of ways allowing more flexibility of students to take more courses and accomplish their educational goals quicker (illustrated in the growth in degrees from 134 in 2018-19 to 155 in 2019-20). It should be noted that the AST degrees (transfer) grew 23%, <https://www.bestcolleges.com/research/annual-trends-in-online-education/>. This is important being that it was reported that ONLINE education has assisted those in their overall pursuit of degrees, not so many certificates. This growth is comparable or even higher than surrounding community colleges (Crafton--6% increase; Chaffey--24% increase; Norco--8% increase; RCC Moreno Valley--1% increase; and Mt. San Jacinto--increase of 6%) as reported in California Community College Chancellor's Office, [https://datamart.cccco.edu/outcomes/progress\\_awards.aspx](https://datamart.cccco.edu/outcomes/progress_awards.aspx). It should be also noted that there is a trend away from certificates and more to overall AST degrees. (SBVC reported 0 certificates in 2019-20 from 4 in 2018-19; RCC reporting zero certificates in 2019-20 from 39 in 2018-19; Chaffey reporting zero certificates in 2019-20 from 25 in 2018-19; and Mt. San Jacinto reporting zero certificates in 2019-20 from 13 in 2018-19).

### Progress from Last Year's Action Plan:

All the courses in BUSAD are up-to-date and now being offered in either a Hybrid or ONLINE format. With the increase in the online offerings, the major concern is to monitor and watch the success rates because of the increase demand in online education – all instructors have indicated the challenge in maintaining student completion in ALL online offerings. We are continuing to offer more interactive supplemental tools like prerecorded lectures and computer simulated games/exercises to assure that the success rates stay at a higher rate. We are beginning to use tools like CANVAS Chat and ZOOM to insure more student faculty interaction. In addition, ALL instructors have been notified to drop “non-participating students to assure that the data maintains its accuracy. All certificates have been adjusted to assist the student population in having a quicker success to completion. With the completion of the Leadership/Management Certificate, we are now able to promote this to the WAFC (Western Association of Food Chains) and anticipate a stronger enrollment and completion of this certificate in the next couple of years. The key here is for us to assure that the certificates awarded are documented and not just given by the WAFC for their \$200 reward. A conscious effort is being made to assist these students in filling out the appropriate paperwork to acquire the Retail Management Certificate form SBVC. We have made modifications to existing certificates and courses to accommodate the community needs – based on the recommendations of our advisory committee members. In looking to assist the population that our college serves – to assure stronger success rates, we are now implementing many OER Textbooks (Open Education Resources - FREE). The following courses are currently using OER textbooks: BUSAD 100, BUSAD 103, BUSAD 105, BUSAD 106, BUSAD 108, BUSAD 120, BUSAD 121, BUSAD 151 and BUSAD 210 have been implemented. We now have BUSAD 050 and BUSAD 105 being taught in an online discipline and have watched enrollment strengthen accordingly. We have seen a continued growth in our transferability as illustrated by the 23% increase in our AST awarded (109 in 2018-19 to 134 in 2019-20 and anticipate a similar pattern as we continue our efforts in the upcoming academic year.

### SAOs/SLOs/PLOs:

To date, all courses that have been offered in the last three years have been assessed and reassessed giving some data to work with. We have administered a pre-test/pro-test approach to courses offered. The assessments have been quite similar in nature to those given in the past showing minimal knowledge prior to taking the course and good success after. No real learning gaps are apparent now. No change to the SLOs (Student Learning Outcomes) has been needed now. No need to change the pre-test/post-test method of assessment now as well. The only challenge has been in maintaining the same high success and retention rates in our online/hybrid style courses. The current data illustrates a slightly lower retention and success rates than those being offered in the standard face-to-face format. The current solution has been to offer additional supplemental course materials, i.e., handouts, videos, etc., and use direct virtual contact tools like CANVAS Chat and ZOOM. Being that it is difficult to do a similar pre-test/post-test approach at the program level, we are using the following methodology and/or logic for PLOs - the PLOs were in fact generated from the course(s) content, and are tied directly to identified individual course SLO's within the AA Degree, AS-T degree, or identified certificate, the success of the student in completing each of the courses – letter grade of “C” or greater – illustrates successful completion of the PLO for the overall program (degree or certificate).

### Department/Program Goals:

- Continue to increase course offerings and community presence to meet community needs.
- Continue to explore the opportunity of new online and hybrid courses, and certificates, to accommodate community needs.
- Continue to expand partnerships regionally with employers (Stater Bros., AMAZON, Cardenas, Ashley Furniture, etc.) and four-year academic institutes (Cal State San Bernardino, Cal Poly Pomona, University of Redlands, UCR, etc.) assuring growth and course alignment for transferability.
- Explore the potential for reinvigorating the Business offerings (OER, etc.) leading to student success.
- Continue the use of technology to improve orientation to learning objectives and the requirements for success in the overall program (ZOOM, CANVAS Chat, etc.).
- Get 100% of adjunct faculty certified to be able to teach in the online discipline.
- Continue to update/enrich guided pathways for all degrees and certificates.

### Challenges & Opportunities:

We have made modifications to existing certificates and courses to accommodate the community needs. With the increase in demand because of the COVID-19 Pandemic modification of existing certificates and additional online and hybrid offerings, we should see a greater concentrated/desired growth in 2020-21 academic year. As a result of the identification of students not completing the necessary paperwork for the Retail Management certificate, and efforts to now assist in the completion, we should see a desired increase in awarded certificates. One major challenge is going to be maintaining a strong success rate and not allowing it to drop because of less face-to-face contact with the student population. We believe that one way to explore this is through better student contact via tools like ZOOM or CANVAS Chat. And overall assist the students beyond just our course, assisting them in educational and vocational mentoring/guidance in hopes of them finishing their AST at SBVC and assist them in transition to local four-year universities.

### Action Plan:

*Our newly proposed mission is to serve and enrich our diverse communities, by providing business and business-related degree and certificate candidates with comprehensive academic and experiential opportunities to advance knowledge and skills necessary for transfer and career success, embody professional maxims, and ethically meet the challenges of the global business environment.*

*We fulfill our mission by --*

- *Offering quality education through innovative programs that embrace the knowledge, skills, and perspectives of the liberal arts and provide theoretical frameworks and real-world learning experiences.*
- *Using effective teaching and learning strategies with appropriate technologies to prepare students for rapidly evolving business and business-related careers.*
- *Continuously improving curriculum to be responsive to and prepare candidates for the global business environment.*
- *Contributing as a local, national, and global citizen.*

- Actively engaging with business professionals, civic leaders, and community members to enhance student learning and readiness for the workforce; and
- Emphasizing faculty scholarly activity related to contributions to practice and teaching/learning with a secondary emphasis on discipline-based scholarship.

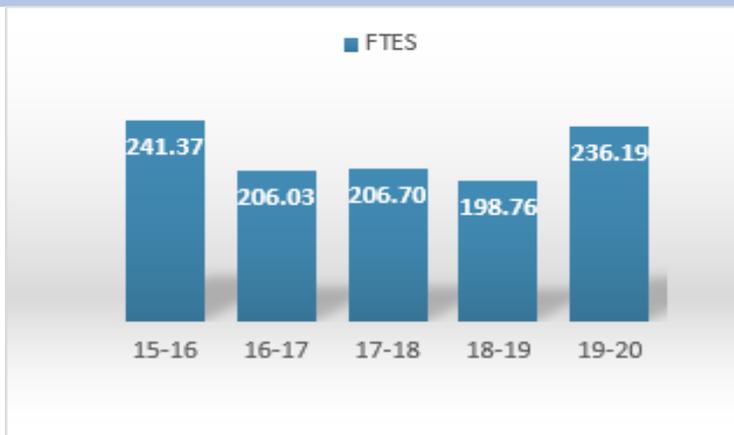
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
✓ Continue to increase course offerings and community presence to meet community needs.	✓ Goal #1	✓ Faculty time allocation	✓ End of academic year
✓ Continue to expand partnerships regionally with employers (Stater Bros., AMAZON, Cardenas, Ashley Furniture, etc.) and four-year academic institutes (Cal State San Bernardino, Cal Poly Pomona, University of Redlands, UCR, etc.) – assuring growth and course alignment for transferability.	✓ Goal #2	✓ Faculty time allocation	✓ End of academic year
✓ Explore the potential for re-invigorating the Business offerings (OER, etc.) leading to student success.	✓ Goal #3	✓ Faculty time allocation	✓ End of academic year
✓ Continue the use of technology to improve orientation to learning objectives and the requirements for success in the overall program (ZOOM, CANVAS Chat, etc.).	✓ Goal #4	✓ Faculty time allocation	✓ End of academic year
✓ Get 100% of faculty certified to be able to teach in the online discipline.	✓ Goal #5	✓ Faculty time allocation	✓ End of academic year
✓ Continue to update/enrich guided pathways for all degrees and certificates.	✓ Goal #6	✓ Faculty time allocation	✓ End of academic year

**Description:**

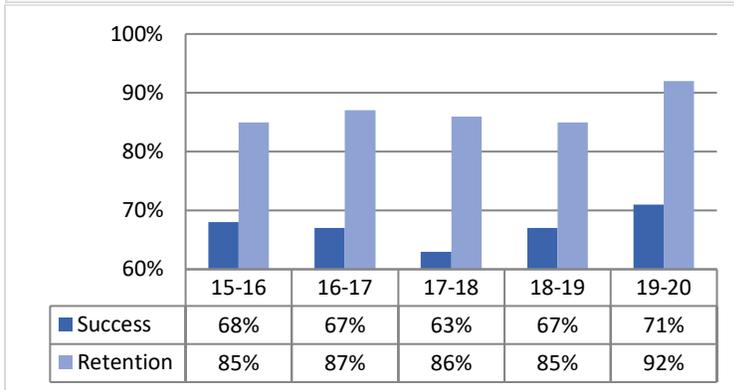
The department serve students in the following ways:

- Creation of career pathways for credit, non-credit and transfer programs.
- Training students in the acquisition of computer skills applicable to current work requirements.
- Helping students prepare to pursue education in computer science and technology at a four-year institution.
- Social forum through participation in school clubs, and cyber security competition with other colleges and universities.
- Gainful employment skills upon completion of a degree or a certificate.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	1,753	1,469	1,515	1,429	1,760
FTEF	17.81	16.58	15.86	14.91	16.59
WSCH per FTEF	407	373	391	400	427



	15-16	16-17	17-18	18-19	19-20
Sections	74	68	67	61	69
% of online enrollment	92%	90%	90%	93%	90%
Degrees awarded	13	13	14	13	15
Certificates awarded	13	12	8	5	9



**Assessment:**

Current year enrollment shows greater increase at 1,760 compared to the prior years. The 2015-16 year was the only year that compares to the present year’s enrollment which was reported to be 1,753. There is also an increase in FTES (Full Time Equivalent Students), which is at 16.59 compared to the prior year which is 14.91. WECH Per FTEF at 427, was slightly higher than the prior year. Number of sections offered increased slightly compared to the recent years. Both students’ success and retention rates are higher at 71% and 92%, respectively, for current year compared to the prior years. Number of online remain stable. The number of degrees and certificates warded improved bit compared to the prior years.

**Progress from Last Year’s Action:**

As indicated in the assessment data analyzed, the department was not able to sustain and improve on most of the progress it made from last year’s action plan. The department continues to struggle to find willing and qualified instructors to teach some of our newly developed courses. The department also has challenges with course cancellation due to low enrollment, which is a college/statewide challenge. On the other hand, the department made great progress in our curriculum areas. Most computer information technology certificates and degrees were modified and submitted to Region 9 approval and the state chancellor’s office approval. The program has an AS–T degree aligned with CSUSB and Cal Poly Pomona. Computer information technology continues to expand the academy models, work on outreach and articulation agreements with some of the feeder high schools. The program has developed many non-credit CIT certificates and program(s), developed new courses offered since spring 2020. There is a continued effort in attaining an NSA & homeland security prestigious Center for Academic Excellence (CAE2) designation for our computer science and computer information technology programs, most of the newly developed and required courses for the CAE application is coming to maturity, and we look forward to starting our CAE application again.

**SAOs/SLOs/PLOs:**

Analysis of department SLOs downloaded from the College SLO (Student Learning Outcomes) cloud for the years 2019-20, revealed that about 83.19% of the students who completed SLOs understand the hardware and software makeup of a personal computer, a slight improvement from the prior year. The finding is well tied into one of the department goals #5: (Maintain hardware and software currency). In another related area of the SLOs that deal directly with student “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,” students scored 100%; this finding is well aligned with our department goals #4. Equally, 85% of the students queried affirmed that they can recognize computer and network security threats and common approaches to preventing security compromises. Reader please note: “Data in this analysis contain duplicate head count. A student can be counted once for each statement in a SLO, and for each class they took.”

**Department/Program Goals:**

The goal of the Computer Information Systems Department is to provide quality education in information technology to prepare our graduates to compete in the present and future job market as well as preparing them to transfer and further their education. Together, we will strive to build an inclusive culture that promotes excellence in teaching and scholarly activity while empowering the diverse community of students we serve.

**Challenges & Opportunities:**

<u>Challenges</u>	<u>Opportunities</u>
<ul style="list-style-type: none"> <li>• Course cancellation due to low enrollment each semester.</li> <li>• Unnecessary high number of units required for CIT AS-T degree.</li> <li>• Difficulty finding qualified adjuncts to teach new courses.</li> <li>• Lack of manpower to conduct high school outreach.</li> <li>• Rapid and constant nature of the field &amp; need to keep up with skill needed.</li> <li>• Covid-19 related challenges to students, staff, and faculty.</li> </ul>	<ul style="list-style-type: none"> <li>• Possibility of a new Google IT certificate.</li> <li>• Active computer student club on campus.</li> <li>• New digital forensics course is all approved and will be offered in the spring 2020.</li> <li>• A great chance for the department to apply for the prestigious NSA &amp; Homeland Center for Academic Excellence (CAE2) designation for the program.</li> <li>• Grant opportunities (Workability &amp; Here-to-Career) grants.</li> <li>• CSUSB new Information Systems &amp; Technology BS degree.</li> <li>• Career opportunities created by emerging technologies.</li> </ul> <p>New partnership with area high schools (Arroyo HS &amp; Eisenhower HS).</p>

**Action Plan:**

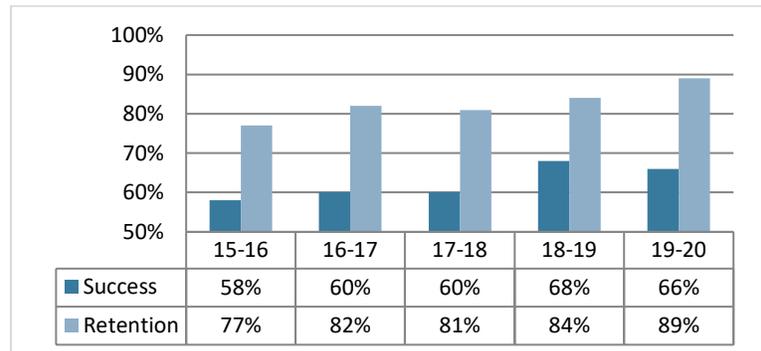
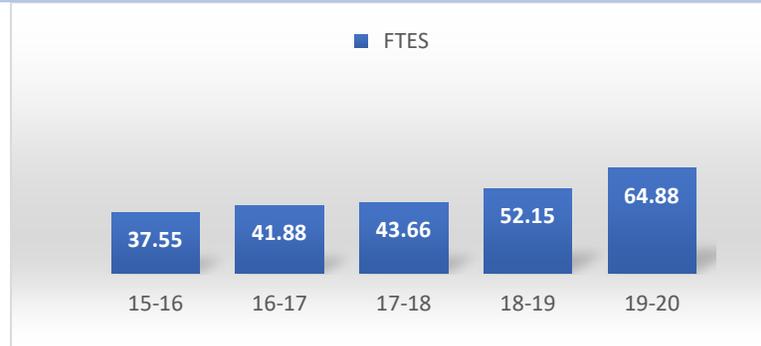
The priority is to hire and fill two full-time vacancies to maintain department academic standards and continue to improve student academic achievement. The department also proposes to hire a consultant to help the department work on attaining NSA & Homeland Center for Academic Excellence (CAE2) designation in cyber security. The department also proposes to seek funds to mentor feeder high school to start their own Cyber Patriot on the campuses.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. Hire new full-time faculty to fill vacancies resulting from retirements.	Maintain academic standards. Promote student academic achievement.	Manager	Spring 2021
2. Hire a consultant to help department work on attaining NSA & Homeland Center for Academic Excellence (CAE2) designation in cyber security.	Maintain academic standards. Promote student academic achievement.	Faculty and curriculum committee support.	Spring 2021
3. Continue to write new curriculum that meet current and future regional job market.	Offer courses that are relevant to local job market.	Funds for stipend to do the leg work.	Ongoing
4. Continue creating course Pathways for new and existing students.	Maintain hardware and software currency.	Funds to Higher application coach who will help department through the CAE application process.	Ongoing
5. Yearly updates to existing hardware and software	Promote SBVC CS and CIT programs to local high school students.	Funds for stipend to do the leg work.	Effective Spring 2021
6. Meet regularly with our feeder universities.	Enhance transferability and articulation of courses.		Ongoing
7. Seek new collaboration opportunities with our feeder high school and ROP.	Liaison with our feeder universities to develop new course and programs for transfer students.		Spring 2021–Fall 2021
8. Mentor our feeder high school start their own Cyber Patriot.	Create transfers and career pathways for students.		

### Description:

Our computer Science program prepares students planning to transfer to a four-year University, experience in computer programming for students enrolled in science or engineering disciplines and academic computer science preparation for students interested in pursuing employment at Valley College. The program offers an AS degree and a certification in computer science.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	217	237	252	301	370
FTEF	3.02	3.64	3.85	4.39	4.73
WSCH per FTEF	373	345	340	356	411
	15-16	16-17	17-18	18-19	19-20
Sections	11	12	13	15	16
% of online enrollment	82%	100%	100%	100%	100%
Degrees awarded	0	5	5	15	7
Certificates awarded	0	0	0	2	0



### Assessment:

The current year enrollment is at 370 and was the highest compared to the other prior years. The current year is 69 more than the immediate 2018-19 year. At 4.74%, FTES (Full Time Equivalent Students) is higher this current year than any of the other past four years. WECH Per FTEF at 411, and again was slightly higher than the other prior years. Number of sections offered increased slightly compared to the recent years. Students' success dipped slightly from the prior year, while improved a bit compared to the 2018-19 school year. Retention rates are higher at 89%. The number of degrees and awarded bit compared to the prior years.

### Progress from Last Year's Action Plan:

- Low-level CS certificate courses have been written and majority of the courses have been approval by the college curriculum committee.
- CS 606 non-credit course is now in place for CS student to get help in their various courses.
- Curriculum in iOS, Android and web development are all approved and been offered in the recent semesters.
- Partnership with Strong workforce and Here-to-Career provides needed funds to write new curriculum.
- Partnership with our feeder High School is helping our enrollment.

### SAOs/SLOs/PLOs:

Analysis of CS department SLO (Student Learning Outcomes) downloaded from the College SLO cloud for the years 2019-20, revealed that about 86.56% percent of the students who completed SLO can analyze a problem and create an algorithmic solution for the desired solution. The finding is slightly higher than the previous year and is well tied into one of our department goal #1, which attempts to increase the number of students who earn a CS degree and certificate. In another related area of the SLO revealed that 85.93% of the students queried can design, implement, and evaluate secure computer-based system specification, again a bit higher than the prior year. In another finding, 87.21 % per of the student agree that they engage in research to access innovative ideas and information. This finding support Computer Science goals #5 and #6. It looks like the students will be more than likely to embrace new course in the developing technologies. Reader please note: "Data in this analysis contain duplicate headcount. A student can be counted once for each statement in an SLO, and for each class they took."

**Department/Program Goals:**

- Increase the number of students who earn a CS degree and certificate.
- Improve student success and retention.
- Offer a certificate aligned with Microsoft Programming certification(s)
- Develop new course to address changing trend in discipline.
- Develop a Gaming certificate
- Mentor and sponsor feeder high school in Cyber Patriot activities

**Challenges & Opportunities:**Challenges

- Need to fill vacancies resulting from retirement.
- Unnecessary high number of units required for CS AS-T degree
- Lack of manpower to conduct high school outreach.
- No plan for students in various special programs to acquire required textbooks in a timely manner.
- Rapid and constant nature of the field
- lengthy Regional, State and ACCJC degree and certificate approval process
- No loopback communication between regional consortium approval process and the college curriculum committee
- Course cancellation due to low enrollment each semester

Opportunities

- Google Certificate
- Microsoft IT (Information Technology) Academy
- Continue our partnership with Here to Career and Workability Grants to develop new courses.
- Develop new courses to address emerging areas of the discipline.
- Active Computer Science student gaming club on campus
- 6. A great chance for the department to apply for the prestigious NSA & Homeland Center for Academic Excellence (CAE2) designation for our program.

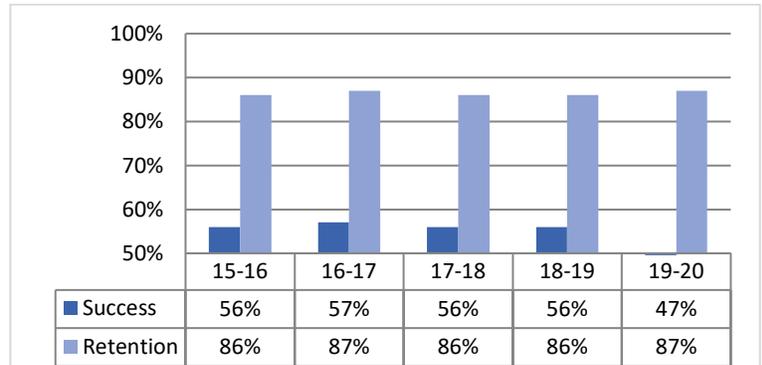
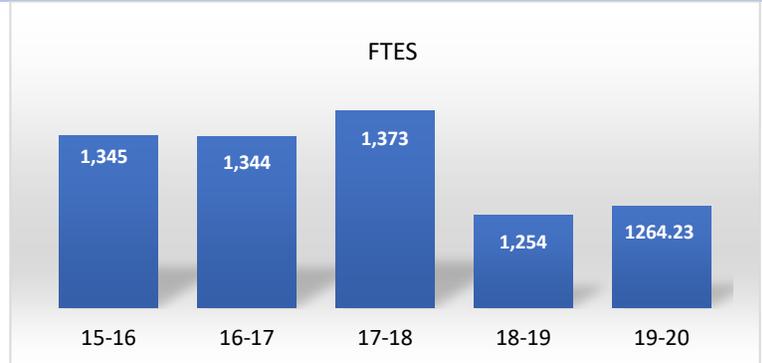
**Action Plan:**

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. Offer course students need to graduate on time.	Increase the number of students who earn a CS degree and certificate.	Incentive to attract and retain qualified faculty in the CS area.	Ongoing
2. Improve outreach efforts to feeder High	Improve student success and retention.	Funds to do the leg work required.	Ongoing
3. Create new course to address needed area.	Offer a certificate aligned with Microsoft Programming certification(s)	None	Ongoing
4. Android, iOS, and Web programming are undergoing curriculum committee and Region 9 approval.	Develop new courses in Android, iOS, and web security to address changing trends in discipline.	None	Ongoing
5. Start process design a game certificate.	Develop a Gaming certificate	None	Ongoing

**Description:**

Mathematics is a growing discipline, which intersects other academic areas and most aspects of modern life. In our efforts to support students' cultivating quantitative reasoning, cognitive skills, critical thinking, and fulfilling their academic and professional goals, the mathematics department offers transfer-level math courses from college algebra through differential equations, linear algebra, and some limited offerings in basic skills mathematics. Mathematic students prepare for careers in a diverse range of areas including science and technology. The program offers a Mathematics Associate of Science Transfer (AS-T) degree.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	10,292	10,274	10,463	9,463	9,357
FTEF	82.23	87.49	88.24	83.72	86.62
WSCH per FTEF	491	461	467	449	434
	15-16	16-17	17-18	18-19	19-20
Sections	317	332	337	316	330
% of online enrollment	21%	24%	22%	17%	16%
Degrees awarded	19	23	26	34	39
Certificates awarded	N/A	N/A	N/A	N/A	N/A



**Assessment:**

Over the past five years, 2015-16 to 2019-20, the average rate of student success (54.4%) in math has dropped by 1.4% from the previous five year's span. The recent data point of 47% for 2019-20 student success shows a 9% drop from the previous academic year. The average student retention rate (86.6%) from the past five years has remained steady. In the two years, 2015-16 to 2016-17, FTES (Full Time Equivalent Students) were stable with an average of 1,344.5 FTES. From 2017-18 to 2018-19; however, FTES declined by 8.7%, from 1,373 FTES to 1,274 FTES. During the same time, duplicated enrollment also declined by 9.6%, reflecting a loss of 1,000 duplicate enrollees from 2017-18 to 2018-19. This decline in enrollment, which affects FTES, may be the result of the math department's implementation of AB705 with fewer remedial math sections offered during this period. The most current 2019-20 FTES data point of 1,264.23 shows a slight increase of 10.23 FTES. From 2018-19 to 2019-20, institutional efficiency declined by 3.3%, as shown by an WSCH/FTEF decrease from 449 to 434. Overall, average institutional efficiency has declined yearly during this reporting period, with the exception being a non-significant 1.3% WSCH/FTEF increase from 2016-17 to 2017-18. The declining trend of institutional efficiency may also be attributed to fewer math class offerings combined with lowered class fill rates. Online enrollment had steadily increased from 2015-16 to 2016-17 from 21 to 24%. From 2016-17 to 2019-20, the percent of online classes declined from 24 to 16%, due to contractual changes regarding faculty online teaching assignments. Now that the college has secured online training for faculty, the department expects to increase online offering. Degrees awarded have moderately increased from 2015-16 to 2019-20 with 39 degrees awarded in 2019-20.

### Progress from Last Year's Action Plan:

- Growth: From 2018-19 to 2019-20, a 1.5% FTES growth was not met. FTES increased by 0.8%, not a significant increase, but FTES was stabilized even though enrollment continues to decline.
- Self-guided Placement: The self-guided placement was revised in spring 2020.
- Professional Development Opportunities: Many full-time and adjunct faculty have enrolled in and completed Distance Education Level 1 & 2 online training through SBVC Distance Education Training Program.
- Establish, implement, and evaluate CoP: A Community of Practice (CoP) for college algebra and a CoP for statistics were established in spring 2020. The CoPs are in its third semester. Faculty Leads moderate bi-monthly meetings with full-time and part-time faculty. These meetings include discussion, trainings, and support for faculty.
- AB705 Response & Evaluation: The math department continues to have dialogue and action. The math department now offers co-requisite models for Math 102 & 602 and Math 108 & 608.
- In-class Peer Tutors: In partnership with the Academic Success Center, the Math Department currently has embedded tutors in selected math sections.
- The Math Department has made satisfactory progress towards last academic year's action plan.

### SAOs/SLOs/PLOs:

On average, students successfully met SLO (Student Learning Outcomes) objectives in Pre-Transfer Math, Non-STEM Math, and STEM Math at rates, 61%, 71% and 62% respectively. For Pre-Transfer Math (962, 095, 096), data suggest that greater student opportunity to demonstrate connections between mathematics and real-world problems would be helpful, since students appear to struggle making connections with abstract concepts. The continue involvement in Communities of Practice would be beneficial in addressing some of the areas for which students are experiencing SLO difficulty. Non-STEM Math (115, 108, 141) SLO results reveal that students are performing satisfactorily and warrant our increasing class offerings in this content area. STEM Math (250,251,252,265, 102, 103, 151) students are performing at 62% SLO success rates. STEM Math will benefit from the Community of Practice for college algebra. Additionally, utilizing embedded peer tutors in difficult STEM classes would also help students attain greater success in their math courses.

### Department/Program Goals:

- The Math department wants to reestablish FTES growth by no less 1.5% based on revelations from 2015-19 EMP data, which showed it has stabilized from 2018-19 to 2019-20. This will increase access, which aligns with our College Strategic Goal 1.
- The Math department wants to continue the Communities of Practice in college algebra and statistics. There are currently 67 full-time and adjunct faculty in the Math Department. The goal is to have at least 40% of faculty to participate in the Communities of Practice. This goal will improve communication, culture/climate and promote professional development, which aligns with our College Strategic Goal 3 and Goal 4.
- The Math department wants to continue the evaluation and response to the implementation of AB 705. The Math department would like to increase students' success rate by at least 3% to stabilize the downward trend in success rate. This goal will increase access and promote student success, which aligns with our College Strategic Goal 1 and Goal 2.

### Challenges & Opportunities:

The biggest challenge to meet a growth of 1.5% or more is the current COVID-19 pandemic. The pandemic has caused a decrease in enrollment college wide. The math department was already experiencing a decline in enrollment with the implementation of AB 705. The evaluation of AB 705 must be scrutinized, since all math classes are being taught asynchronously and may be different once classes meet face-to-face again. Participation in the Communities of Practice has been strong, which may be due to online meetings via Zoom. Participation may take a hit once classes return to face-to-face, since faculty availability may decrease.

### Action Plan:

- To achieve 1.5% or more FTES growth the Math Department will need to increase outreach, advertise, and evaluate course offerings.
  1. A revamped math web page with current content, professor profiles, news of the week bulletins, student events, etc.
  2. Emails from the math department or Division Dean expressing encouragement and support for our students.
  3. Survey from students.
  4. Math events that promote the importance in math.
  5. Observing enrollment numbers and academic major trends.
- To achieve at least 40% of faculty participation in CoPs the Math Department will need to promote the CoPs and their relevancy.
  1. Email reminders of the bi-monthly meetings.
  2. Secure funding for adjunct faculty.
  3. Professional development opportunities.
- To achieve at least 3% success rates the Math Department will need to continue to evaluate and modify the department's AB 705 implementation.
  1. Encourage math professor to embrace a common flow of curriculum and discuss best practices.
  2. Encourage faculty dialogue.
  3. At the beginning of each semester host events where students can participate in refresher drills in mathematics.
  4. Create a suggested outline for each math course that aligns with department recommended textbook.
  5. Counseling collaboration. Communication with counselors to determine the criteria for course recommendation.
  6. Explore new pathways that align better with students' goals.

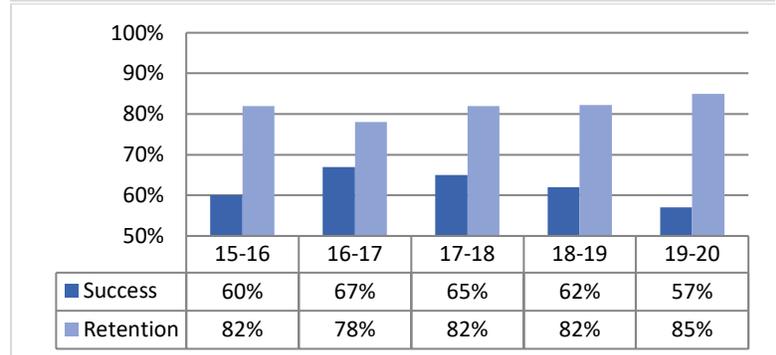
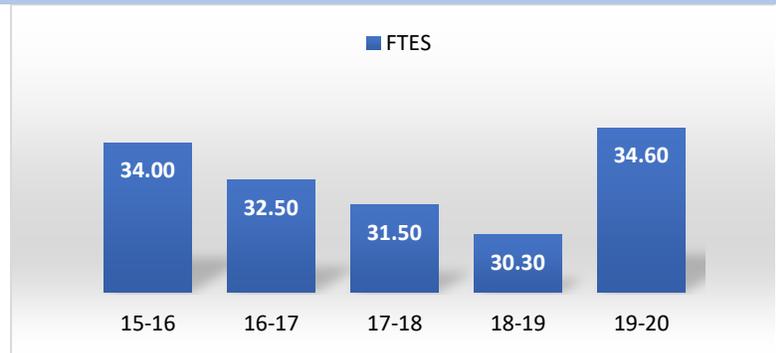
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
<ul style="list-style-type: none"> <li>• Increase outreach efforts and advertise. Evaluation of course offering.</li> <li>• Increase outreach to math faculty to participate in CoPs.</li> <li>• Continue to evaluate and modify the AB 705 response.</li> </ul>	<p>1.5% or more FTES growth</p> <p>At least 40% of faculty participation in CoPs. Increase success rates by at least 3%.</p>	<p>Funding for outreach and advertisement.</p> <p>Secure funding for adjunct participation. Institutional research support</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

### Description:

The Real Estate program is designed for students who plan to enter the real estate profession. Our program includes in-depth exposure to real estate principles, practices, appraisals, sales, and much more. Our classes are taught by professionals in the field and include Real Estate Principles, Property Management, Real Estate Law, Appraisal, Escrow, Economics and Finance. Coursework can lead to either a vocational certificate or an associate of arts degree. The Certificate in Real Estate is in preparation for the California Real Estate Salesperson's License. The real estate program is designed for those interested in careers in real estate or for professionals wishing to upgrade their skills. Our courses will give you a realistic sense of what career options there are in real estate. Our teachers have years of diverse experience and our classes are offered fully online to accommodate those with full time jobs.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	340	325	315	303	346
FTEF	4.20	2.20	2.20	2.20	2.20
WSCH per FTEF	243	443	430	413	472

	15-16	16-17	17-18	18-19	19-20
Sections	12	11	11	11	11
% of online enrollment	92%	100%	100%	100%	100%
Degrees awarded	2	1	0	2	4
Certificates awarded	0	4	3	5	7



### Assessment:

FTEF (Full Time Equivalent Students) has been consistent over the last four years – this is due the adjustments made in offering the courses 100% online and the lack of a dedicated full time faculty member. Though it should be noted that there was a growth of 14% in 2019-20 academic year. Courses are offered 100% online and are now showing higher enrollment numbers per class than in the past. In fact, REALST 100 classes are now having wait lists. FTEF is consistent over the last four years with a retention rate of 85%, the highest over the last five years. The success rates have dipped slightly – believed to be because of the online offerings, and the current COVID-19 pandemic. Being that there is no face-to-face contact, research has shown slightly reduced success rates in the online format of teaching. The degrees/certificates are on the rise, but one would anticipate an increase in the coming academic year 2020-21 because of the higher enrollment rates, reduction in requirements by the State of California and the low interest rates. As expected, the degrees increased 200% in 2019-20, with the certificates increased 40% in the same academic year. This is a higher growth in degrees than the surrounding community colleges (*Victor Valley – increased 60%; San Jacinto – 0%; Moreno Valley – increase 50%; Chaffey – 0%; Riverside – 0%*). Though we were lower than the surrounding community colleges in regards to certificates (*Victor Valley – increase 300%; San Jacinto – decrease 9%; Moreno Valley – increase 200%; Chaffey – increase 350%; and, Riverside 400%*) as reported in California Community College Chancellor's Office [https://datamart.cccco.edu/outcomes/progress\\_awards.aspx](https://datamart.cccco.edu/outcomes/progress_awards.aspx)

### SAOs/SLOs/PLOs:

All SLOs (Student Learning Outcomes) and PLOs have been implemented showing no real need for change in the curriculum now. Being that it is extremely difficult to get any information from the Real Estate Association on success rates of those individuals who take the State Realtor's Exam, and that using a Pre-test/Post-test is not realistic for this discipline, we are working on the basis that our PLOs were in fact generated from the course(s) content, and are tied directly to identified individual course SLOs within the Certificate, the success of the student in completing each of the courses – letter grade of "C" or greater – illustrates successful completion of the PLOs for the overall certificate or degree. Hence, a student will NOT be issued an identified certificate or degree within the REALST field unless they have successfully achieved completion of the necessary courses or units, with a letter grade of "C" or greater.

**Department/Program Goals:**

- Continue to increase offerings and community presence to meet community needs.
- Continue to explore the opportunity of new online and hybrid courses, and certificates, to accommodate community needs.
- Continue to expand partnerships regionally with employers (REMAX, Keller Williams, Century 21, etc.) and four-year academic institutes assuring growth and course alignment for transferability.
- Explore the potential for re-invigorating the Real Estate offerings (OER, etc.) leading to student success.
- Continue the use of technology to improve orientation to learning objectives and the requirements for success in the overall program (ZOOM, CANVAS Chat, etc.).
- Continue to evaluate and enhance guided pathways for the AA degree and certificates in real estate.

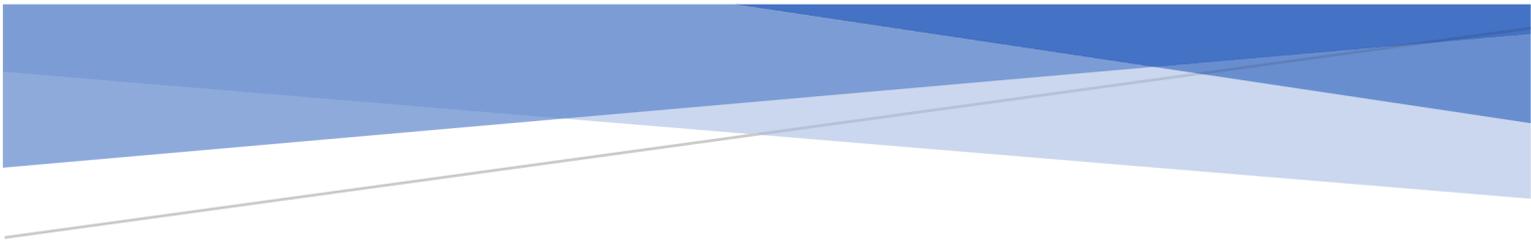
**Challenges & Opportunities:**

With the most recent upturn in the economy prior to COVID-19 pandemic, we are seeing an increase in the opportunities in the real estate industry. Many people are either coming back to the Real Estate industry in need of recertifications, 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 reexamine our offerings, the way we offer them, and the content of our offerings. This is difficult to accomplish because of having no full-time instructor applied to the discipline. Only part-time adjuncts are employed now. The full-time instructor retired in spring 2014 and the current courses have been taught by qualified adjunct faculty members who are professionals in the real estate industry. Being that there is no face-to-face contact with these students, it is imperative that we assist them accordingly in guiding them in the degree and certification process.

**Action Plan:**

Continue to enhance our overall program’s presence in the local community and professional real estate organizations and assist students in career guidance as well as real estate professionals in their continual re-certification and educational support.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
✓ Continue to increase offerings and community presence to meet community needs.	Goal #1	Faculty time allocation	End of academic year
✓ Continue to explore the opportunity of new online and hybrid courses, and certificates, to accommodate community needs.	Goal #2	Faculty time allocation	End of academic year
✓ Continue to expand partnerships regionally with employers (REMAX, Keller Williams, Century 21, etc.) and four-year academic institutes assuring growth and course alignment for transferability.	Goal #3	Faculty time allocation	End of academic year
✓ Explore the potential for re-invigorating the Real Estate offerings (OER, etc.) leading to student success.	Goal #4	Faculty time allocation	End of academic year
✓ Continue the use of technology to improve orientation to learning objectives and the requirements for success in the overall program (ZOOM, CANVAS Chat, etc.).	Goal #5	Faculty time allocation	End of academic year
✓ Continue to evaluate and enhance guided pathways for the AA degree and certificates in real estate.	Goal #6	Faculty time allocation	End of academic year



# SCIENCE

Instruction

2019-2020

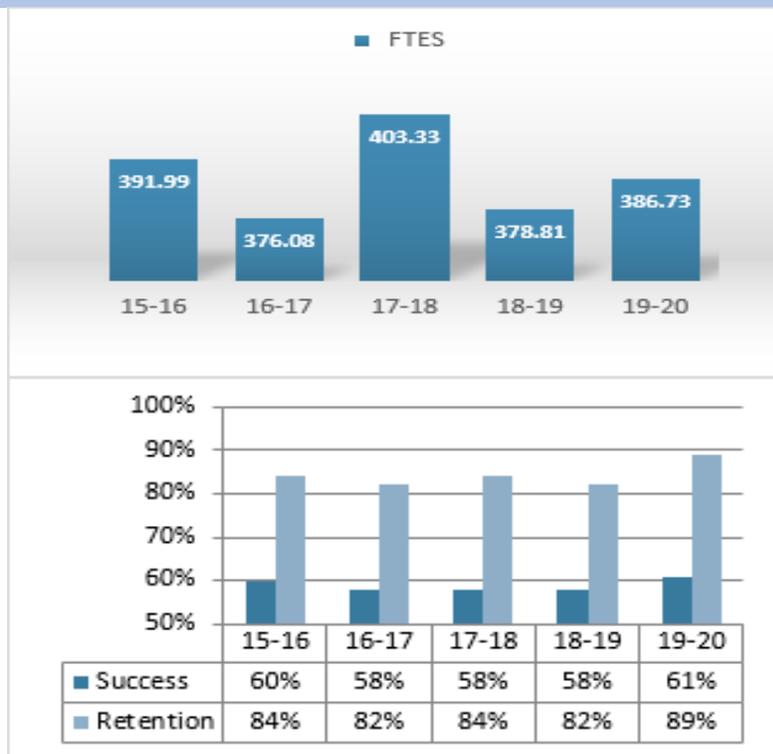
Research, Planning and Institutional Effectiveness

**Description:**

The Chemistry program provides instruction and laboratory experience appropriate for general education requirements in physical sciences, pre-nursing and other allied health preparation courses, and lower-division preparation required for students transferring in the areas of Chemistry and Biochemistry. These same lower-division courses prepare transfer students in every field of science, engineering, and pre-professional school majors, such as pharmacy, dental, clinical, physical therapy, and medical schools.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	1,864	1,769	1,775	1,737	1,749
FTEF	27.83	27.79	29.73	28.27	27.47
WSCH per FTEF	423	406	407	402	320
	15-16	16-17	17-18	18-19	19-20
Sections	97	97	91	87	76
% of online enrollment	4%	4%	2%	2%	3%
Degrees awarded*	12	14	12	10	15
AA Lib Arts: Bio/PhySci Deg Awards	152	210	196	204	207

\*These degrees are in Chemistry.



**Assessment:**

The data indicates a slight increase of 7.92 FTEF (Full Time Equivalent Students) compared to last year. The efficiency of the program is lower than last year but remains at an acceptable and prominent level for laboratory-based instruction. The same factors affecting efficiency last year are still contributing to the lower but expected efficiency: the change to single-sections of CHEM 101 with caps of 28 students and the majors courses (CHEM 150, 151, 212, 213, 205) having lower caps of 24 or 20 students. These student caps are due to pedagogical reasons and safe laboratory practices. The Allied Health supporting chemistry courses, CHEM 104 and 105, also have caps of 24 students for the same pedagogical reasons. As a result of these changes, retention, success, and degrees awarded are the highest that they have been over the past five years, with a 7%-point increase in retention, a 3%-point increase in success, and a 50% increase in degrees awarded relative to last year. The department has increased the number of Allied Health and STEM majors by offering additional sections of general and organic chemistry/biochemistry. Over the past few years, we have been holding regular faculty workshops, which focus on communication and skills as related to student success. FTEF is slightly lower than last year but still relatively high.

**Progress from Last Year's Action Plan:**

**Build adjunct pool.** Our load is 14 FTEF, but about 70% is taught by adjunct faculty. We continue to communicate with surrounding Chemistry/Biochemistry departments to encourage MS graduates and existing adjuncts to apply. Due to our adjunct faculty securing FT positions elsewhere, many of our current adjuncts are new. Our FT faculty are involved with campus initiatives and are reassigned resulting in the need for greater numbers of adjunct faculty.

**Increase majors & STEM degrees.** We have continued to offer multiple sections of all majors' prep courses (CHEM 150, 151, 212, and 213) and allied health chemistry (CHEM 104, 105) every semester throughout the day, evening, and on weekends. Our faculty continue to present and host workshops for MESA/STEM students as a method to promote STEM fields.

**Improve student success.** Ongoing department discussions amongst our faculty about innovative classroom and laboratory techniques inspires a continuous exchange of ideas and promotes a cohesiveness across our program.

**Chemistry and allied health guided pathways.** Several guided pathways that lead students towards an AS or an AS-T in Chemistry have been drafted and discussed with departmental faculty and staff. For the allied health, CHEM 101 and 104, or 105 are appropriate courses for students to take in addition to other science courses.

**SAOs/SLOs/PLOs:**

**The SLOs/SAOs:** The department has historically used common assessment tools across each course. Success rates on certain questions were often inconsistent, perhaps because questions were worded in a way that may not fit how a particular faculty member may write a question, particularly for CHEM 101 SLOs (Student Learning Outcomes) #3 and #4 and for CHEM 151. Revised SLO questions were written during fall 2019 and offered as a reference rather than a mandated common assessment. The new SLO assessments seemed to have better results and less ambiguity. Faculty that used the questions with slight modification also had satisfactory results. Although we continue to make a common assessment available, we now encourage faculty to evaluate each SLO in such a way that it will most accurately reflect their students' understanding of the topic. We will continue to have department discussions and corresponding SLO modifications that are connected to goals of improving student success.

**The PLOs:** In spring 2019, the department developed new PLOs that are streamlined, evaluate major program content and lab assessment, and are measurable. Most notably, these now include the results of the ACS exams for General and Organic chemistry that we have traditionally administered in CHEM 151 and 213, respectively as a part of the course final exams. These revised PLOs have given us a good frame of reference to evaluate PLO success moving forward.

**Department/Program Goals:**

- Build adjunct pool.
- Increase the number of science and engineering majors and STEM degrees granted.
- Improve student success.
- Continue work on chemistry and allied health guided pathways.

**Challenges & Opportunities:**

- **Identifying and retaining adjunct faculty.** This is a persistent challenge. We have needed waivers for adjunct to teach above 67% for several years. Adjunct faculty now find FT jobs right before or even after the semester begins, requiring emergency staffing which proves difficult and is not conducive to student success. We recently had to cancel two full CHEM 101 courses due to a lack of an instructor. Many of our adjunct are new in the past couple of years. This level of turn-over is unsustainable and is preventable only with an increase in FT faculty.
- **Improving student success.** The success rate continues to be lower than desired. Current issues include students enrolling in too many units, students not understanding the time required or not having the appropriate study skills to succeed in Chemistry, and too few workshop facilitators.
- **Acquiring resources to ensure rigor of curriculum.** Laboratory-based instruction is necessary to ensure quality training for science students, most of whom transfer to four-year institutions. This laboratory preparation requires both human and financial resources. Challenges include price increases for chemicals/supplies, aging/outdated instrumentation, individual lab drawers for hundreds of students, proper ventilation for fume hoods, and enough personnel to manage experimental setups for > 50 labs/week (Mon-Sat). Effective communication in the classroom requires appropriate technology and whiteboard space.

**Action Plan:**

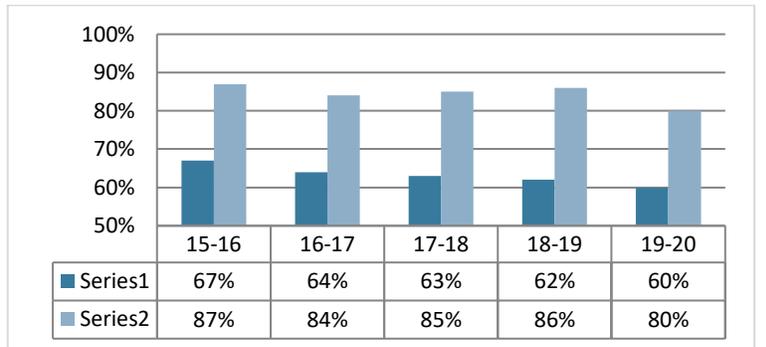
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Reach out to local Chem/Biochem depts.	Build adjunct pool.	Continued advertising	May 2021 and ongoing
Continue workshop series in Chemistry/STEM topics; Plan outreach/retention strategy for entering Chem majors.	Increase number of majors and STEM degrees.	Flyers, advertising Data from Research office	May 2021 and ongoing
Improve access to facilitated workshops; Disaggregate success data, discuss/ implement ideas for specific courses.	Improve student success.	Workshop facilitators, FT faculty, data from Research office	May 2021 and ongoing
Identify the sequence suitable for each type of pathway.	Continue work on chemistry and allied health guided pathways.		May 2021 and ongoing

**Description:**

Awareness of the issues of environmental quality is increasingly important in business, industry, and government. The growing human population and increasing consumption of resources are creating unprecedented pressures on our planetary life support systems. Environmental science majors need to complete an interdisciplinary set of core requirements that provide a basic understanding of the physical, biological, and social sciences and the relevance of these sciences to environmental processes and issues. In addition, the coursework will prepare students for related baccalaureate majors, including biology, chemistry, engineering, geography (including emphasis in geographic information systems (GIS)), geology, mathematics, oceanography, and physics. For non-majors, the program’s goal is to educate students to make better-informed choices about key environmental and health issues.

Environmental Science is especially sensitive to environmental and social justice. Specifically, environmental justice is a fundamental component of social and racial justice. These are the underpinnings of all Environmental Science classes. Even if students are not Environmental Science majors, each course equips them with this important knowledge that will make them better transfer students, employees, and global citizens.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	814	753	701	676	735
FTEF	14.90	14.55	14.55	13.09	13.08
WSCH per FTEF	385	360	335	352	369
	15-16	16-17	17-18	18-19	19-20
Sections	37	36	39	35	33
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	3	6	4	2	3
Certificates awarded	N/A	N/A	N/A	N/A	N/A



**Assessment:**

The revised AS degree was available to students beginning in the 2018-19 academic year. The new AS-T degree and introductory Environmental Science course (ENVT 100) will be available beginning in 2021-22. The revised Physics sequence – 202, 203, and 204 – replaced two higher unit courses, 200 and 201. This facilitated approval of the new AS-T degree and necessitated revision of the AS degree. Because both degrees are interdisciplinary in nature, they are comprised of core courses from a variety of science and math disciplines. Therefore, the 2019-20 EMP document analyzes data from five core courses within the revised AS Degree: BIOL 205, BIOL 206, CHEM 150/150H, CHEM 151/151H, and MATH 250. It is probable that only a small number of students enrolled within these courses are actively pursuing an Environmental Science AS or AS-T degree. In future years, ENVSCI 100 and PHYSIC 202 will be added to the existing core courses to capture enrollment more precisely, FTES (Full Time Equivalent Students), and FTEF trends and allow resources to be more adequately directed toward students.

Realizing the imperfect nature of this analysis, it is nonetheless important to note that FTES and duplicated enrollment decreased from 2015-15 through 2018-19, with a slight increase in 2019-20. Some of the preceding decline may be partially attributed to a significant curriculum revision within biology (e.g., BIOL 205, 206, and 207 replaced BIOL 201 and 202) and physics (e.g., PHYSIC 151 and 152 replaced PHYSIC 150A and 150B, and PHYSIC 202, 203, and 204 replaced PHYSIC 200 and 201). This could also reflect larger campus-wide trends where students may be prioritizing employment opportunities over academic opportunities. In addition, the COVID-19 pandemic significantly disrupted the educational trajectories of many students during the middle of the spring 2020 semester.

While the number of awarded degrees has fluctuated, it is anticipated that they will increase with the 2021-22 implementation of the ENVSCI 100 course and AS-T degree, as well as guided pathways (GP) sequencing. It is hoped that the curricular revisions, within the context of local, state, national, and global environmental awareness, will continue to propel this important program. Continued classroom, curricular, and SLO (Student Learning Outcomes) development that highlights the importance of environmental justice will be a guiding tenant throughout the Environmental Science Program.

### **Progress from Last Year's Action Plan:**

First, no progress has been made on procuring grant funding for a full- or part-time coordinator for this degree program. At present, a full-time faculty member is serving as faculty chair/coordinator. Second, there has been only nascent coordination with key stakeholders, including department faculty who teach within the interdisciplinary Environmental Science program, transfer institutions, STEM and MESA Programs (and related S-STEM grant, scholarship, and organizational support), and Student Success Center. Third, there has been considerable progress on curricular revisions, including AS degree, AS-T degree, and introductory Environmental Science course. The revised AS degree is currently in place (although additional curricular revisions will be made), and the AS-T degree will be available for students in the 2021-22 academic year, as the Physics sequence has been thoroughly modified to fit within unit-limit criteria (e.g., all Physics courses now have a maximum of four units). The introductory Environmental Science course, ENVSCI 100: Introduction to Environmental Science, will be offered beginning in the 2021-22 academic year. It is anticipated that this will partially address some of the concerns and goals expressed within the action plan. In addition, this program will expand the number of open educational resource (OER) sections available to students and is finalizing a guided pathways (GP) sequence of courses to align with institutional GP goals and mandates. Because San Bernardino has been identified as an "Environmental Justice" community, the Environmental Science Program offers students an academic roadmap into transfer degrees and career that can combat poor air, ground, and water quality within San Bernardino, the Inland Empire, and beyond.

### **SAOs/SLOs/PLOs:**

The most recent three-year (ending in 2019-20) program-level analysis of three key course SLOs (Student Learning Outcomes) suggests that 64 percent of students are successfully meeting two of three defined SLOs. One of the SLOs has not yet been assessed. This is the result of recently revised course mapping. This aligns with three-year SLO analyses from BIOL 205, BIOL 206, CHEM 150, CHEM 151, and MATH 250, but is well below that of PHYSIC 200 and 201. From the perspective of the Environmental Science program, these success rates should be increased and improved. While the degree is comprised of taxing and academically rigorous science and mathematics courses, it is nonetheless a realistic goal to improve success and transfer rates. Some of this can be achieved through SLO (and PLO) revisions, curricular revisions, SI/tutorial support, learning cohorts/communities, and related efforts to encourage student success, transfer, and employment. This especially aligns with department goals, including: ongoing course and degree curriculum modification and adaptation to better meet transfer and employment demands, closer and more strategic coordination with departments that comprise the degree program, and enhanced degree awareness and marketing strategies (that could include visits to four-year transfer institutions and potential employers, as well as on-campus SI/tutorial support that incorporates STEM, MESA, and related programs). There is also a focus to advertise, recruit, and support increasingly larger cohorts of traditionally underrepresented students.

### **Department/Program Goals:**

- First, the department will participate in curriculum modification that adapts to changing transfer institution and employment demands, as well as a sensitivity to environmental, social, and racial justice. Included within this goal are curriculum updates that capture individual course modifications on the SBVC Campus. For example, the Physics department has recently launched new curriculum, and it will be captured within the Environmental Science degrees (AS and AS-T). Required Mathematics courses and English prerequisite courses have been revised (per AB 705) and these will also be incorporated within updated AS and AS-T degrees, as will the new introductory ENVSCI 100 course.
- Second, the department will request establishment of a budget within the Program Review Needs Assessment process. While the various programs that comprise this interdisciplinary degree already have established institutional budgets, it is not realistic to expect them to devote precious resources to the Environmental Science program. If approved, the budget would facilitate outreach and marketing efforts, student success workshops, site visits to four-year transfer institutions and regional employers, and specifically directed outreach to historically underrepresented student cohorts.
- Third, the department must increase awareness within the following populations: potential SBVC students (e.g., high school and community outreach efforts), resident SBVC students (e.g., workshops and brief in-class presentations that incorporate student organizations and on-campus SI/tutorial support), and SBVC faculty who teach within one of the many Environmental Science disciplines (e.g., Professional Development and in-class presentations). Dialogue with and incorporation into existing MESA, STEM, S-STEM, and related programs is crucial. Expansion of sections offering free OER textbooks, as well as alignment with Guided Pathways (GP) will continue.

### **Challenges & Opportunities:**

To meet department goals, more human and fiscal capital must be obtained. The greatest challenges include lack of advertising and awareness, lack of a budget, and lack of devoted faculty able to promote the department, liaison with on- and off-campus Environment Science faculty, coordinate with potential area employers and internship sites, and procure institutional and grant funding. An existing full-time faculty could receive release time to recruit and retain students, especially underrepresented student cohorts. Specific activities could include professional development and in-class workshops and presentations for full- and part-time SBVC faculty, informational and student success workshops for potential and current SBVC students, and outreach to area high school faculty, counselors, and students. Inclusion within existing MESA, STEM, and S-STEM programs will provide opportunities for increased enrollment, success, retention, and degree attainment. In addition, students must be introduced to four-year transfer institutions and potential internship and employment sites. The greatest opportunities include a willing population of SBVC faculty and students to support the program, nearby four-year transfer institutions, area high schools that incorporate Environmental Science into the curriculum, and internship opportunities for Environmental Science degree graduates. Adapting to the COVID-19 pandemic-related academic environment has been especially difficult, especially for laboratory classes. However, novel teaching and learning techniques have evolved since the middle of the spring 2020 semester. Additional 360-degree student support must continue.

## Action Plan

- First Top Priority: Increase FTES, enrollment, success, retention, transfer, and degree completion for Environmental Science students, especially traditionally underrepresented student cohorts.
- Second Top Priority: Interface with local environmental and social justice groups, transfer institutions, and area employers to address significant environmental justice and equity concerns within San Bernardino and Inland Empire.
- Third Top Priority: Increase the number of free and low-cost textbook course sections, including OER program participation.
- Fourth Top Priority: Finalize implementation of the GP process to expedite degree completion and transfer.

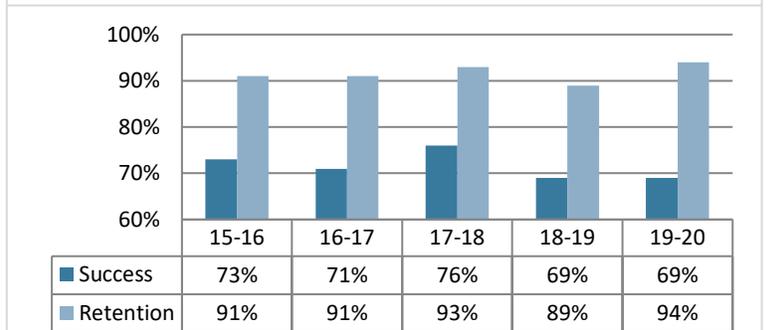
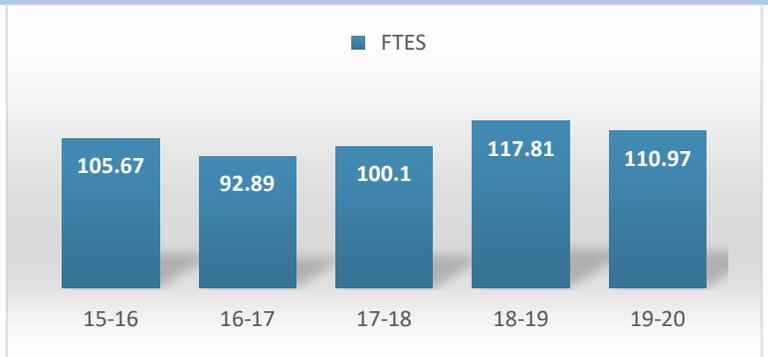
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
<p>Increase outreach and marketing efforts.</p> <p>Curricular updates that meet transfer/career demands, as well as those that are sensitive to the needs of traditionally underrepresented student cohorts.</p> <p>Direct curricular and classroom linkages to local environmental justice issues.</p> <p>Establishment of a department budget.</p> <p>Release time for dedicated faculty.</p> <p>Successful grant funding implementation.</p>	<p>Increase FTES, enrollment, success, retention, transfer, and degree completion for Environmental Science students, especially traditionally underrepresented student cohorts.</p> <p>Interface with local environmental and social justice entities, transfer institutions, and area employers to address serious environmental and equity concerns within San Bernardino and the Inland Empire.</p> <p>Increase OER sections.</p> <p>Implement the Guided Pathways (GP) model to expedite degree completion.</p>	<p>Institutional- and grant-supported budgets, as well as faculty release time.</p> <p>Close coordination with all departments that comprise the Environmental Science AS and AS-T Degrees.</p> <p>Close coordination with environmental justice groups, transfer institutions, and area employers.</p> <p>Incorporation into MESA, STEM, and S-STEM programs.</p>	<p>End of the 2021-22 academic year (but these actions must be ongoing).</p>

**Description:**

The Geography Department provides students with natural/physical science and social science transfer opportunities. Students can choose from two degrees, an AS or an AA-T. Geography courses are offered in traditional face-to-face and online formats. Schedules range from full- to compressed-calendar format, and courses are offered from the morning through evening to facilitate student access. Student success is accommodated through various mechanisms, including tutorial/SI support, office hour support, and online course management systems. Geography Degrees prepare students for transfer, as well as careers within planning, environmental, marketing, logistical, climatological, governmental, political, legal, and educational sectors.

Geography is especially sensitive to and spatially informs us about cultural dynamics. Specifically, it is essential to have a geographic understanding of social, racial, economic, and environmental justice. These are the underpinnings of all geography classes. Even if students are not geography majors, each course equips them with this important knowledge that will make them better transfer students, employees, and global citizens.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	1,015	903	955	1,089	1,034
FTEF	6.55	8.01	7.32	8.14	6.72
WSCH per FTEF	484	348	410	434	496
	15-16	16-17	17-18	18-19	19-20
Sections	52	52	51	56	50
% of online enrollment	13%	17%	21%	39%	36%
Degrees awarded	3	5	3	2	3
Certificates awarded	N/A	N/A	N/A	N/A	N/A



**Assessment:**

The FTES (Full Time Equivalent Students) and duplicated enrollment increased from 2016-17 to 2018-19, with a slight decrease in 2019-20. They remain above the 2015-16 numbers. The efficiency (WSCH/FTEF) has steadily increased from 2016-17 to 2019-20. Some of the improvement in FTES, duplicated enrollment, and efficiency could be the result of course scheduling that it more sensitive to student needs. For example, sections are typically offered face-to-face from morning through evening, Monday through Friday. They are also offered in hybrid and fully online modalities in full- and short-term schedules. The percentage of online enrollment has increased from 13 to more than 35% during the five-year period. Closer coordination with counselors and marketing experts, offering a greater variety of Geography courses, and adoption of free open educational resources (OER) online textbooks within many sections also appears to have played a role in improving overall enrollment and efficiency. The department is also engaged in the campus-wide guided pathways (GP) dialogue and planning process. It must be noted that some of these reported data may have been negatively impacted by the abrupt transition to fully online class meetings during the middle of the spring 2020 semester. Although anecdotal, the department lost several students during the second half of the spring 2020 semester.

In general, success and retention increased from 2015-16 to 2017-18. However, success declined in 2018-19 and was unchanged in 2019-20. Interestingly, retention increased from 2018-19 to 2019-20. This may be attributed to the larger percentage of online enrollment but warrants further research. Disaggregated SLO (Student Learning Outcomes) and related success data will help to gain insight into these critical issues. The department endeavors to improve both measures through faculty and SI/tutorial support, including more comprehensive training for online faculty. The good news is that most full- and part-time faculty have completed the Level I DE (Distance Education) training (or the equivalent) at SBVC. The number of degrees awarded has remained stable, but the department aims to increase the number of geography majors. It will be instructional to see how the transition to fully online courses since mid-spring 2020 semester will impact our FTES, enrollment, success, retention, and degrees awarded.

**Progress from Last Year's Action Plan:**

The department is utilizing social media (e.g., Facebook and Twitter) and will expand coordination with counseling faculty and marketing personnel to advertise the program and recruit additional students and geography majors more effectively. As a further means to increase student success and retention, there is a college-funded Geography SI/tutor. Free OER textbooks have been adopted within most Geography lecture sections, eliminating some of the financial barriers that students face. Partnerships with universities, internship sites, educational grants, and employers are in the nascent stages of development. The department has begun dialogue and participated in meetings with MESA, STEM, S-STEM, and related programs on campus. An SBVC geography scholarship will be available to students for the first time during the 2021-22 academic year. Curriculum revisions are in progress and all geography courses, including laboratory courses, are approved for online delivery. Most Geography faculty have completed the SBVC Level I DE training (or its equivalent). A guided pathways draft has been completed that will expedite degree completion. Additional honors-level sections and degree revisions are also a vital component of the curricular revisions and will be approved in the fall 2021 semester. As enrollment, FTES, FTEF, and efficiency increase, the department will request full-time faculty, equipment, budget, facilities, and technology augmentation through the Program Review Needs Assessment process. The involuntary transition to a fully online teaching and learning environment has provided a host of challenges and opportunities for the geography department, including curriculum and SLO design. In addition, the department is fully incorporating cultural inclusivity and racial justice into its curriculum, SLOs (Student Learning Outcomes), and regular classroom activities.

**SAOs/SLOs/PLOs:**

The most recent (ending in 2019-20) three-year, program-level SLO summary for both Geography AS and AA-T Degrees indicates that 81 to 82 percent of students have met the three identified SLOs. These data are higher than success rates that have fluctuated between 69 and 76 percent during the past five academic years. The SLOs chosen to represent the AS and AA-T degrees reflect basic cartographic and geographic literacy, as well as knowledge of the breadth of geography and its contributions to a better understanding of human-environment interactions. These program-level SLOs and longitudinal student achievement integrate and support selected program goals. Specifically, geographic, and cartographic aptitude may serve as a basis to increase the number of geography majors and earned degrees, as well as the number of students who successfully transfer to four-year universities. The interdisciplinary nature of the SLOs and related student performance supports ongoing, regular curriculum development, as well as development of Global Studies, Environmental Studies, and Environmental Sciences degree programs. In addition, the data suggest that geography students should be involved with interdisciplinary learning communities. Along with curricular revisions, SLOs for all Geography courses will be revised. They will better accommodate face-to-face and online learning environments. They will also better incorporate cultural inclusivity and social, racial, economic, and environmental justice. This is part of revised course mapping that better links SLOs, PLOs, and ILOs (Institutional Learning Outcomes).

**Department/Program Goals:**

The Geography Department goals align with college strategic directions and goals, including 1) increasing student access, 2) promoting student success, 3) improving communication, culture, and climate, and 6) providing exceptional facilities. The first department goal is to increase the overall student enrollment in all geography sections, as well as the number of geography majors and AS and AA-T degrees awarded. This includes increasing OER and online sections, participating in guided pathways, marketing and outreach, closer coordination with counselors and STEM/MESA programs, and new and existing curricular development, including honors-level, non-credit, service-learning, and regional field studies courses. The second department goal is to offer all geography courses in a schedule and delivery method that accommodates student needs. This includes traditional, full-term, short-term, and distributed education formats. The third department goal is to permanently fund tutorial and SI (Supplemental Instruction) support for all geography students. This includes institutional funding such as basic skills, MESA, STEM, and S-STEM programs, as well as external grant funding. The fourth department goal is to increase and maintain funding for exemplary field trips, as well as classroom and laboratory equipment and supplies. This incorporates the Program Review process. The fifth department goal is to expand and strengthen relationships with four-year transfer institutions, as well as internship sites and employers. The sixth department goal is to hire an additional full-time faculty. Throughout, the department will redouble its focus on student equity, cultural inclusivity, and anti-racism.

**Challenges & Opportunities:**

The primary challenge for the geography department is to steadily increase student enrollment, efficiency, and degree attainment. Existing opportunities that could ameliorate this challenge include social media and counseling outreach, revised curriculum, adaptive course scheduling (including traditional and online formats), AS and AA-T degree options, tutorial/SI student support, full implementation of guided pathways, and continued expansion of OER sections. A secondary challenge, related to the primary challenge, is the small number of geography majors. Some of the same existing opportunities could address this challenge. A tertiary challenge is stagnant funding for field trips and supplies for classrooms and laboratories. Opportunities exist within the institutional Program Review process, as well as grant funding. A quaternary challenge is the imperfect linkage between the Geography Department and other resources, including interdisciplinary programs; MESA, STEM, S-STEM, and related programs; four-year universities; research opportunities; and area employers. This is all within the current context of our all-online environment teaching and learning environment since mid-spring 2020 semester. Along with the challenges, student enrollment, retention, and success have suffered within the fully online environment. However, the program is adapting its curricular and SLO revisions to address these crucial challenges and concerns. The current online environment is not without its opportunities, including increased opportunities to interface with colleagues and students within the geography department and Science division. It has also increased interdisciplinary dialogue across departments and divisions. Furthermore, it has facilitated vital discussions about cultural inclusivity, social justice, racial justice, economic justice, and environmental justice.

**Action Plan:**

- First Top Priority: Increase student enrollment, success, retention, and degree attainment within the Geography Department.
- Second Top Priority: Increase collaborations with other disciplines within and beyond the Science Division. This is part of the geography department’s interdisciplinary trajectory.
- Third Top Priority: Increase and stabilize the department budget to permanently fund SI Leaders/tutors and bus-based field exploration.
- Fourth Top Priority: Hire an additional full-time faculty member to sustain enrollment, success, retention, and degree attainment.
- Fifth Top Priority: Continue to infuse curriculum, SLOs, and classroom activities with cultural inclusivity and social, racial, economic, and environmental justice.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
<p>Increasing outreach and marketing, revising, and creating new course and degree curriculum, analyzing current and past student enrollment data to better inform fall, spring, and summer semester scheduling, participating in Program Review and grant funding processes, OER section expansion, and continued online faculty training. Participation in interdisciplinary programs like Global Studies, Environmental Studies, and Environmental Sciences. Ensuring students that they can “see themselves” as future geographers. Hiring faculty and staff that reflect our student and community population.</p>	<p>Increasing student enrollment, student success, majors, and earned degrees.</p> <p>Increase collaborations with other disciplines within and beyond the Science Division. This is part of the Geography Department’s interdisciplinary trajectory.</p> <p>Increase and stabilize the department budget to permanently fund SI Leaders/ tutors and bus-based field exploration.</p> <p>Hire an additional full-time faculty member to sustain enrollment, success, retention, and degree attainment.</p> <p>Continue to infuse curriculum, SLOs, and classroom activities with cultural inclusivity and social, racial, economic, and environmental justice.</p>	<p>Counseling, marketing, curriculum, scheduling, Program Review, grant funding, and SI/tutorial support.</p> <p>Professional development training and continued evolution of teaching and hiring practices to better incorporate cultural inclusivity and anti-racism.</p>	<p>Ongoing, but data from 2020-21 should serve as a benchmark.</p>

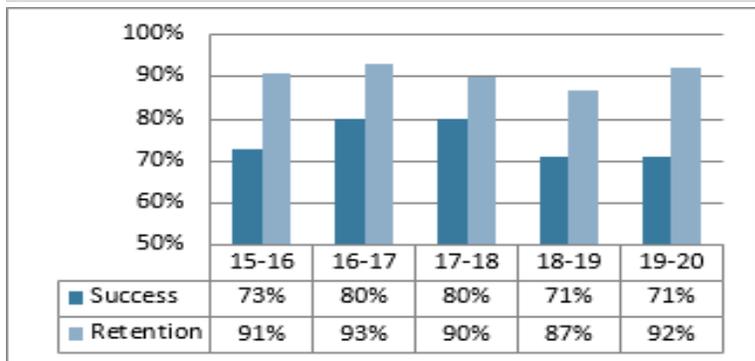
**Description:**

The Geology/Oceanography department offers students the opportunity to take courses that enhance an understanding of our planet. The Geology program offers two degrees, an AS or an AS-T. Geology and Oceanography courses are held both in the traditional face-to-face format with online and hybrid formats being offered as well. To increase access for all students' section schedules, range from full- to compressed-calendar format, and courses are offered from the morning through evening. Additionally, Oceanography sections are offered to high school students within local districts a "dual-enrollment" option. Student success is accommodated through various mechanisms, including tutorial/SI support, office hour support, and online course management systems.

The Geology degrees we offer prepare students for transfer to a four-year institution to complete their geologic studies, as well as future careers within planning, environmental, marketing, logistical, climatological, governmental, political, legal, and educational sectors.

Our Geology and Oceanography courses offer students the unique opportunity to examine our planet and understand concepts that relate to all aspects of its history, structure, environment, ocean processes, climate, and economic resources. These courses not only fulfill the undergraduate general education science requirement for non-majors, but also prepare those students majoring in the geologic and environmental sciences for transfer to four-year institutions in related fields. In addition, these courses improve scientific literacy of all students by introducing them to the underlying science behind a broad range of topics (e.g., climate change, evolution, plate tectonics, natural disasters etc.)

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	318	316	421	525	652
FTEF	2.78	3.92	3.66	4.54	5.54
WSCH per FTEF	326	253	343	347	357
	15-16	16-17	17-18	18-19	19-20
Sections	20	24	24	28	33
% of online enrollment	5%	4%	13%	29%	27%
Degrees awarded	0	0	0	1	1
Certificates awarded	N/A	N/A	N/A	N/A	N/A



**Assessment:**

FTES (Full Time Equivalent Students) and duplicated enrollment have increased since 2015-16. Efficiency has increased, attributed to an overall continuation of increases in the number of online courses offered in geology and oceanography sections and FTEF. Student success increased since 2015-16, with a slight decrease in both the 2018-19 and 2019-20 academic years. This decrease may be related to the increase in online class sections. Retention has remained quite stable, at or above 90 percent since 2013-14 with the decline in 2018-19 related to online course sections recovering slightly last year. The recovery in retention may be related to the introduction of Distance Education training (DE1 level 1) for faculty and reflects an improvement of student engagement in the online environment. A single Geology AS-T degree was awarded in each of the last two academic years. Updated curriculum, including prerequisite and online modifications and the creation of Geology Degree pathways will allow greater student access to Earth Science courses and degrees.

Future course scheduling will factor data analysis of student demand. More sections will be offered where demand appears to be greatest and fewer sections offered where demand is least. For example, an increasing number of geology sections are being scheduled within online and hybrid (DE (Distance Education) (Distance Education)) formats. In addition, more short-term options are being explored. Geology and oceanography laboratories are also being scheduled to accommodate evening student demands. Guided Pathways implementation and block scheduling will better allow students to complete degrees in a timely manner and alleviate scheduling conflicts. Finally, closer coordination with counselors and marketing experts, as well as non-credit courses, may also improve overall enrollment and efficiency.

### Progress from Last Year's Action Plan:

The department continues to offer diverse courses, including DE formats, so that students can earn AS/AS-T degrees, successfully transfer to four-year institutions, and prepare for geoscience and geotechnical careers. The increase in sections offering zero-cost textbook and OER (Open Educational Resources) resources for students is increasing access and ensuring equitable learning by eliminating financial barriers to learning and success. Additionally, we continue to offer dual-enrollment courses to local high school students.

Future curricular development for the Geology AS-T degree will include establishment of honors-level and non-credit courses. The department is developing research opportunities for Geology AS/AS-T degree students. While the transition to all online learning during the Spring 2020 term has reduced engagement opportunities with neighboring 4-year institutions (i.e., CSUSB and UCR) these relationships are ongoing and will again yield student study and research opportunities.

### SAOs/SLOs/PLOs:

The most recent three-year PLO analysis of the Geology AS Degree indicates that 83% of students have successfully met the six SLOs (Student Learning Outcomes) identified within the degree. While this is above the overall student success rate, it suggests that most students are engaging with primary learning objectives. In order to ensure future student success, tutorial/SI support must be funded. Offering courses in a format and schedule that better accommodate student needs will enhance student access. This includes a diversity of courses in face-to-face and DE formats offered in a sequence that will better recruit, retain, and graduate Geology/Earth Science students in a timely manner. The actual course content, reflected within the course- and program-level SLOs, has been recently modified within the curriculum process. Regular curricular revisions will ensure that students are well prepared for transfer to four-year institutions, as well as careers within the Earth and Environmental Sciences. Budgets must be enhanced to support lecture and laboratory classrooms with equipment and supplies needed for quality education.

### Department/Program Goals:

The Geology-Oceanography department goals align with college strategic directions and goals, including: 1) increasing student access, 2) promoting student success, 3) improving communication, culture, and climate, and 6) providing exceptional facilities. The first goal includes improving student lab space to develop student research opportunities for Geology AS/AS-T degree students. This has the potential to increase the department's visibility and recruit majors, especially from STEM students and is currently on-track for completion. Additionally, this goal includes increasing the number of OER/Zero-Cost sections, the creation of a Geology AS-T Pathway and Honors level courses. The second goal relates to offering all geology courses in a schedule and delivery method that accommodates student needs. This includes traditional, full-term, short-term, and distributed education formats. The third department goal is to permanently fund tutorial and SI (Supplemental Instruction) support for all geography students. This includes institutional funding such as basic skills, MESA, STEM, and S-STEM programs, as well as external grant funding. The fourth department goal is to increase and maintain funding for exemplary field trips, as well as classroom and laboratory equipment and supplies. This incorporates the Program Review process. The fifth department goal is to expand and strengthen relationships with four-year transfer institutions, as well as internship sites and employers. The sixth department goal is to hire an additional full-time faculty. Throughout, the department will redouble its focus on student equity, cultural inclusivity, and anti-racism.

### Challenges & Opportunities:

The primary challenge for the Geology department is to continue increasing student enrollment, efficiency, and degree attainment. Opportunities being considered to address this challenge are social media and counseling outreach, revised curriculum, adaptive course scheduling, AS and AA-T degree options, implementation of guided pathways, and expansion of OER sections. A secondary challenge, one that is present at all institutions, is the small number of geology majors. Existing opportunities along with collaboration with neighboring and national institutions (i.e., GSA) and could address this challenge. Additionally, a stagnant funding for field trips and supplies for classrooms and laboratories hampers student engagement. Auxiliary to this is the imperfect linkage between the Geology/Oceanography department and other resources, including interdisciplinary programs; MESA, STEM, S-STEM, and related programs; four-year universities; research opportunities; and area employers. It also must be noted that this new, all-online teaching and learning environment since mid-spring 2020 semester, has affected geology courses. While all disciplines have been affected, the challenges to a subject like geology are unique. The courses are extremely hands-on and are not conducive to an online environment leading to disengagement among students especially those majoring in the subject. However, the program is adapting its curricular and SLO (Student Learning Outcomes) revisions to address these crucial challenges and concerns. The current online environment is not without its opportunities, including increased opportunities to interface with colleagues and students within the Geography Department and Science Division. It has also increased interdisciplinary dialogue across departments and divisions. Furthermore, it has facilitated vital discussions about cultural inclusivity, social justice, racial justice, economic justice, and environmental justice.

### Action Plan:

- First Top Priority: Increase student enrollment, success, retention, and degree attainment within the Geology/Oceanography Department. Increase the number of those students wishing to obtain a Geology AS-T degree.
- Second Top Priority: Increase collaborations with other disciplines within and beyond the Science Division. This is part of the Geology Department's interdisciplinary trajectory.
- Third Top Priority: Increase and stabilize the department budget to permanently fund SI Leaders/tutors and bus-based field exploration.
- Fourth Top Priority: Hire an additional full-time faculty member to sustain enrollment, success, retention, and degree attainment.
- Fifth Top Priority: Continue to infuse curriculum, SLOs, and classroom activities with cultural inclusivity and social, racial, economic, and environmental justice.

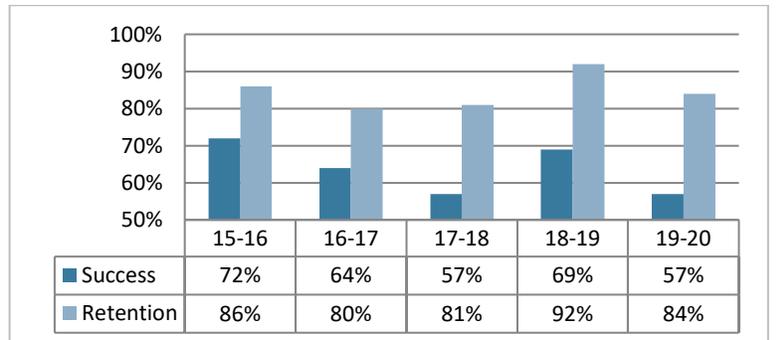
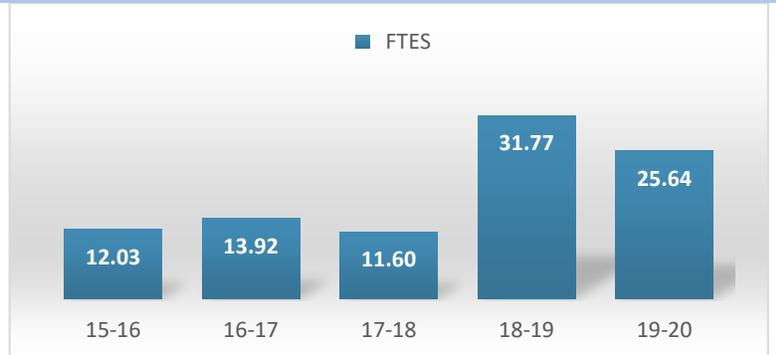
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
<p>Work with the Geography/GIS department in Increasing outreach and marketing, revising, and creating new course and degree curriculum, analyzing current and past student enrollment data to better inform fall, spring, and summer semester scheduling, participating in Program Review and grant funding processes, OER section expansion, and continued online faculty training. Participation in interdisciplinary programs like Global Studies, Environmental Studies, and Environmental Sciences. Ensuring students that they can “see themselves” as future geologists. Hiring faculty and staff that reflect our student and community population.</p>	<p>Increasing student enrollment, student success, majors, and earned degrees.</p> <p>Increase collaborations with other disciplines within and beyond the Science Division. This is part of the Geology Department’s interdisciplinary trajectory.</p> <p>Increase and stabilize the department budget to permanently fund SI Leaders/ tutors and bus-based field exploration.</p> <p>Hire an additional full-time faculty member to sustain enrollment, success, retention, and degree attainment.</p> <p>Continue to infuse curriculum, SLOs, and classroom activities with cultural inclusivity and social, racial, economic, and environmental justice.</p>	<p>Counseling, marketing, curriculum, scheduling, Program Review, grant funding, and SI/tutorial support.</p> <p>Professional development training and continued evolution of teaching and hiring practices to better incorporate cultural inclusivity and anti-racism.</p>	<p>Ongoing, but data from 2020-21 should serve as a benchmark.</p>

**Description:**

The Geographic Information Systems (GIS) certificate is designed to provide the skills and knowledge necessary for immediate entry-level employment for persons interested in 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. GIS is an important skill utilized within the following employment sectors: planning, architecture, criminal justice, marketing, logistics, environmental research and remediation, utilities, military, search and rescue, firefighting, and more.

GIS is especially sensitive to and spatially informs us about cultural dynamics. Specifically, it is essential to have a spatial and cartographic understanding of social, racial, economic, and environmental justice. These are the underpinnings of all GIS classes. Even if students are not seeking a GIS certificate, each course equips them with this important knowledge that will make them better transfer students, employees, and global citizens.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	81	89	74	196	157
FTEF	2.35	2.07	2.63	4.28	3.46
WSCH per FTEF	154	201	132	223	223
	15-16	16-17	17-18	18-19	19-20
Sections	20	18	18	24	21
% of online enrollment	20%	22%	50%	67%	62%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	2	3	3	4	2



**Assessment:**

After a steady decline, FTES (Full Time Equivalent Students), student enrollment, and efficiency increased from 2015-16 to 2018-19. FTES and student enrollment decreased from 2018-19 to 2019-20. Student success and retention also increased in 2018-19 but decreased in 2019-20. The number of certificates awarded during the five-year period have remained steady, between two to four each year. While the two most recent years do not equate to a trend, this is a hopeful sign that the GIS Certificate program is recovering. This may be attributed to a multi-facet approach that the program has taken: (1) all GIS courses are currently available online, (2) the GIS Certificate can be completed in only two semesters (part of the Guided Pathways process), (3) several classes use free Open Educational Resource (OER) textbooks, (4) most GIS faculty have completed the SBVC Level I DE (Distance Education) training, and (5) closer collaboration with on- and off-campus constituencies is occurring. Although anecdotal, the COVID-19 pandemic and associated impacts on employment, education, and society appear to have suppressed student enrollment, success, and retention. The GIS Program endeavors to strengthen its online support for students during this unprecedented disruption.

To ensure continued enrollment growth, on- and off-campus outreach, marketing, partnerships with counselors, partnerships with area employers, and nationally recognized GIS certification preparation must be ongoing. Courses necessary to complete the 19-unit certificate are approved for online delivery, and the State Chancellor’s Office has reaffirmed its support for the GIS Certificate. All GIS course curriculum and SLOs (Student Learning Outcomes) are undergoing revision to align with current and future industry trends, as well as to ensure that cultural inclusivity and racial equity are a central part of each GIS course and the entire GIS Certificate. These valuable resources must continue to be leveraged to increase student enrollment.

There is a miniscule institutional budget to support the GIS program, but additional funding is necessary. Some of the budgetary shortfalls have been mitigated through the procurement of Perkins and Strong Workforce Grants. There is a strong, ongoing need for tutorial/SI support for students. This has the potential to address FTES, enrollment, success, and retention concerns. It may

also address the small number of awarded GIS Certificates, as will the recent State Chancellor's Office reaffirmation. The GIS Certificate Program is participating in the guided pathways (GP) process to expedite student certificate completion.

#### **Progress from Last Year's Action Plan:**

The primary progress that has occurred is that student enrollment is greater in 2018-19 and 2019-20 than in the preceding years. This is anticipated to continue during the 2020-21 academic year. However, the COVID-19 pandemic has been an unanticipated disruption within the social, economic, and educational lives of students. Although annual Industry Advisory Committee meetings maintain partnerships with area employers and transfer institutions, more progress must occur. Specifically, more student work experience (internship), employment, and transfer opportunities must be available. This has the potential to address student equity issues. While nascent outreach and marketing have occurred on and off campus, these efforts must increase. A colloquium series, workshops, and classroom presentations would assist more traditional marketing efforts. Online curricular development is a positive step. Additional steps should include creation of non-credit GIS courses (offered on and off campus), as well as more thoroughly incorporating GIS courses into other degree and certificate programs on campus. A full-time GIS faculty could address many of goals, challenges, and actions necessary to create a more robust GIS Certificate program.

Beginning in the 2018-19 academic year, all necessary courses for GIS Certificate completion were offered online in eight-week formats, such that students can realistically complete the certificate in one academic year (e.g., begin in fall and complete in spring). Most GIS faculty have completed the SBVC Level I DE training. Strong Workforce Grant funding has been secured during the 2019-20 and 2020-21 academic years. This will facilitate better marketing and extensive curricular and SLO revision. The certificate program endeavors to align with the ESRI GIS Certification program. In addition, the program is finalizing a Guided Pathways (GP) course sequencing plan. Not only will curricular and SLO revision better align with industry and transfer needs and trends, but it will also be more responsive to student equity and cultural inclusivity. Among lessons learned from the COVID-19 pandemic is that more comprehensive online support must be provided. This includes integrations with Counseling, Student Health Services, Financial Aid, Admissions and Records, and other campus support mechanisms.

#### **SAOs/SLOs/PLOs:**

Many of the course- and program-level SLOs need to be updated to reflect ongoing curricular modifications. Future curricular and SLO modifications endeavor to be tailored to changing industry and academic trends, as well as to be more sensitive to cultural and racial diversity. Analyzing the most recent three-year Program Learning Outcome Summary Report, two of the five SLOs have large sample sizes, whereas the remaining three have small sample sizes. Between 87 and 92 percent of students met three of the five program-level SLOs. 67 to 70 percent met the other two SLOs. The SLOs assess basic, technician-level GIS skills that most employers and four-year transfer institutions demand. While the SLO assessment data are laudable, student enrollment, retention, success, and certificate completion must continuously improve. In the future, SLOs, course objectives, and course content will be aligned with the ESRI GIS Certification, as well as industry and four-year transfer demands. This will provide SBVC students with the potential to acquire skills that can lead to sustainable employment. It will begin to address the socioeconomic disenfranchisement of students of color, single parents, first-generation students, and others who have been socioeconomically marginalized.

#### **Department/Program Goals:**

The GIS department goals align with college strategic directions and goals, including 1) increasing student access, 2) promoting student success, 3) improving communication, culture, and climate, and 6) providing exceptional facilities. The first department goal is to increase the overall student enrollment in all GIS sections, as well as the number of GIS certificates awarded. This includes expanded marketing and outreach, closer coordination with counselors, free OER textbook adoption, Guided Pathways (GP) course sequencing, and new and existing curricular development, including honors-level, non-credit, service-learning, and industry-specific courses. The second department goal is to offer all GIS courses in a schedule and delivery method that accommodates student needs. This incorporates flexible scheduling so that students can earn the GIS Certificate in two to three semesters, including online. This occurred during the 2018-19 academic year. During the 2020-21 academic year, a GP template will allow students to complete the certificate in just two semesters. In addition, faculty are participating in online training. The third department goal is to permanently fund tutorial and SI (Supplemental Instruction) support for all GIS students. This includes institutional funding such as basic skills, MESA, STEM, and S-STEM programs, as well as external grant funding. Strong Workforce Grant funding is presently in place. The fourth department goal is to increase and maintain funding for exemplary site visits, as well as classroom and laboratory equipment and supplies. This incorporates the Program Review and grant funding processes. The fifth department goal is to expand and strengthen relationships with work experience (internship) sites and employers, as well as four-year transfer institutions. The sixth department goal is to hire an additional full-time faculty. Throughout, student equity, cultural inclusivity, and environmental sustainability will inform all program decisions.

**Challenges & Opportunities:**

The primary challenge for the GIS department has been declining student enrollment, success, and retention. Existing opportunities that have ameliorated this challenge include social media and counseling outreach, revised curriculum, adaptive online course scheduling, recently reapproved certificate, free OER textbook adoption, tutorial/SI student support, and GP course sequencing that allows students to complete the certificate in just two semesters. A secondary challenge, related to the primary challenge, is the small number of earned certificates. Some of the same existing opportunities could address this challenge. A tertiary challenge is stagnant funding for site visits and supplies for classrooms and laboratories. Opportunities exist within the institutional Program Review process, as well as grant funding. A quaternary challenge is the imperfect linkage between the GIS Department and other resources, including interdisciplinary programs, four-year universities, research opportunities, and employers. A promising prospect is partnering with the ESRI GIS Certification program. By preparing students to successfully pass the entry-level GIS certification exam, a greater number of GIS students may qualify for employment. Tangential benefits include increased student enrollment, successful GIS Certificate completion, and increased sensitivity to student equity and cultural inclusivity. At present, students can complete the certificate within one year entirely online. This integrates well with the GP model. Strong Workforce Grant funding has been procured.

**Action Plan:**

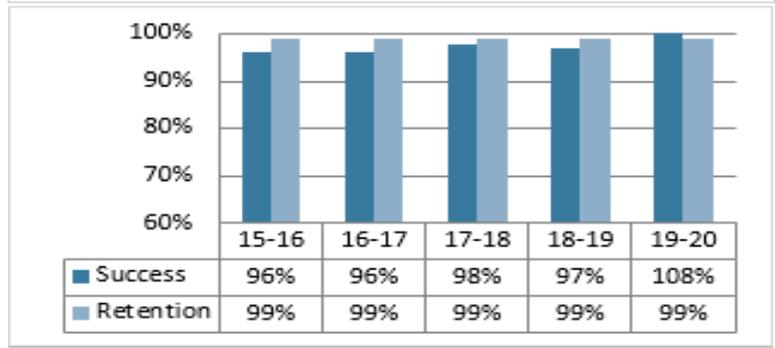
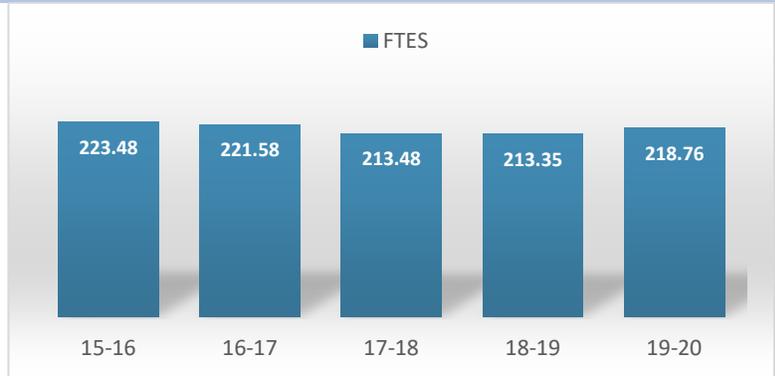
- First Top Priority: Increase student enrollment, success, retention, and certificate completion.
- Second Top Priority: Increase internship, career, and transfer opportunities for students.
- Third Top Priority: Create 360-degree support for our students, including participation in GP and OER processes, collaboration with on-campus and community support entities, and area employers and four-year transfer institutions.
- Fourth Top Priority: Ensure that student support exists, especially for traditionally underrepresented groups.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Increased outreach and marketing on and off campus, adaptive curricular and program revision, aligning curriculum with the ESRI GIS Certification program, offering a fully online GIS Certificate, online training for faculty, OER textbook adoption, participation in Program Review and grant funding processes, and maintaining student equity, social and environmental justice, and cultural inclusivity as central tenants.	<p>Increased student enrollment, success, retention, and certificate completion.</p> <p>Increase OER sections.</p> <p>Implement the Guided Pathways (GP) model to expedite certificate completion.</p> <p>Ensure that curriculum, SLOs, and online support exists to facilitate student success, especially for traditionally underrepresented groups.</p>	<p>Counseling, marketing, curriculum, partnerships, scheduling, Program Review, and grant processes.</p> <p>Collaboration with multiple on-campus entities to ensure 360-degree student support.</p> <p>Collaboration with industry partners, area employers, and transfer universities to ensure student transfer and career success.</p>	<p>Ongoing, but data from the 2020-21 academic year will serve as a benchmark. Beginning in the 2018-19 academic year, all courses necessary to complete the certificate are offered online, and students can complete within one year. Strong Workforce funding has been procured to assist with marketing and curricular revision.</p>

**Description:**

The Nursing department offers a structured sequence of courses leading to an Associate of Science degree with a major in nursing. Students are accepted into the program biannually. Students have an opportunity to enter the program as Associate Degree in Nursing (ADN) first semester students, or through a program designed to transition licensed vocational nurse (LVN) into the ADN program. Graduates of the program are eligible to take the National Counsel Licensing Examination (NCLEX-RN) to become licensed registered nurses in the state of California. The program is regulated by the California Board of Registered Nursing (BRN) and the Nurse Practice Act. The program also sustains accreditation through the Accreditation Commission for Education in Nursing (ACEN), which is a specialized accreditation for pre-licensure nursing programs. The SBVC Nursing Program is dedicated to serving our community. Our students can transition from this program into the work force, and/or transfer into bachelor's degree Programs at accredited colleges and universities.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	1,134	1,128	1,044	1,063	852
FTEF	35.62	37.07	35.78	36.17	38.08
WSCH per FTEF	188	179	179	177	172
	15-16	16-17	17-18	18-19	19-20
Sections	58	78	78	108	115
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	72	92	81	84	81
Certificates awarded	N/A	N/A	N/A	N/A	N/A



**Assessment:**

- While there was a slight increase in FTES (Full Time Equivalent Students) from 213.35 to 218.76. For our program to increase, we would need increased numbers of faculty and additional space to support this. Those factors need to be in place for the Board of Registered Nurses to permit an increase in full-time enrolled nursing students.
- The retention remains consistent at 99%, which reflects the dedication of our faculty to provide an excellent standard of education to our highly qualified nursing students. In terms of success rates, it is difficult to assess the data that suggests that 108% of our students are successful. We have reached out to the Research Office for further clarification on this data.
- Duplicated enrollment has dramatically decreased from 1063 to 852 and our WSCH/FTEF has decreased from 177 to 172 in the past year. These statistics reflect our shift to reduce student capacity in clinical sections. The decision to do so was to make sure that our organization and structure for clinical labs were accurately reflected in smaller lab sections.
- The restructuring of our lab caps has also had an impact on our FTEF, which has dramatically increased from 36.17 to 38.08, showing a need for one more additional full-time faculty from 2018-19.
- In referencing our FTEF, this data shows that we have the need for 19 full-time faculty. In the past five years, the Nursing Department has been decimated by faculty retirements—and without replacements for those faculty who have retired. Since 2018-19, we have lost THREE full-time faculty members. Currently, we have six full-time faculty members. At RCC, they have 25 full-time faculty. The number of faculty at RCC has allowed them to grow their department into twice the number of students that we currently serve, (<https://www2.rcc.edu/departments/schoolofnursing/Pages/Our-Faculty.aspx>). Their growth has also been supported by the facilities their college has built and dedicated to their nursing program.
- The number of degrees slightly dropped from 84 in 2018-19 to 81 in 2019-20. We will explore the process of awarding and counting degrees by Admissions and Records and the Office of Instruction. The Nursing program provides students the opportunity to earn their degree (ADN); it is not a certificate program.

### Progress from Last Year's Action Plan:

- Our retention rates of 99% illustrate that our faculty are providing high-quality education, innovation, instruction, and services to our diverse community of learners. We will follow up with Research to understand the 108% success rate listed on this document.
- We have yet to hire the simulation lab full-time faculty position
- In fall 2019, we had successfully developed community and hospital partnerships, which has improved student clinical placements, learning experiences and community service opportunities in the Inland Empire. However, when COVID-19 hit, it provided obstacles to finding clinical placements for our students.
- We are in the process of developing a concurrent enrollment program with CSUSB. We are still working on developing and advertising a Guided Pathway for the ADN students. Both programs will be advertised on our Nursing Program web pages in the future.
- We have a 90% pass rate of NCLEX. This data is provided quarterly by the California Board of Nursing. We are working to create a database to better understand which students (cohort/year) are passing this exam.
- We still need the college's support to expand additional skills lab space and a larger computer lab to accommodate our student population.
- We still need the college's support so that we can provide an indoor physical space within the Health and Life Science (HLS) building to better support student learning and community building.

### SAOs/SLOs/PLOs:

- In the past five years, the nursing program's PLOs reflect that 98% of students have met the program outcomes.
- The reporting of SLOs (Student Learning Outcomes) per course still needs improvement. We will provide an in-service opportunity to educate all our faculty on how to assess SLOs and how to report their SLO data.
- Nursing faculty will continue to review the wording of the SLOs and how these objectives are evaluated. SLOs may need to be updated to be specific, measurable, attainable, realistic, and timely.

### Department/Program Goals:

- Work collaboratively with the Office of Research to complete Program Review: Efficacy Report (which was not submitted last year).
- Increase full-time faculty by hiring two more full time tenure-track positions.
- Invite Bethany Tasaka (SLO Faculty Lead) to provide an in-service training session for our nursing faculty.
- Meet to assess and update Curriculum, specifically Nursing 101, Nursing 103, Nursing 130, Nursing 140, Nursing 201, and Nursing 203.
- Work in collaboration with the marketing department to update nursing program web pages.
- Update nursing program student application, clearly communicating requirements (this will be reflected in the updates to our web pages).
- Continue to create partnerships with area hospitals and health services agencies.
- Develop a Certified Nursing Assistant (CNA) program.

### Challenges & Opportunities:

#### Challenges:

- Valley College needs to hire a permanent Associate Dean/Director of Nursing.
- Valley College needs to provide the Nursing Department with more full-time faculty so that we can continue to serve our students and potentially build our program in the future. Without full-time faculty, we must deal with turnover of adjunct faculty who have ability to earn a higher wage at other colleges (or as bedside nurses). Our current full-time faculty are over-burdened with all the extra responsibilities (MORE THAN OTHER DEPARTMENTS) that they must fulfill in addition to their teaching responsibilities. This added work responsibilities includes the completion required surveys (BRN and ACEN) that includes an assessment of individual student success, as well as completion of accreditation documentation. These are intricate, detailed, and demanding reviews required by the BRN and ACEN.
- Valley College needs to fund and hire a full-time simulation faculty member, so that we can meet the recommendations of the BRN (2019 Post-visit Recommendations).
- Valley College needs to fund a skills lab coordinator to support the program requirements that students must meet.
- Valley College needs to provide our department with additional IT (Information Technology) support, this would provide support for the 90 computers used by faculty and staff as well as provide support for our student's online learning. Additionally, this IT support would include maintaining our manikins.
- Valley College needs to provide our faculty and students with a safe working environment, with increased cleaning measures that reflect the COVID-19 CDC guidelines and best practices.

#### Opportunities

- We can build upon our success by providing information and data about our program through the efficacy report and through an updated website.

- We have an opportunity to update our curriculum and SLOs to better serve our student population.
- With the COVID-19 epidemic, our community needs our nursing students (and graduates) more than ever. We have job sites contact us with positions they need to hire.
- By providing a “career ladder” program for Psych Tech students to join the ADN program, we will fulfill a growing need and demands for mental health nurses in our community.

**Action Plan:**

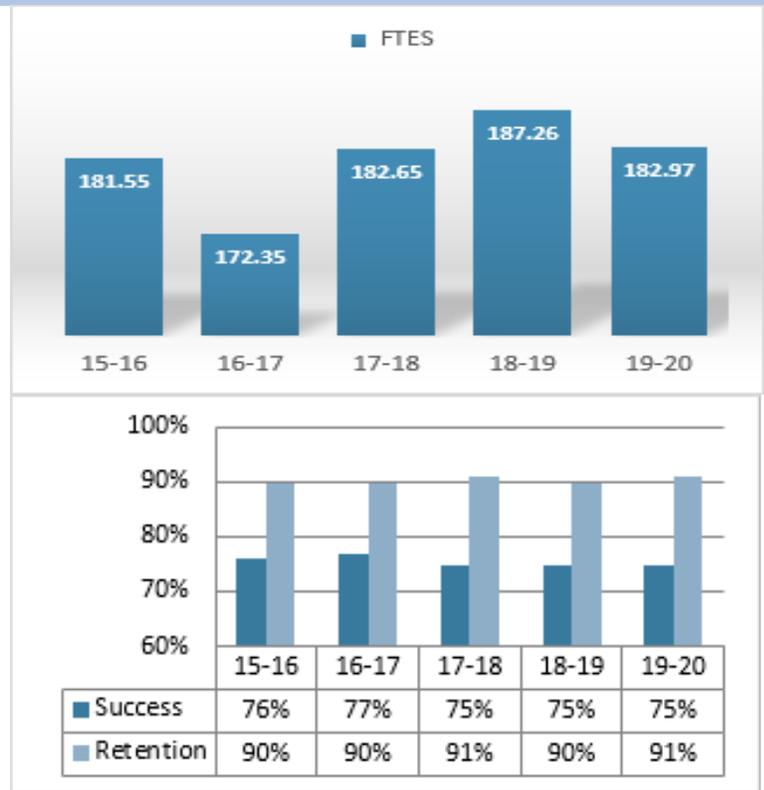
- Work with SBCCD and Valley College administration to secure hiring for a permanent associate dean/director and full-time faculty. Specifically, we need a simulation tenure-track faculty and another two full-time nursing positions with one specializing in mental health and one specializing in maternity.
- Work collaboratively to complete and submit an efficacy report to the Program Review Committee.
- Work collaboratively to review and update curriculum.
- Continue to build relationships with area hospitals and health organizations in our community.
- Update our Nursing web page on the SBVC website.
- Update our application process and communication with potential students.
- Complete preparation for ACEN Visit (accreditation).
- Work collaboratively with the support of the Dean of Science, VPI (Vice President of Instruction), and President to secure additional space for instruction and student support.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
<ul style="list-style-type: none"> <li>• Work for Full Time hires to be placed (Associate Dean/Director, Simulation Specialist, and two more FT faculty)</li> </ul>	1	College leadership and District and College funding	May 2021
<ul style="list-style-type: none"> <li>• Complete Efficacy Report</li> </ul>	2	N/A	March 2021
<ul style="list-style-type: none"> <li>• Review/Update Curriculum</li> </ul>	3	N/A	March 2021
<ul style="list-style-type: none"> <li>• Health Community Facility Outreach</li> </ul>	4	N/A	Ongoing
<ul style="list-style-type: none"> <li>• Update our Nursing web pages (SBVC website)</li> </ul>	5	Support from Marketing Department	May 2021
<ul style="list-style-type: none"> <li>• Update application/ communication with potential students</li> </ul>	6	Support from Marketing	March 2021
<ul style="list-style-type: none"> <li>• Prepare for ACEN visit</li> </ul>	7	Strong Workforce funding	March 2021
<ul style="list-style-type: none"> <li>• Acquire more space for instruction and student support services</li> </ul>	8	College Leadership, Facilities and IT	August 2021

**Description:**

The Physics/Astronomy/Engineering Department offers Physics/Astronomy/Engineering courses: a physics sequence for majors in the life sciences, biology, pre-nursing/medicine, and allied health programs; a physics sequence for majors in astronomy, chemistry, computer science, engineering, geology, physics, and other physical sciences; and some basic engineering courses. The Department operates a Planetarium and an Observatory supporting Physics/Astronomy instruction and offering Astronomy/Planetarium programs for both local schools and the general community.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	885	860	877	854	870
FTEF	9.12	9.60	10.51	11.21	11.69
WSCH per FTEF	597	539	521	501	470
	15-16	16-17	17-18	18-19	19-20
Sections	44	44	48	44	36
% of online enrollment	5%	5%	4%	5%	6%
Degrees awarded	8	19	19	21	28
Certificates awarded	N/A	N/A	N/A	N/A	N/A



**Assessment:**

- FTEF and duplicated enrollment have both remained high. Duplicated enrollment has slightly dropping in the 2016-17 and 2018-19, despite, the Department’s offering an off-track Physics sequence. FTEF has steadily increased by 33% from 2015-16 through 2019-20, as the Department has offered another Engineering course together with the off-track Physics sequences. The WSCH/FTEF productivity peaked at 597 in 2015-16 and has dropped significantly to 470 in 2019-20. The drop may be partially due to low student enrollment to new three semesters Physics sequences and an off-track Physics sequence.
- Success and retention rates have remained high, averaging 75.6% and 90.4%, respectively, for the period 2015-16 through 2019-20, indicating relative instruction success.
- The number of degrees offered has increased steadily from 8 in 2015-16 to 28 in 2019-20; this reflects the increasing number of students who wish to pursue degrees in engineering or allied health fields.

**Progress from Last Year’s Action Plan:**

With continuing assistance from the retired Planetarium Specialist, the new Planetarium Specialist is being trained in all aspects of the operations of the Planetarium, and of the presentation of Planetarium programs. Several Physics labs were revised and updated with new equipment obtained through Program Review and with the assistance of the department lab technician. Physics 210 and Engineering courses continue to be offered to educate SBVC students about general engineering careers and opportunities. The Physics/Astronomy department restricted its algebra-based Physics 150A and Physics 150B lecture/lab course to be a two-semester series, changing from five to four units per semester, and its calculus-based Physics 200 and Physics 201 lecture/lab course to be a three-semester series, changing from six to four units per semester. The department started to offer these new sequences of Physics classes in the Fall 2020. The department is actively seeking, through Program Review, to increase the Physics Lab Tech position to full time and to hire another full-time Physics faculty. The Department continues, with the help of the SBVC Student Success Center and MESA grand, to support the tutoring services in Physics, and to support general tutoring services in Engineering and Astronomy. The Department is continuing to test existing practice problem-solving software and to consult with other colleges to determine the most appropriate software for use at SBVC. It is also investigating the possibility of using Open Educational Resources for students in all the department’s courses. The department is continuing its efforts to create a hybrid Physics 101 course.

**SAOs/SLOs/PLOs:**

Some of the general program SLOs (Student Learning Outcomes) that apply to the department's courses would be for students to be able to solve work-related problems by employing physical concepts to formulate and solve representative physical models, and to demonstrate a proficiency in standard physical science laboratory techniques. The student assessment outcomes have driven the Department's efforts to create more tutoring/workshop opportunities for students through the Student Success Center and MESA grant, to offer more Engineering courses, to hire a full-time Physics/Astronomy faculty, and to increase the Physics lab tech position to full-time to facilitate student and faculty needs and to update our Physics labs/equipment in maintaining quality education.

**Department/Program Goals:**

The department seeks:

- to create more tutoring/workshop for students through the Student Success Center and MESA grant.
- to strengthen the Engineering program and to offer more Engineering courses.
- to maintain lab equipment and supplies for quality education.
- to continue to update the Physics/Astronomy labs and their corresponding equipment needs.
- to incorporate the use of online practice problem-solving software as Mastering Physics or Web-Assign in upper-level Physics and/or Engineering courses.
- to increase the Physics Lab Tech position to full-time to facilitate increasing faculty needs.
- to train the new Planetarium specialist to maintain the Planetarium programs and community outreach activities.
- to hire another full-time Physics/Astronomy faculty to improve the quality of instruction.

More tutoring and workshops, maintaining/updating labs, and associated equipment, using on-line problem practice software, having a full-time lab tech, and having a new Planetarium specialist will increase the present student success and retention rates; hiring another full-time Physics/Astronomy faculty will improve student success and retention rates, and will also increase the WSCH per FTEF productivity ratio. Each of these goals coincides with the Strategic Goal to Promote Student Success.

**Challenges & Opportunities:**

- The department is restructuring its algebra-based Physics 150AB lecture/lab courses to be a two-semester series (Physics 151/152), changing from five to four units per semester. The department is also restructuring its calculus-based Physics 200/201 lecture/lab courses to be two/three-semester series (Physics 202, 203, 204), changing from six to four units per course. This restructuring eliminates from each course the traditional three-hour weekly problem-solving lab sessions. This presents challenges and impact course instruction, lecture/lab scheduling, hiring competent instructors, and how students will successfully complete each course.
- The department is pursuing various academic strategies to increase student success and retention rates, to maintain the high efficiency of classes as determined by the WSCH per FTEF productivity ratio. The department will continue to update Engineering curriculum with more engineering-related offerings and to develop ways to encourage more students to major in the physical sciences, to encourage more pre-engineering and pre-med students to attend SBVC, and to increase the average number of Physics/Astronomy degrees awarded per year. The department will continue to identify and retain qualified adjunct to teach all Physics, Astronomy, and Engineering classes.

**Action Plan:**

- The department seeks to hire full-time Physics faculty.
- The department would like to increase Physics Lab Tech position to full-time.
- The department will update/revise Physics/Astronomy Labs and enhance Engineering curriculum, offer more ENGR courses.
- The department will test/improve existing Physics practice online problem-solving.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
<ul style="list-style-type: none"> <li>▪ Hire full-time Physics faculty.</li> <li>▪ Increase Physics Lab Tech position to full-time.</li> </ul>	<ul style="list-style-type: none"> <li>Hire Physics faculty</li> <li>Full-time Physics Lab Tech</li> </ul>	<ul style="list-style-type: none"> <li>Program Review</li> <li>Program Review</li> </ul>	<ul style="list-style-type: none"> <li>Fall 2021</li> <li>Fall 2021</li> </ul>
<ul style="list-style-type: none"> <li>▪ Update/revise Physics/Astronomy Labs</li> </ul>	<ul style="list-style-type: none"> <li>Updates Labs</li> </ul>	<ul style="list-style-type: none"> <li>Program Review</li> </ul>	<ul style="list-style-type: none"> <li>Fall 2021</li> </ul>
<ul style="list-style-type: none"> <li>▪ Enhance Engineering curriculum, offer more ENGR courses.</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen Engineering curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Program Review</li> </ul>	<ul style="list-style-type: none"> <li>Fall 2021/Spring 2022</li> </ul>
<ul style="list-style-type: none"> <li>▪ Test/Improve existing Physics practice online problem-solving.</li> </ul>	<ul style="list-style-type: none"> <li>Physics Software Use</li> </ul>	<ul style="list-style-type: none"> <li>WebAssign, Local Colleges/Universities</li> </ul>	<ul style="list-style-type: none"> <li>Fall 2021/Spring 2022</li> </ul>



# SOCIAL SCIENCES, HUMAN DEVELOPMENT & PHYSICAL EDUCATION

Instruction

2019-2020

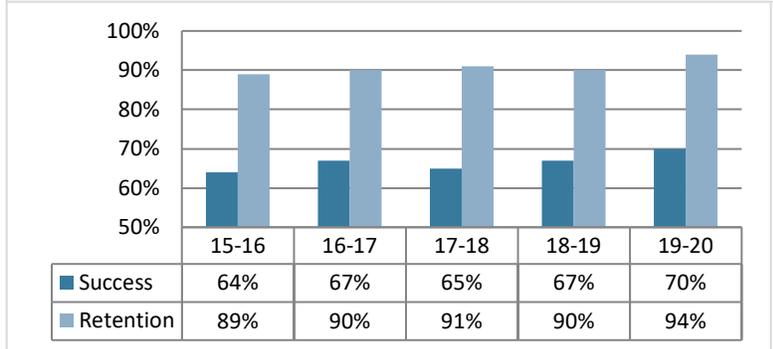
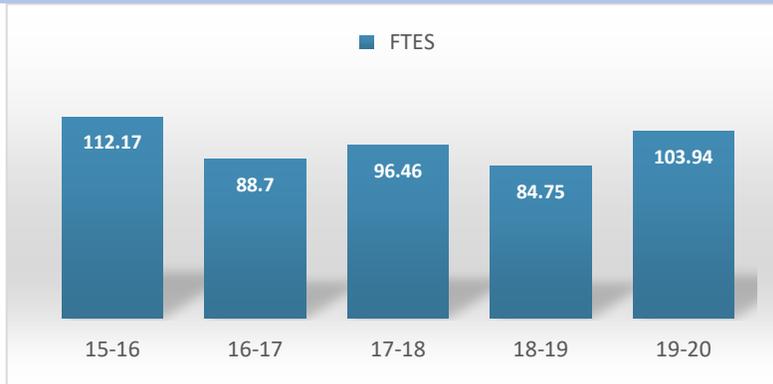
Research, Planning and Institutional Effectiveness

**Description:**

Anthropology is the study of what it means to be human. What is distinct about us as a species? What are all the ways we are diverse and what does this mean for us? Anthropology uses scientific and humanistic perspectives, pulling together the study of human evolution, language, culture, and history to better understand who we are as humans and what our responsibilities are to one another and to the places we live. The SBVC Anthropology department offers introductory courses in the four primary subfields: Biological Anthropology, Cultural Anthropology, Linguistic Anthropology, and Archaeology. Additional courses focus on food, religion, and visual culture. Anthropology majors may find careers in teaching, healthcare, cultural resource management, organizational research, marketing, or law, although anthropological insights can be useful in a vast range of occupations.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	1,122	887	970	851	1,043
FTEF	6.20	6.00	5.80	5.20	5.80
WSCH per FTEF	543	444	499	489	537

	15-16	16-17	17-18	18-19	19-20
Sections	38	32	40	32	36
% of online enrollment	47%	59%	54%	56%	47%
Degrees awarded	4	3	8	10	3
Certificates awarded	N/A	N/A	N/A	N/A	N/A



**Assessment:**

FTES (Full Time Equivalent Students) increased to their second highest number since a full-time faculty member was hired for the program in 2013 (112 in 2015-16 and 104 in 2014-15). The dept. has successfully increased WSCH to a desirable level. Success and retention rates both continued to steadily increase, reaching their highest levels since 2013. Both success and retention mimic the uptick in Anthropology depts. statewide per CCC (California Community College) Datamart. It is unknown what the impact of EW grades is for WSCH and retention rates. For fall 2019, statewide Anthropology success and retention rates: 73% and 89% respectively. For spring 2020, statewide Anthropology success and retention rates: 85% and 95% respectively. This averages to 79% success and 92% retention which shows SBVC Anthropology rates to be better in terms of retention but worse in terms of success. Number of degrees awarded sharply dropped to 3 after having steadily increased for three years. This may also be due to Covid- or CHC-related factors, or alternatively a result of the Guided Pathways team in 2019-20 removing AA-T information from the Anthro program website. The dept. has maintained load for two full-time faculty but continues to operate with one.

**Progress from Last Year's Action Plan:**

Some action items were not successfully completed:

- Advertising, which was scheduled as an ongoing work of the dept. Flyers were not updated since all Anthropology classes moved to 100% DE (Distance Education) modality and faculty are not on campus. The dept. website was updated, however.
- Research requests were not submitted to the SBVC Office of Research and will need to be rethought due to the new environment. Some action items were successfully completed.
- Needs assessment was submitted, and a one-time allotment of \$1,000 was granted rather than increase in annual budget.
- Dept. faculty have discussed online learning, related to access and success.

**SAOs/SLOs/PLOs:**

SLOs (Student Learning Outcomes) continue to be assessed each semester. SLOs were last evaluated in Spring 2019 at which time SLOs for ANTHRO 110 were modified. There is not enough data to analyze the new SLOs yet. Faculty continue to discuss teaching strategies and success rates in relation to SLO assessment. There continue to be errors with reporting in SLO Cloud. PLO pass rates are 82% and 86%, both increases from previous years. However, note that courses feeding into the PLOs reflect many courses outside the Anthropology Dept. and thereby do not reflect instruction in the Anthropology Dept. alone. Anthropology faculty wish to understand how to better assess the Anthropology program itself.

**Department/Program Goals:**

- Continue to increase student success. (Goal 2 Student Success)
- Rewrite and submit requests for data to inform planning of course scheduling. (Goal 1 and 2 Student Access and Success)
- Continue to promote best practices, esp. for online instruction, among faculty. (Goal 2 Student Success and 4 Maintain Leadership and Promote Professional Development)
- Strategize online advertising of the program, degree, and courses. (Goal 1 Access, 2 Student Success, and 3 Communication, Culture, and Climate)
- Continue to increase student access. (Goal 1 Access)

**Challenges & Opportunities:**

- The current Covid-19 environment has created a shift for all students to online modality and instructors are still quickly adjusting to providing scaffolding and support to all students online in the face of a pandemic and socioeconomic crisis. There is currently no online Anthropology tutor or SI (Supplemental Instruction). Faculty need to continue the work of making their online courses accessible and varied.
- The ANTHRO 106L lab course has been suspended from offerings due to the Covid-19 pandemic. How to consider safely reinstating?
- The ANTHRO 102 study abroad to Ireland in June 2020 was cancelled due to the Covid-19 pandemic. How to consider safely reinstating or finding other opportunities for out-of-class learning?
- Program planning will benefit from data analysis.
- Advertising about Anthropology to students that have never heard about it before, creating a space for Anthropology students to have a club or share interests, etc., has become a challenge in the online environment. Collaboration as with the Police Academy in 2020 shows a hopeful path forward.
- The impact of Guided Pathways work on GE courses remains unclear.
- New Ethnic Studies (ETHS) GE courses for CSU involve a curriculum change to ANTHRO 108.

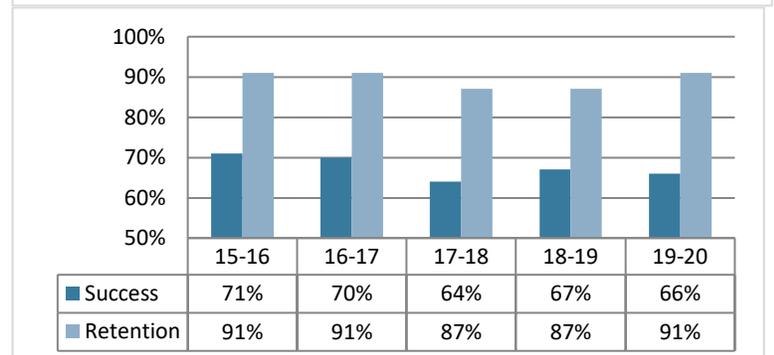
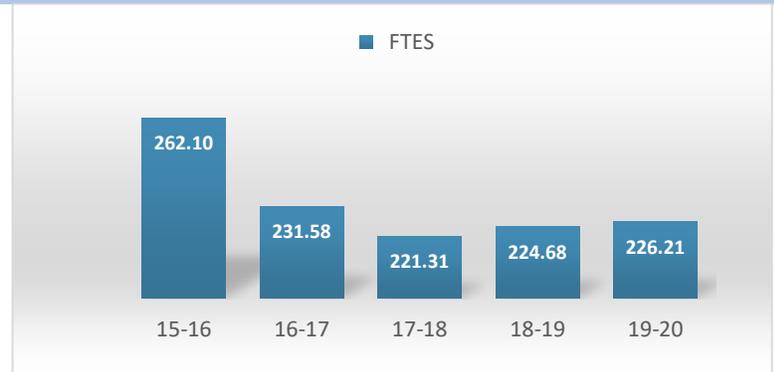
**Action Plan:**

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Rewrite and request data for program planning	1 and 2	Research request forms	January 2021
Research online advertisement for AA-T and pathway and create advertisement. Create online spaces for Anthro students.	4	Explore what other colleges or programs are doing and social media creation and collaborations.	May 2021
Schedule faculty conversations about DE and SLOs	3	Email communication and Zoom	December 17 and ongoing
Cross-list ANTHRO 108 with ETHS	4 and 5	Curricunet modification	January 2021

### Description:

The Child Development department has an academic as well as a vocational orientation which prepares students for transfer and immediate employment. The Child Development department currently has eight certificates and three degrees, including an ECE AS-T degree. All courses in the TMC are C-ID approved. The Child Development department has strong articulation agreements and partnerships with secondary institutions, public and private universities, and community agencies, including a special MOU with ULV. Currently, there are three full-time faculty and over 60% of the courses offered by the Child Development department are taught by adjunct faculty. The Child Development department has two state contracts. Prior to COVID-19, courses were offered to provide access to students during the day, in the afternoons, on Saturdays, short-term, and in hybrid, and online formats. Beginning in March 2020 all courses were provided virtually in synchronous and asynchronous modalities. Child Development students have SIs to support student success.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	2,254	2,026	1,993	2,062	2,014
FTEF	16.28	15.95	16.20	16.15	15.69
WSCH per FTEF	483	436	410	402	433
	15-16	16-17	17-18	18-19	19-20
Sections	83	81	83	86	78
% of online enrollment	16%	27%	36%	35%	28%
Degrees awarded	39	65	47	54	78
Certificates awarded	37	38	21	27	27



### Assessment:

- A review of section offerings indicates a decrease from 86 sections offered in 2018-19 to 78 sections offered in 2019-20. Although the decrease in sections reduced our overall FTEF from 16.15 in 2018-19 to 15.69 in 2019-20, most of the sections offered, experienced an increase in enrollment which resulted in increased efficiency as reflected in an increase in WSCH per FTEF from 402 in 2018-19 to 433 in 2019-20.
- In the areas of success and retention we increased our retention rates from 87% in 2018-2019 to 91% in 2019-2020 but our success rates dipped slightly from 67% in 2018-19 to 66% in 2019-20. Although there was a reduction in the percentage of online sections offered, which has historically resulted in an increase in our success rates, our success rate experienced a decrease. This slight decrease may have been due to the transition to a fully online environment due to COVID 19.
- Degrees awarded increased from 54 in 2018-19 to 78 in 2019-20 with more students taking advantage of the Early Childhood Education AST degree. Certificates remain consistent with the previous three years as students, fearing the loss of financial aid have not applied for certificates and have opted for the degree. Students need to be encouraged to apply for their certificates at the same time they apply for their degree.

**Progress from Last Year's Action Plan:**

- CDD has continued to maintain partnerships, contracts, outreach to high schools and CTE programs.
- CDD has expanded the number of Child Development courses offered to high school students.
- CDD has offered all courses in each certificate and agree in one year and maintained quality programs.
- CDD faculty met to plan classes for the 2019-20 academic year.
- CDD increase the number of degrees awarded and equaled the number of certificates awarded.
- CDD conducted monthly director meetings as part of the California Mentor Teacher until COVID-19 restrictions were imposed.
- CDD updated the department's Child Development brochure booklets listing all degrees, certificates and application information and included additional photos depicting more diverse children and increasing the number male caregivers interacting with children.
- Received approval to offer course in Trauma Informed Care
- All CDD courses are now approved for DE.
- All Child Development faculty have been certified in Level One Canvas training

**SAOs/SLOs/PLOs:**

- The PLO summary report indicates that the percentage of students who met SLOs for both the AA and AS-T degree programs has steadily increased with percentages ranging between 85.44% and 94.71%.
- CD faculty continue to meet 2-3 times per year for SLO Assessment discussions. Efforts continue to be made to increase student success through clarifying written directions, allowing students to re-write assignments, clarifying information on syllabus, clarifying rubrics, and changing point values to ensure completion.
- PLO assessments for the three-year cycles have been good, showing positive results for all CD programs except for the Family Child Care Certificate. To address this CD 075 is now successfully offered in a hybrid format.
- Eight courses had SLOs changed/updated in the past three years. This may have had some impact on the PLO data due to changes in the PLO mapping.

**Department/Program Goals:**

- Increase the number of certificates earned.
- Offer all courses needed for the degrees and certificates in one-year cycles to prepare students for employment, career attainment & transfer (Access & Success).
- Increase FTES.
- Increase partnerships in the childcare community such as CD Planning Council, San Bernardino Child Care Planning Council & Special Needs Committee, CD Training Consortium, University of La Verne CD BS program, concurrent courses at local high schools, high school & ROP articulations and other university including CSUSB Articulations, etc. (Access and Student Success).
- Update CD informational material for dissemination to students (Access & Student Success).
- Increase student success and retention statistics.
- Review data regarding course SLOs and PLOs to determine areas in need of improvement. Use data to inform student success.
- Establish FCC Apprenticeship Project partnership with the Child Care Resource Center.
- Increase the number of OEI resources available for use in Child Development courses.
- Work with the Guided Pathways committee to complete Guided Pathways for Child Development.
- Increase number of department faculty receiving level 2 DE certification.
- Conduct professional growth information sessions for students majoring in child development.

**Challenges & Opportunities:**

Opportunities:

- Create a partnership with Human Services to recruit more students for both majors.
- Work with CCRC (Child Care Resource Center) to develop Family Child Care Apprenticeship Program
- Offer Trauma Informed Care course to the schedule by fall 2021.

Challenges:

- Identify additional off campus placements for CD 205 students.
- Maintaining CDD responsibilities including vocational and academic responsibilities including articulation, content review for academic and CTE, advisory boards, community partnerships, site visits, vocational and academic advising and maintaining state contracts with only three full-time faculty.

**Action Plan:**

- Establish FCC Apprenticeship Project partnership with the Child Care Resource Center
- Conduct professional growth information sessions for students majoring in child development.
- Increase the number of certificates earned 2020-21
- Increase number of department faculty receiving level 2 DE certification.

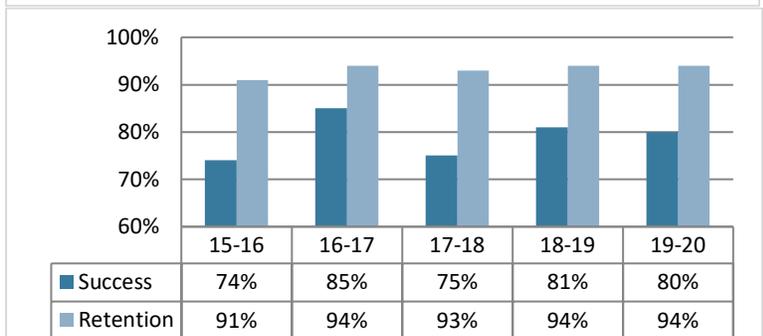
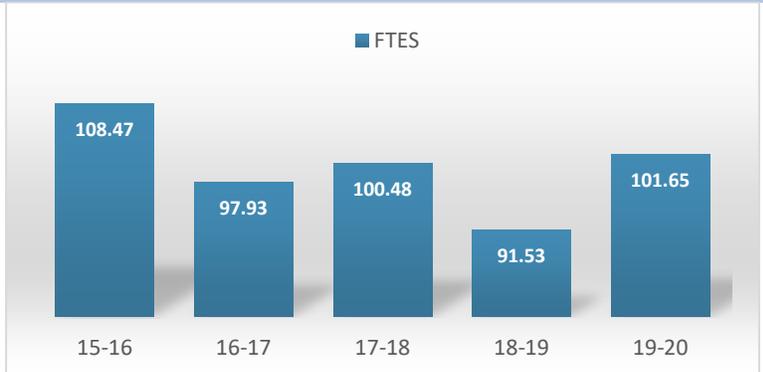
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
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<p>CDD will meet with the Child Care Resource Center and the Early Care and Education Pathways to Success to formalize details.</p>	<p>Establish FCC Apprenticeship Project partnership with the Child Care Resource Center</p>	<p>Office of Instruction and Division Dean Support/Approval</p>	<p>May 2021</p>
<p>CDD will conduct a professional development Zoom meeting with Child Development students. Topic of discussion permits, certificates, and degrees, grants and scholarships.</p>	<p>Conduct professional growth information sessions for students majoring in child development.</p>	<p>Division Dean Support</p>	<p>May 2021</p>
<p>In addition to providing information at the professional growth Zoom meeting, counselors will be contacted and asked to inform students submitting a grad check for a degree to also submit a grad check for any certificates they qualify for.</p>	<p>Increase the number of certificates earned 2020-2021</p>	<p>Counseling Department Support</p>	<p>May 2021</p>
<p>Provide information regarding trainings offered for second level training.</p>	<p>Increase number of department faculty receiving level 2 DE certification.</p>	<p>Division Dean Support</p>	<p>May 2021</p>

**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. This upcoming academic year AY2021-22 the new Associates Degree for transfer will be available. Students can now earn a degree in Economics and enjoy a seamless transfer from Valley to the Economics major at California State University.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	1,062	950	967	884	1,001
FTEF	5.53	6.00	6.87	6.14	6.27
WSCH per FTEF	588	490	439	448	487
	15-16	16-17	17-18	18-19	19-20
Sections	32	33	38	35	36
% of online enrollment	38%	38%	34%	31%	39%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A



**Assessment:**

Economics success rate averaged 79% over the past five years. The trend is flat, suggesting that student success has stabilized within the department. The Economics Retention Rate averaged 93% over the past five years. The trend is flat, suggesting that we need substantial modification in the student learning outcomes, or course delivery methods to foster improvement in success rates. The enrollment and FTE have moved up and down around a trend that is flat over the past five years.

**Progress from Last Year's Action Plan:**

Last Year we submitted a Program Associates Degree for Transfer in Economics to the state and this year it has been approved. Last year we planned to have all our courses approved for online delivery and they went through the curriculum approval process (not the emergency approval)—they went through the content review for Econ 100 and Econ 208. Last year we planned to do a program map for the Guided Pathways. This year the program map with the new AA-T degree in Economics and is active on the Valley College Guided Pathways wheel website and the degree is making its debut in the latest Course Catalogue. In terms of low-cost texts, half of the courses have no cost OER (Open Educational Resources) materials, and the others cost less than \$100 to obtain the needed texts.

**SAOs/SLOs/PLOs:**

The program still maintains and advises students who wish to major in Economics (in particular) and in Business Administration (more generally), to choose the Statistics in Business and Economics (Econ 208) course. This course is very much aligned with the new program learning goals and the SLOs (Student Learning Outcomes) in the upper division, 200-level courses.

**Department/Program Goals:**

The high degree of attainment in our course-level SLOs have spurred the effort to develop the first-ever Economics degree. This provided the impetus for the development of these new overall Program Goals.

The main program learning outcomes are that students will be able to:

- Effectively communicate economic ideas and models by means of written essays or reports which demonstrate the ability to formulate informed opinions on economic policy issues and recognize the validity of opposing viewpoints.
- Identify data sources, describe appropriate empirical tools, and perform research on economic data that students retrieve from original surveys, or official and industry sources.

**Challenges & Opportunities:**

Keeping the program goals and actions going considering the switch to all online was the main challenge. Expanded opportunity to expand the Econ 208 offerings (now that we have approval and articulation for online delivery) is notable. The Econ 208 online fills quickly, despite the lower overall enrollment. Another challenge and opportunity are to communicate with our partners in the Business Division as our Guided Pathway starts in the Business area on the wheel, despite our being situated in the Social Sciences division. We have had little interaction with how the map is designed for taking Economics offerings within the business specializations. For example, are business students being shown Econ 208 or Math 108 in the mappings? The answer has huge implications for future enrollments in our program.

**Action Plan:**

- When we go back to classroom instruction, it is quite feasible to keep the Econ 208 online sections as online and simply add additional sections for the traditional classroom/lab format. This is feasible because we could open more sections Econ 208's without needing to add requests for on-campus computer lab space.
- Now that we have an AA-T degree in place, it is advisable that we add something more suitable in the major, in place of Econ 100. We need to write curriculum for new classes in the major as electives.
- Student Success: the program should foster strong coordination with tutoring and continue the no-cost/low-cost text options.
- The program needs to educate counselors that we have a new Economics major for students. We want to pull students into the new major/degree program.
- We want to highlight the strength of the Honors classes (Econ 200H, Econ 201H) in our program and elevate our program's visibility by sending students to the Honors Research Conferences in the future.
- Diversify the students who get a degree in Economics (see: [Diversifying Economics](#)).

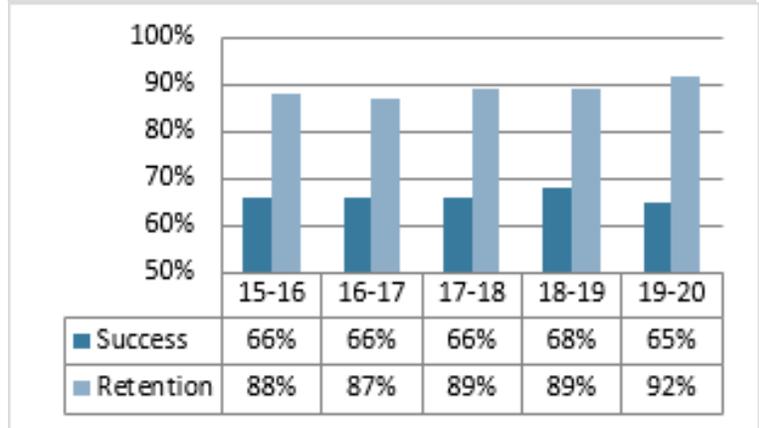
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. Add more Econ classes.	Attain new program goals	NA	NA
2. Get degree completions	Support the new degree pgm	NA	NA
3. Students attend Honors conferences	Enhance the visibility of the new major/degree program	Funds for Honors Program	March 2022

**Description:**

The health education department offers transfer-level courses that fulfill general education requirements for local universities and colleges. Additionally, the department courses fulfill a general education requirement for the SBVC associate degrees, with either Health 101 or Health 103 being a required course for the Kinesiology AA degree. Health courses also provide students with guidelines for healthy living, which may improve their overall health, as well as increase length and quality of life.

Considering the current worldwide Covid-19 pandemic, health classes are especially important to educate students about getting and/or remaining safe health-wise.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	1,002	842	821	737	782
FTEF	5.40	6.20	6.20	6.00	6.20
WSCH per FTEF	556	407	397	369	378
	15-16	16-17	17-18	18-19	19-20
Sections	27	31	31	30	31
% of online enrollment	52%	61%	56%	57%	58%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	1



**Assessment:**

- Enrollment decreased 16% from 2015-16 to 2016-17 and another 12% from 2016-17 to 2018-19. However, there was a 6% increase from 2018-19 to 2019-20.
- Overall, FTEF has remained steady at 6.20 for 2016-17, 2017-18 and 2019-20. There was a slight decline to 6.00 in FTEF during the 2018-19 academic year.
- The number of sections offered has remained steady at 31 from 2016-17 through 2019-20, except for 2018-19 when there were 30 sections offered.
- While online enrollment decreased from 61% in 2016-17 to 56% in 2017-18, it has increased by 1% each year from 2017-18 through 2019-20.
- Success rates held steady at 66% from 2015-16 through 2017-18 before increasing to 68% in 2018-19. However, there was a 3% drop from 2018-19 to 2019-20.
- Retention rates have remained high ranging anywhere between 87% to 89% from 2015-16 to 2018-19 and then increasing to 92% in 2019-20.

**Progress from Last Year's Action Plan:**

- Two new courses are in the development process to be submitted for approval to start in FA22.
- The number of online courses has been increased primarily due to the campus moving to mostly online since SP20.
- The department participated in the program review and needs assessment processes to stay current.
- While there have not been any new discussions regarding Health 101 being included as a required course for a Nutrition certificate which would be offered through Culinary Arts/Food and Nutrition, we are still working to pursue collaboration on this certificate.
- The department has continued to work with the Veterans Center and DSP&S (Disabled Students Programs and Services) to increase enrollment in the Kinesiology-Adaptive courses.
- Two new adaptive courses were approved to be offered and 3 more are in development.
- We are continuing to search for opportunities to develop relationships with departments across campus to create more collaborative opportunities for healthy lifestyles.
- The department has added an adjunct faculty member with a Ph.D. in Public Health who will be instrumental in the development of a cross-discipline public health degree.

**SAOs/SLOs/PLOs:**

- SAOs–N/A
- PLOs–Our AA and AA-T degrees began being offered in FA18. As the degrees continue to be offered, the department will offer courses to provide an avenue for students meet the PLOs. We expect that the number of degrees awarded will increase now that the degrees have been available for 2.5 years.
- SLOs (Student Learning Outcomes) are continually being used to help guide the instructors regarding course content and achieving the desired outcomes.

**Department/Program Goals:**

- To increase enrollment and efficiency.
- To offer an appropriate number of sections to meet student demand, while also maximizing efficiency.
- To increase number of evening, ITV and/or Saturday courses.
- To develop more new courses to increase the variety of courses available to our students.
- To create an interdisciplinary public health degree.

**Challenges & Opportunities:**

- Research other institutions to find more potential courses to create for our curriculum.
- Use professional development resources to create new curriculum.
- Look into creating non-credit courses for the community.
- Use professional development resources to train faculty in teaching hybrid, online and/or ITV courses.
- Create opportunities to work with other SBVC college programs through certifications, degrees, or internship possibilities.
- Look into creating a comprehensive “Healthy Living” type of community event.

**Action Plan:**

- Create at least one or two new courses.
- Look into creating an interdisciplinary public health degree.
- Find ways to maximize efficiency with the courses being offered.
- Find subject areas to create non-credit courses for the community.

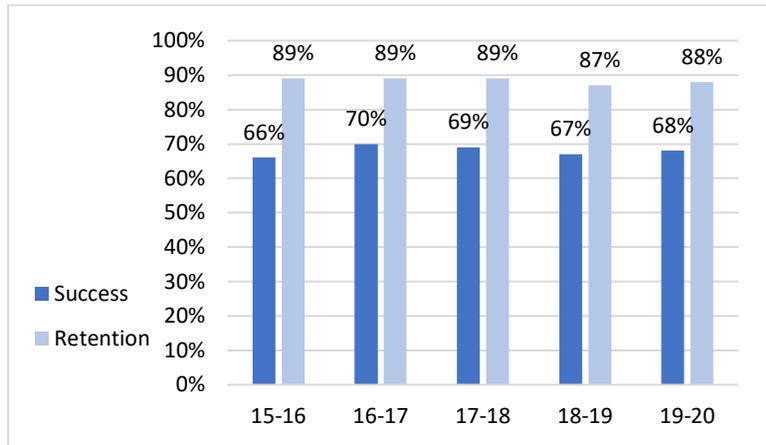
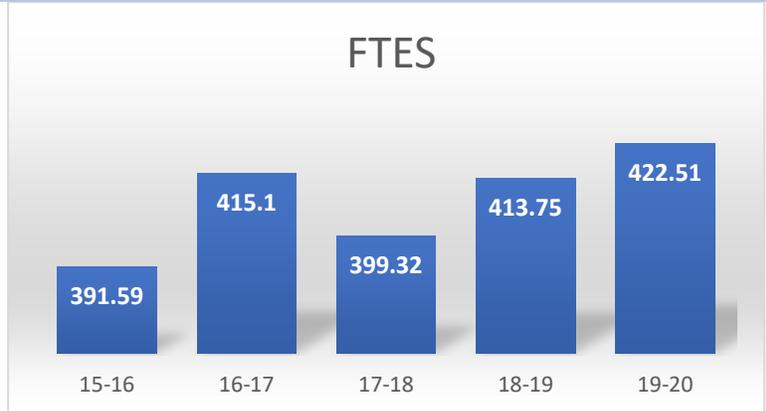
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
<ul style="list-style-type: none"> <li>• Research other institutions to find more potential courses to create for our curriculum</li> </ul>	To develop more new courses to increase the variety of courses available to our students	Professional development Workshops/Training on Curriculum development	SP21
<ul style="list-style-type: none"> <li>• Increase training opportunities for ITV, online and hybrid courses</li> </ul>	To increase number of evening, ITV and/or Saturday courses	Professional development funding and workshops	FA22
<ul style="list-style-type: none"> <li>• Foster existing relationships and develop new ones with departments across campus to create more collaborative opportunities for healthy lifestyles</li> </ul>	Creating a comprehensive “Healthy Living” type of community event	Funding (Professional development, Office of Student Life, etc.)	FA22
<ul style="list-style-type: none"> <li>• Find information necessary to create interdisciplinary degrees such as public health</li> </ul>	To create an interdisciplinary public health degree	Professional development Workshops/Training on Curriculum development	FA22

### Description:

The History department offers lower-division courses that transfer and articulate to California State University, University of California, and local area private colleges and universities. Courses meet both Social Science and Humanities requirements for the AA/AS general education requirements and are also listed in the Liberal Arts degrees under both the Social Science and Humanities emphasis. Additionally, courses meet the American Institutions requirement for all CSU students. In the past year, five courses have been approved to meet the American Institutions requirement, including: History 100, History 101, History 137, History 138, and History 138. Additionally, the course California History is offered, a course required for some education degrees and certificates. In the past year, a new major, History Major (ADT), was created that will be offered starting fall 2021. We have expanded section offerings, specifically specialty courses so that the most popular classes (Chicano History, California History, Racial and Ethnic Groups in United States History, and African American History), providing sections available in the classroom, in hybrid format, and online. Courses are offered that reflect the needs of our multiethnic community and our commitment to equity.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	3,915	4,153	4,007	4,143	4,238
FTEF	20.00	22.00	24.00	27.00	27.00
WSCH per FTEF	576	556	503	463	473

	15-16	16-17	17-18	18-19	19-20
Sections	111	122	129	150	148
% of online enrollment	43%	43%	47%	48%	51%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A



### Assessment:

There has been an **increase** in our FTES (Full Time Equivalent Students) in the past year from 358.67 to 389 in our traditional count. In FISCAL totals, there was an increase from 413.75 to 422.51. The fiscal totals reflect our FTES that include our summer enrollment. Retention has increased slightly to 88%, and success rates increased to 68%. We have seen an increase in both retention and success during a semester and summer that included only online instruction—something to be proud. The success this year illustrates how faculty provide quality instruction in the online format. In the transition to 100% online in March, only two of the 18 instructors had not taught online. Everyone else was either trained in our department workshops, or through other types of training sessions. WSCH per FTEF increased from 463 to 473, while FTEF stayed stable at 27. Again, it is important to note that the department offers enough sections to support 13 full-time faculty. In 2019-20, there were three full-time faculty—one full-time faculty transferred to another department. Therefore, we are down to two full-time faculty.

**Progress from Last Year's Action Plan:**

- The first goal was to increase full-time department faculty from three to four positions. Instead, one faculty went to another department, and are now down to two full-time faculty. With circumstances occurring beyond our control with the COVID-19 pandemic, it is unlikely that the district will hire any full-time faculty.
- The second goal was to develop Canvas course shell for the History department, in collaboration with both full-time and adjunct faculty. This was achieved—we now have this Department Canvas shell.
- Work to continue to establish norms that meet the OEI rubric for all History sections.
- Develop an Ethnic Studies discipline through the curriculum process.

**SAOs/SLOs/PLOs:**

In spring 2020 semester, the SLO (Student Learning Outcomes) data for all courses were reviewed and disaggregated. Success and retention rates for full-term and short-term classes (17-week, 14-week, 12-week, and 8-week) were compared, as well as online, hybrid, and in class modalities. The data did support higher success and retention rates than full-term classes. The data showed similar success rates with online, hybrid, and in-classroom classes, which illustrates the quality online instruction that our faculty provide for our diverse community of learners. Having said that, it was discovered that our three-year cycle of SLO data was inconsistent in terms of faculty submissions. This simply reflects the fact that these submissions used to be optional. We are confident that new reporting will provide us more data in the future.

**Department/Program Goals:**

- Continue to work through the curriculum process to add cross listed Ethnic Studies courses for History 107, History 137, History 138, History 139, History 140, and History 141. This will include updating course titles, descriptions, content, and SLOs. This will be done to meet the new CSU Category F requirement (Ethnic Studies). This will also reflect the college goals for equity responsiveness.
- Offer new courses History 141 and History 185 in 2021-22.
- Offer History ADT in fall 2021.

**Challenges & Opportunities:**

- Challenges include limitations of only offering online classes due to Covid-19. It is unclear when we will return to the classroom. The good news is that our success and retention rates are holding strong.
- Need another full-time faculty--only have two with class offerings for 13. Again, due to Covid-19, do not see the district hiring any full-time faculty any time soon.
- Excited about the work being done to offer cross-listed Ethnic Studies courses, which are necessary for students transferring to Cal State Universities. This is a LOT of challenging work, which will only be accomplished with the collaborations of History faculty—as well as faculty from other departments. These courses are also important in meeting the needs and interests of our diverse student population.

**Action Plan:**

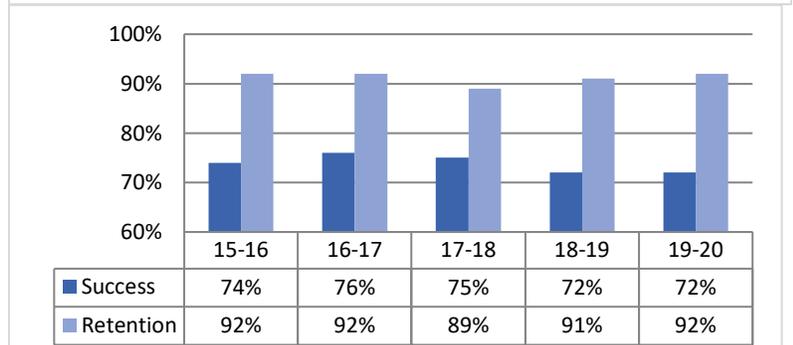
- Work on updating curriculum for Ethnic Studies/History cross listed classes:
  - Update History 107, 137, 138, 139, 140, 141 with history faculty
  - Work in collaboration with other departmental faculty to meet the requirements of Ethnic Studies courses
  - Move the updated courses through the curriculum process.
- Have 100% of faculty complete the Level 1 Online training (or an equivalent training).

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date

### Description:

The Human Services Department prepares students to enter the workforce immediately as well as transfer for those seeking to continue their education. The department offers three Vocational Educational Certificates and an AA Degree in Human Services. Classes offer prerequisites for careers and technical programs such as social workers, addiction counseling, case managers, outreach workers, advocates in mental health and substance abuse, and various other careers in the helping fields. In addition to the three existing certificates in the department—Addiction Studies Certificate, Human Services Certificate, and Case Management Certificate, we are now working on the curriculum with other departments in the division on a certificate in Social Criminal Justice. This certificate will employ collaborative courts advocates, entry-level probation assistants, and other county and court workers. The department is also working on non-credit mini certificates for training in the existing workforce, displaced workers or adults entering college as a second career, (e.g., Veterans, formerly incarcerated reentry, those in recovery from addiction, ESL (ENGLISH AS A SECOND LANGUAGE), and other adult students) on special populations, evidenced based practices, and a peer support specialist certificate.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	1,605	1,531	1,358	1,287	1,187
FTEF	10.83	12.06	11.27	11.54	9.99
WSCH per FTEF	365	316	302	283	313
	15-16	16-17	17-18	18-19	19-20
Sections	71	75	74	73	68
% of online enrollment	8%	15%	19%	19%	26%
Degrees awarded	32	33	28	39	35
Certificates awarded	45	43	44	43	31



### Assessment:

- Section offerings have declined each year, also the duplicated enrollment. The FTES (Full Time Equivalent Students) is down 4.5% from last year, down 21% from 2015-16. The decline in enrollment and FTEF may reflect the changes industry, and the marketing and recruitment efforts of our program. Overall enrollment across campus was down, decreased caps and lower section offerings of certain courses, may have contributed.
- The FTEF shows the support of five full-time faculty, with only two in the department. This impacts the efforts to market our program out to high schools and the community.
- Efficiency has increased in the year 2019-20 from 283 to 313. We made some significant changes to curriculum, cutting units in some of our certificates to be in line with industry standards, and offering courses in a shorter term (eight weeks) for students to complete faster and get into the workforce or transfer to continue their education. We cancelled one of our certificates (Career Specialist) which was not in line with available jobs, and therefore, was seeing little to no enrollment. Online enrollment has increased, degrees and certificates have decreased only slightly.
- Success rates have decreased, but retention has remained strong and even increased in our program. As we continue to create a clear pathway at both entry and exit points, by mini, non-credit course offerings that will lead to full credit certificates, and work to create pathway from Valley to CSU with higher degrees in addiction studies and human services, we hope to see success rates start to increase.

**Progress from Last Year's Action Plan:**

Work has started on the new certificate in Social Criminal Justice. Human Services faculty, as well as faculty from administration of justice and the police academy, have met to discuss and develop the curriculum needed in this certificate that will prepare students to enter the workforce in probation, collaborative courts, mental health and substance abuse fields as advocates and other support jobs to the criminal justice and court system. Special courses such as equity and inclusion, are also being developed to train support staff in this certificate and other existing certificates or programs.

**SAOs/SLOs/PLOs:**

The department continues to align SLOs (Student Learning Outcomes) and PLOs with the 123 competencies and practice domains outlined in SAMSHA TAP 21, which is the foundation and skill courses for the addiction studies certificate. Part of the certification to become an addictions counselor is to pass the state exam, which included these competencies. Methods of assessment in all the department's courses SLO's are discussed in department meetings on a regular basis.

**Department/Program Goals:**

- Hire more full-time faculty.
- Continue to review, revise, and develop courses and certificates that meet the job market demands, and will increase enrollment within our department.
- Continue to work on increasing our marketing efforts in high schools, universities, and the community.
- Complete work on the Social Criminal Justice certificate.
- Develop specialty non-credit courses and mini certificates as a launch board to full credit certificates and/or existing workforce training.

**Challenges & Opportunities:**

Maintaining our program requires a knowledge of the industry. The two full-time faculty in the department have worked in the industry and continue to serve on boards and committees, keeping current on industry standards and changes. The challenge is with only two full-time faculty in the department, it becomes a struggle to recruit and enroll students to our program. The faculty has reached out to the CTE division marketing professional expert and the counseling department to assist in these efforts, but the specialized knowledge of our programs and pathways are difficult for someone who has not worked within the human service and social service fields. The industry is constantly changing, with new job opportunities replacing some of the old. Our students tend to be older, coming back to college for a second career, or struggling and recovering from their own trauma. Meeting with department faculty gives them the information they may need about which career path is best suited for them. Opportunities for growth are working with our network collaborations with other community colleges, universities, and agency providers. We will continue to keep developing trainings, certificates, and pathways relevant to the job market, needs of the existing workforce, and the community.

**Action Plan:**

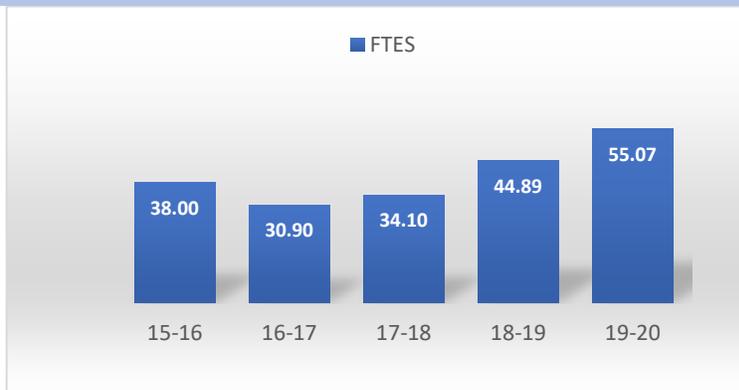
- To increase enrollment in the department.
- To maintain efficiency levels and retention.
- To increase success rates.
- To hire additional full-time faculty.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
<ul style="list-style-type: none"> <li>• Working with curriculum committee review, revise and create courses and certificate.</li> <li>• To continue recruitment efforts and networking opportunities.</li> <li>• To advocate for additional full-time faculty through program review process.</li> </ul>	<p>Continue to align certificates with jobs and industry standards.</p> <p>To increase enrollment</p>	<p>Continued funding from existing grants SWP (Strong Workforce Program) and Perkins.</p> <p>Additional full-time faculty, non-instructional pay for adjunct assist and the use of professional experts.</p>	<p>Ongoing as industry changes demand</p> <p>Ongoing</p>

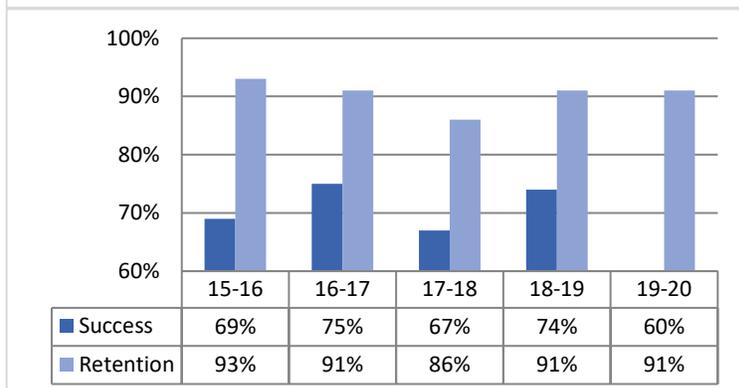
**Description:**

The Kinesiology (KIN) department offers a variety of courses which provide students the opportunity to improve their current health/fitness levels while acquiring the skills needed to promote a lifelong wellness lifestyle. Specifically, the KIN courses are lecture-based classes which focus on the theories behind a variety of topics related to Physical Education, Kinesiology, Sport Performance, Sports, First Aid/CPR and Mental Health. All courses can be used for electives in Category V which is required for graduation and/or transfer. Some KIN courses are also either required or electives for the KIN A.A. and A.A.-T degrees which began being offered in fall 2018.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	349	293	313	423	536
FTEF	2.95	3.15	2.95	3.95	4.67
WSCH per FTEF	386	294	347	340	354



	15-16	16-17	17-18	18-19	19-20
Sections	15	16	15	19	23
% of online enrollment	7%	6%	13%	58%	70%
Degrees awarded	N/A	N/A	N/A	3	8
Certificates awarded	N/A	N/A	N/A	N/A	N/A



**Assessment:**

- Enrollment decreased from 349 in 2015-16 to 293 in 2016-17. However, starting in 2016-17, enrollment has steadily increased from 293 to 313 in 2017-18 before increasing markedly to 423 in 2018-19 and again to 536 in 2019-20. These numbers may be attributed to the AA and AA-T degrees being offered and more students choosing Kinesiology as a major.
- FTES (Full Time Equivalent Students) decreased from 38.00 in 2015-16 to 30.90 in 2016-17 before increasing to 34.10 in 2017-18, jumping to 44.89 in 2018-19 and then jumping again to 55.07 in 2019-20. From 2016-17 to 2019-20, there has been a 61% increase in FTES.
- Overall, success rates fluctuated from a low of 60% in 2019-20 to a high of 75% in 2016-17 for a five-year average of 69%. Specifically, there was a large decrease in success rates 74% in 2018-19 to 60% in 2019-20. This decrease is attributed to the fact that all classes moved to completely online in the SP20 semester and many students may not have been prepared for the transition from face-to-face to online only.
- Retention rates decreased from 93% in 2015-16 to 86% in 2017-18. Retention rates increased again to 91% in both 2018-19 and 2019-20.
- The number of sections offered increased from 15 in 2015-16 to 16 in 2016-17, before decreasing back to 15 in 2017-18. However, over the next two years, the number of sections increased to 19 in 2018-19 and 23 in 2019-20.
- Online sections offered increased from 7% in 2015-16 before decreasing to 6% in 2016-17. In 2017-18, the percentage of online classes offered increased to 13% before jumping to 58% in 2018-19 and 70% in 2019-20.
- The number of degrees awarded increased from three in 2018-19 (the first year our degrees were offered) to eight in 2019-20.

**Progress from Last Year's Action Plan:**

- The department continued its collaboration with DSP&S (Disabled Students Programs and Services) in the Annual Disability Awareness Fair, however, due to the pandemic restrictions, things were done online. The department will continue being a part of this annual event for the near future.
- The department participated in the yearly program review and needs assessment processes to stay current.
- The number of online and hybrid courses being offered has increased to 70%.
- Discussions regarding a few of our KIN courses being included as required courses for a Nutrition certificate which would be offered through Culinary Arts/Food and Nutrition have stalled. Currently, it is uncertain if the Nutrition certificate is still in process.
- Potential interdisciplinary degrees such as public health are still being explored. A new adjunct faculty with a PhD in Public Health will be involved in this process moving forward.
- The department continued to look for opportunities to develop relationships with departments across campus to create more collaboration opportunities for healthy lifestyles.

**SAOs/SLOs/PLOs:**

- SAOs–N/A
- PLOs–Our AA and AA-T degrees began being offered in FA18. As the degrees continue to be offered, the department will offer courses to provide an avenue for students meet the PLOs. We expect that the number of degrees awarded will increase now that the degrees have been available for 2.5 years.
- SLOs (Student Learning Outcomes) are continually being used to help guide the instructors regarding course content and achieving the desired outcomes.

**Department/Program Goals:**

- To increase enrollment and efficiency.
- To offer an appropriate number of sections to meet student demand, while also maximizing efficiency.
- To increase number of evening, ITV and/or Saturday courses.
- To develop more new courses to increase the variety of courses available to our students.
- To create an interdisciplinary public health degree.

**Challenges & Opportunities:**

- Research other institutions to find more potential courses to create for our curriculum.
- Use professional development resources to create new curriculum.
- Look into creating non-credit courses for the community.
- Use professional development resources to train faculty in teaching hybrid, online and/or ITV courses.
- Create opportunities to work with other SBVC college programs through certifications, degrees, or internship possibilities.
- Look into creating a comprehensive “Healthy Living” type of community event.

**Action Plan:**

- Create at least one or two new courses.
- Look into creating an interdisciplinary public health degree.
- Find ways to maximize efficiency with the courses being offered.
- Find subject areas to create non-credit courses for the community.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
<ul style="list-style-type: none"> <li>• Research other institutions to find more potential courses to create for our curriculum</li> <li>• Increase training opportunities for ITV, online and hybrid courses</li> <li>• Foster existing relationships and develop new ones with departments across campus to create more collaborative opportunities for healthy lifestyles</li> <li>• Find information necessary to create interdisciplinary degrees such as public health</li> </ul>	<ul style="list-style-type: none"> <li>• To develop more new courses to increase the variety of courses available to our students</li> <li>• To increase number of evening, ITV and/or Saturday courses</li> <li>• Creating a comprehensive “Healthy Living” type of community event</li> <li>• To create an interdisciplinary public health degree</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development workshops/training on curriculum development</li> <li>• Professional development funding and workshops</li> <li>• Funding (professional development, Office of Student Life, etc.)</li> <li>• Professional development workshops/training on curriculum development</li> </ul>	<p>SP21</p> <p>FA22</p> <p>FA22</p> <p>FA22</p>

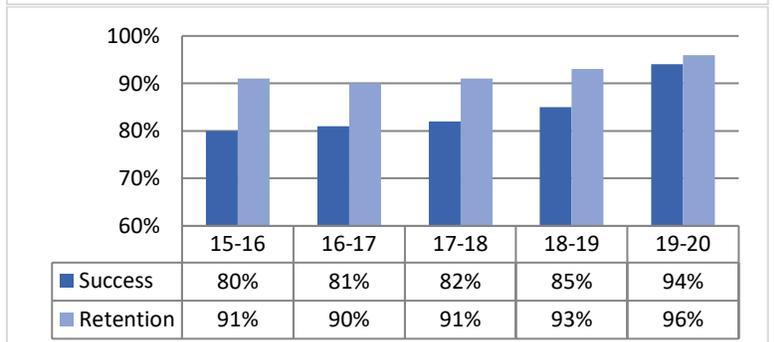
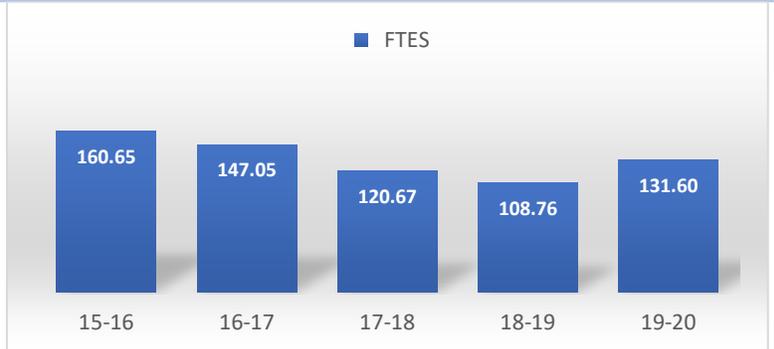
### Description:

Student athletes perform at a higher success rate than the general college population. The SBVC athletic program has several primary objectives:

- Assist student athletes in graduating and transferring.
- Assist student athletes in obtaining university athletic scholarship opportunities.
- Produce competitive individuals and teams on the field/court and in the classroom.

Courses in Kinesiology, Athletics are designed to increase student's skills through activities which produce positive physiological results and promote lifelong awareness of health and fitness. Varsity classes (Kin-X) allow students to perform at a maximum level while competing in intercollegiate sports. Kin-X classes satisfy the requirement for graduation or transfer.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	1,703	1,527	1,450	1,382	560
FTEF	9.01	9.87	10.15	9.87	8.62
WSCH per FTEF	568	465	429	420	458
	15-16	16-17	17-18	18-19	19-20
Sections	188	188	206	207	34
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	3	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A



### Assessment:

- Not sure why "Duplicate Enrollment" and "Sections" data is different from the previous years.
- FTES (Full Time Equivalent Students) has increase greatly.
- Retention and success rate remain remarkably high. Both retention and success rate has increased from last year.
- Data provided on sections from the previous years is incorrect; 34 sections are about the average.
- Past programs have been successful, class roster size has increased, and in turn, our FTEF increases.

### Progress from Last Year's Action Plan:

- Continued participation in program review.
- Department has become more transparent, open, and informative by providing data which shows the overall success of our Athletic program.
- Department continues to work with other programs such as the counseling department. The counseling department has provided tremendous support for our student athletes via the Huddle.
- Continue to work with the outreach program to help bring potential students to our campus.
- Continue to work with the foundation to celebrate and honor our college and community while raising funds for the college.
- Continue to host sports camps and clinics which helps bring the community to our campus.

### SAOs/SLOs/PLOs:

To maintain eligibility requirements, set by the CCCAA (California Community College Athletic Association) student athletes must be consistently evaluated throughout the year for number of units enrolled, GPA maintained above a 2.0, educational plan established and updated every semester and student athletes must be enrolled in a minimum of 9 units of core classes when participating.

Student athletes will understand CCCAA and NCAA regulations to obtain/maintain eligibility and or transfer/scholarship out. The Athletic department provides information to help develop a plan to assist the college in becoming compliant with Title IX regulations.

The Athletic department will continue to work with the Counseling department to improve academic support for our student athletes.

**Department/Program Goals:**

- Add more full-time certified athletic trainers to our Athletic department.
- To increase graduation and transfer rates.
- To become fully compliant with Title IX by increasing the opportunities for the underrepresented population in intercollegiate sports.
- To add more full-time faculty to our coaching staff which can help increase enrollment, retention, and success.
- To increase community involvement by working with the foundation, outreach, and the alumni association.
- To increase the budget to meet basic day to day operations.
- Add assistant for event management and oversight of athletic operations.

**Challenges & Opportunities:**

Challenges:

- Inadequate oversight of sporting events and practices from the training staff and Director of Athletics which put us in violation of CCCAA regulations.
- Baseball, soccer, and track are in extremely poor condition. All need to be reconditioned and or replaced.
- Currently we do not have softball field on campus for practices or competition.
- Currently SBVC is not in compliance with Title IX.

Opportunities:

- We will continue to promote our new facilities to invite and connect with our community. We have had a great response from teams from other college when competing here.
- Currently, athletics is working with the college and the district to plan a new softball facility on campus.

**Action Plan:**

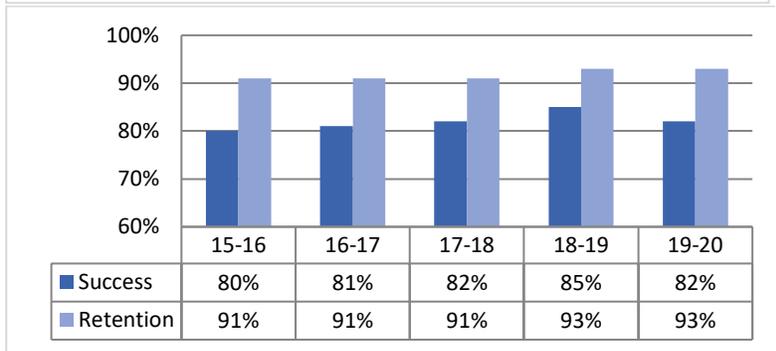
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
<ul style="list-style-type: none"> <li>• Continue to work within the process to add certified athletic trainers to our staff and increase support for the Director of Athletics.</li> </ul>	Additional certified athletic trainers and assistant Director of Athletics	Approval of positions and funding to support positions.	Ongoing
<ul style="list-style-type: none"> <li>• Continue to work towards compliance with Title IX.</li> </ul>	Compliance with Title IX	Expansion of opportunities for the underrepresented population	Ongoing
<ul style="list-style-type: none"> <li>• Continue to collaborate with Counseling and Outreach.</li> </ul>	Increase graduation and transfer rates.	More resources in counseling	Ongoing
<ul style="list-style-type: none"> <li>• Continue to work with Foundation, alumni, and community.</li> </ul>	Increase community involvement.	Monies from marketing and hosting events	Ongoing
<ul style="list-style-type: none"> <li>• Request increase in budget, increase fundraising efforts, showcase facilities.</li> </ul>	Increase budget	Increase budget and the availability to host events	Ongoing

**Description:**

The Kinesiology (KIN) department offers a variety of courses which provide students the opportunity to improve their current health/fitness levels while acquiring the skills needed to promote a lifelong wellness lifestyle. Specifically, the KIN courses are lecture-based classes which focus on the theories behind a variety of topics related to Physical Education, Kinesiology, Sport Performance, Sports, First Aid/CPR and Mental Health. All courses can be used for electives in Category V which is required for graduation and/or transfer. Some KIN courses are also either required or electives for the KIN A.A. and A.A.-T degrees which began being offered in fall 2018.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	1,703	1,527	1,450	1,382	1,549
FTEF	9.01	9.87	10.15	9.87	10.87
WSCH per FTEF	568	465	429	420	427

	15-16	16-17	17-18	18-19	19-20
Sections	188	188	206	207	222
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	3	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A



**Assessment:**

- Enrollment has decreased from 1,703 in 2015-16 to 1,382 in 2018-19. However, in 2019-20 enrollment increased 10% up to 1,549.
- The number of sections offered has increased from 188 in both 2015-16 and 2016-17 to 206 in 2017-2018 and 207 in 2018-19. The number of sections increased again in 2019-20 to 222.
- FTES (Full Time Equivalent Students) has decreased from 170.45 in 2015-16 to 152.87 and 145.07 in 2016-17 and 2017-18 respectively. From 2017-18 to 2018-19, there was a notable decrease 145.07 to 108.76. There were no FTES stats give for 2019-20.
- Success rates remained steady, ranging from a low of 80% to a high of 85% with an overall average of 82% over the five-year span.
- Retention rates held steady at 91% from 2015-16 through 2017-18 before increasing to 93% for both 2018-19 and 2019-20.
- These are all activity classes. Therefore, due to the physical participation required in these classes, there are no online classes offered.

**Progress from Last Year's Action Plan:**

- The department continued its collaboration with DSP&S (Disabled Students Programs and Services) in the Annual Disability Awareness Fair, however, due to the pandemic restrictions, things were done online. The department will continue being a part of this annual event for the near future.
- The department participated in the yearly program review and needs assessment processes to stay current.
- The number of online and hybrid courses being offered has increased to 70%.
- Discussions regarding a few of our KIN courses being included as required courses for a Nutrition certificate which would be offered through Culinary Arts/Food and Nutrition have stalled. Currently, it is uncertain if the Nutrition certificate is still in process.
- Potential interdisciplinary degrees such as public health are still being explored. A new adjunct faculty with a PhD in Public Health will be involved in this process moving forward.
- The department continued to look for opportunities to develop relationships with departments across campus to create more collaboration opportunities for healthy lifestyles.

**SAOs/SLOs/PLOs:**

- SAOs–N/A
- PLOs–Our AA and AA-T degrees began being offered in FA18. As the degrees continue to be offered, the department will offer courses to provide an avenue for students meet the PLOs. We expect that the number of degrees awarded will increase now that the degrees have been available for 2.5 years.
- SLOs (Student Learning Outcomes) are continually being used to help guide the instructors about course content and achieving the desired outcomes.

**Department/Program Goals:**

- To increase enrollment and efficiency.
- To offer an appropriate number of sections to meet student demand, while also maximizing efficiency.
- To increase number of evening, ITV and/or Saturday courses.
- To develop more new courses to increase the variety of courses available to our students.
- To create an interdisciplinary public health degree.

**Challenges & Opportunities:**

- Research other institutions to find more potential courses to create for our curriculum.
- Use professional development resources to create new curriculum.
- Look into creating non-credit courses for the community.
- Use professional development resources to train faculty in teaching hybrid, online and/or ITV courses.
- Create opportunities to work with other SBVC college programs through certifications, degrees, or internship possibilities.
- Look into creating a comprehensive “Healthy Living” type of community event.

**Action Plan:**

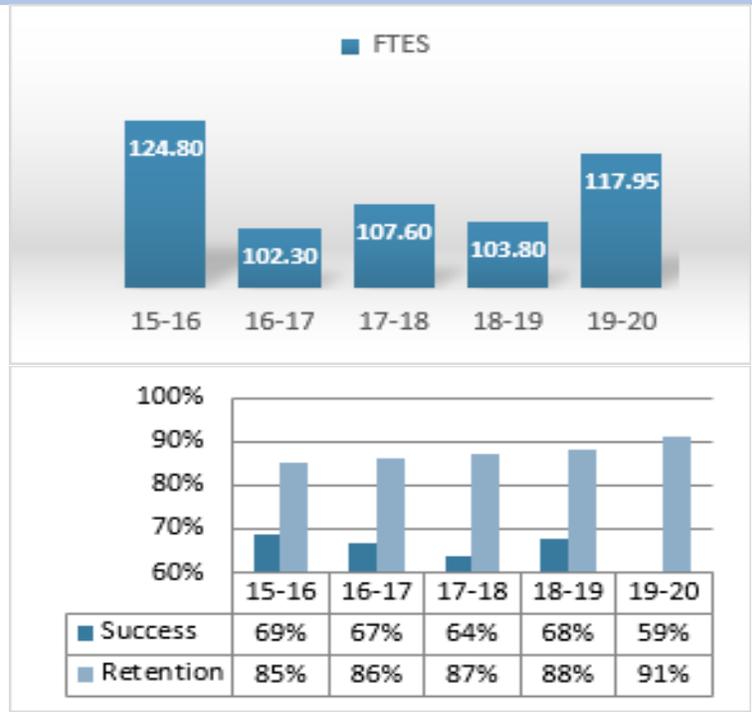
- Create at least one or two new courses.
- Look into creating an interdisciplinary public health degree.
- Find ways to maximize efficiency with the courses being offered.
- Find subject areas to create non-credit courses for the community.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
<ul style="list-style-type: none"> <li>• Research other institutions to find more potential courses to create for our curriculum.</li> <li>• Increase training opportunities for ITV, Online and Hybrid courses</li> <li>• Foster existing relationships and develop new ones with departments across campus to create more collaborative opportunities for healthy lifestyles.</li> <li>• Find information necessary to create interdisciplinary degrees such as public health.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop more new courses to increase the variety of courses available to our students.</li> <li>• To increase number of evening, ITV and/or Saturday courses</li> <li>• Creating a comprehensive “Healthy Living” type of community event</li> <li>• To create an interdisciplinary public health degree</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development workshops/training on curriculum development</li> <li>• Professional development funding and workshops</li> <li>• Funding (professional development, Office of Student Life, etc.)</li> <li>• Professional development workshops/training on curriculum development</li> </ul>	<p>SP21</p> <p>FA22</p> <p>FA22</p> <p>FA22</p>

**Description:**

Philosophy and Religious Studies courses require critical analysis of ideas, clarity of thought and openness to understanding the human project in all its dimensions. These skills are achieved through careful and close reading of texts, images, symbols, as well as through descriptive and analytic writing. Any student may benefit from taking courses in either discipline. However, the primary function of each class is to satisfy requirements for students transferring to four-year institutions, including those completing the AA-T degree in Philosophy.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	1,248	1,023	1,076	1,038	1,179
FTEF	8.40	7.40	8.00	8.00	8.20
WSCH per FTEF	446	415	403	389	432
	15-16	16-17	17-18	18-19	19-20
Sections	53	48	48	49	52
% of online enrollment	60%	60%	66%	63%	60%
Degrees awarded	N/A	N/A	5	0	2
Certificates awarded	N/A	N/A	N/A	N/A	N/A



**Assessment:**

- FTEF (Full Time Equivalent Students), duplicated enrollment and WSCH per FTEF have all varied, depending on the overall enrollment of Valley College; however, there was a marked increase (or recovery) in 2019-2020 for PHIL/RELIG in all categories which is a highly encouraging sign for future enrollment in the department. While there are still few “majors” (two graduates in 2019-2020) there is room for growth in this area.
- The retention and success rates remain stable with limited fluctuation. With the move to fully online courses in Spring 2020 (and now continuing) the department saw a decline in the success rate, although the retention rate increased which is a positive sign.
- The percentage of online enrollment is stable at or above 60%. The move to fully online courses has impacted overall enrollment and our department may be impacted moving forward, but we hope to keep the number of sections and students on the rise in the coming semesters.
- With the overall increase in enrollment at Valley College, particularly due to the Promise Program, we have noticed an increase in enrollment and larger class sizes in our disciplines. With the hiatus of the Promise program, we hope to retain many of the continuing students and enjoy growth in the program.

**Progress from Last Year’s Action Plan:**

Last year, the department planned for increases in both enrollment numbers and, to a smaller extent, degrees awarded. There were 2 PHIL AA-T degrees for 2019-20. For 2019-20, the department had increased enrollment and we hope to continue to improve in these areas. Previously, the department sought ways to increase enrollment in PHIL/RELIG courses by reviewing student enrollments and offering additional sections. In the fully online environment this academic year, we are offering 8, 10, 12, 14 as well as full semester-length courses to offer students more options for courses.

For fall 2020, the department hired one adjunct instructor to teach two new sections: one additional section of PHIL101 and PHIL103, respectively, which has helped provided our students with additional options for courses.

**SAOs/SLOs/PLOs:**

Courses in both philosophy and religious studies develop the critical thinking, reading, and writing skills of students. The questions, assignments and reading materials may vary in these courses, so flexibility in the SLOs (Student Learning Outcomes), for example, is essential to allow for the growth and success of students within the classroom dynamic. In fall 2020, all the PHIL/RELIG courses were reviewed in the curriculum review process. All the SLOs have been updated as well as much of the language in the course outline and sample assignments. Where possible, the department added language to include “suppressed or ignored voices” within the SLOs, outline and sample assignments.

Philosophy and Religious Studies are studies of enquiry into how to think critically about questions that matter to human beings. By continually assessing the flexible nature of our SLOs, for example, our department faculty have the flexibility and the opportunity to provide students with the direction they need to succeed in learning.

**Department/Program Goals:**

Publicize and market the AA-T in Philosophy. Publicize and market Philosophy and Religious Studies courses as vital for student success. Seek ways to grow and strengthen the two honors courses currently offered every semester: Introduction to Philosophy, Honors and Introduction to Religious Studies, Honors.

Continue to offer high-level online courses. We have hired an additional adjunct faculty member, so we have no plans to hire unless need arises. Possibly develop new Philosophy courses to continue the Philosophy AA-T. The goal will be to develop one or two courses starting in spring or fall 2022 to begin the following year.

**Challenges & Opportunities:**

A significant challenge within the study of Philosophy and Religious Studies is to convey the importance of these fields of study, particularly in the community college environment, to students. This is a significant opportunity to highlight the importance of critical thinking skills in any profession to show that these courses help students learn how to learn effectively. The goal is to increase student interest in both Philosophy and Religious Studies.

A new challenge for the PHIL AA-T is that the UC system requires additional courses for transfer, so we may need to offer additional courses within Philosophy, including Ancient Philosophy, Modern Philosophy, the Philosophy of Religion, and Social and Political Philosophy. This creates an opportunity to create new courses to be offered in the coming years.

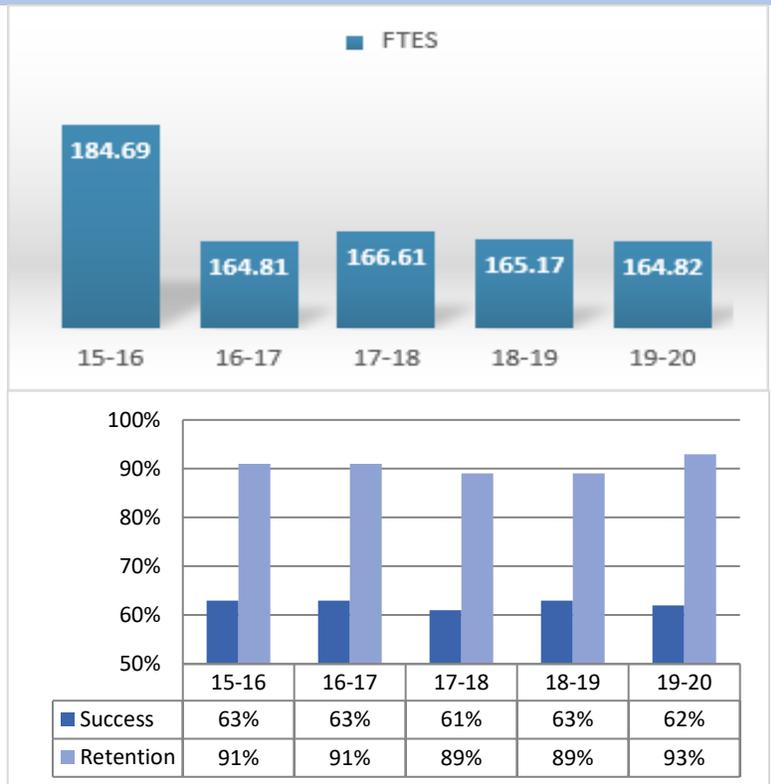
**Action Plan:**

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Promote PHIL and RELIG courses as courses that not only fulfill graduation requirements but promote critical thinking skills and inspire learning.	Website has been updated—now continuing maintenance. Continue to offer various times, including late start courses.	Time and work from dedicated faculty.	Ongoing promotion and maintenance.
Advertise and promote the Philosophy AA-T to actively seek more students to major in the program.	Updated SLOs in Fall 2020—no continuing reviewing and reporting.		
To continue the Philosophy AAT, we may need to offer new courses for the degree to transfer to both UC/CSU.	Continue to monitor needs for UC/CSU transfer degree and begin course development within two years.		Begin new course development within the next two years and by fall 2022.

**Description:**

All our instructors have gone online in the wake of the epidemic. It has been challenging to adapt, but there has not been a major problem so far. The department received “Continue” after we submitted an Efficacy Report, which is good for three years.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	1,791	1,629	1,657	1,627	1,648
FTEF	11.31	11.36	11.55	11.89	11.60
WSCH per FTEF	490	435	435	417	426
	15-16	16-17	17-18	18-19	19-20
Sections	59	60	61	61	61
% of online enrollment	19%	20%	28%	30%	31%
Degrees awarded	2	9	5	5	13
Certificates awarded	N/A	N/A	N/A	N/A	N/A



**Assessment:**

Degrees awarded picked up. The number of online classes inched up. There was a slight increase in WSCH per FTEF. Going forward, the situation is murky because of a recent faculty “transfer” which is very confusing.

**Progress from Last Year’s Action Plan:**

As indicated above, the degrees awarded saw a heartening significant rise of 160% from the previous cycle, 2019-2020. We hope the trend continues. WSCH per FTEF rose slightly and so did retention. Online enrollment increased by 1%.

**SAOs/SLOs/PLOs:**

Our recent successful Efficacy Report includes a goal of introducing a new class in Constitutional Law and keeping up the number of DSSP students who enroll in our classes. Our SLOs evaluations show that student performance appears to fluctuate from semester to semester, some good, and others not so good. So, we continue to work on it to get a steadier outcome.

**Department/Program Goals:**

When in-person classes begin after the pandemic is brought under control, we hope we can raise the number of online classes to 33%. We also want to see a continued increase in the number of students who major in Political Science.

**Challenges & Opportunities:**

The immediate problem we are facing is one of morale. I and my other contract colleague are struggling to keep up our morale due to a sudden transfer of another contract instructor to our department which was done without warning or consultation with the department. It has created a hostile work environment and all sorts of challenges.

**Action Plan:**

To raise the number of degrees we award, the faculty will be unrelenting in letting students know the job possibilities that a degree in Political Science offers. We will focus particularly on students who are not sure what they want when they come to our classes. To this end, we will continue to monitor reports and analyses from the Bureau of Labor Statistics. We also will create a course in Constitutional Law and Public Policy.

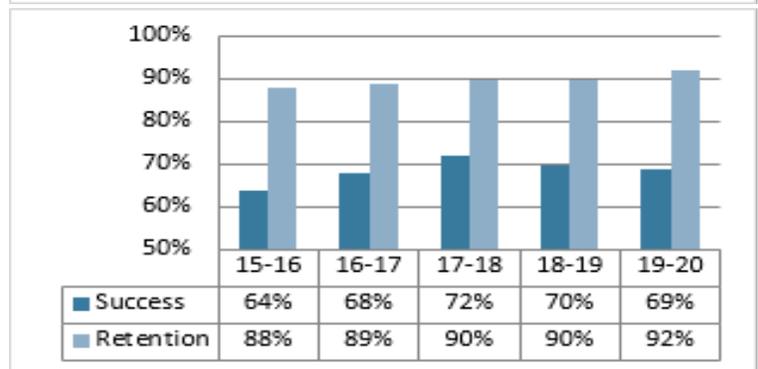
To increase our online offerings, we continue to encourage our faculty to aim at improving our skills and delivery in Distance Education. This can be done through services offered by the Office of Professional Development.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Draw up a course and get it through the Curriculum Committee	Create a course in Constitutional Law	We need the Office of Planning and Research and the marketing Department to help us analyze how we can enlarge the demand for both classes	Fall 2023
Draw up a course and get it approved by the Curriculum Committee	Create a course in Public Policy		Fall 2023

**Description:**

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 and prerequisites for many AA degrees, transfer degrees, career, and technical programs. The Psychology program has made contributions to the campus goals of increased student access, promoting student success, and improving communication, culture, and climate. Students continued to enroll in Psychology classes in high numbers in 2019-20 and pursue the Psychology transfer degree. With the addition of one new full-time faculty member in spring 2019 and an increase in sections, FTEF has increased, FTES (Full Time Equivalent Students) has increased, WSCH per FTEF has increased, and transfer degrees are back to the 2017-18 rate despite going all online in spring 2020 due to COVID-19. There are now two full-time faculty in Psychology and more full-time faculty may help in increasing success rates and an even higher number of transfer degrees.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	2,826	2,710	3,004	2,970	3,381
FTEF	15.40	17.40	19.27	19.47	20.34
WSCH per FTEF	548	482	483	472	516
	15-16	16-17	17-18	18-19	19-20
Sections	82	87	97	98	104
% of online enrollment	26%	28%	36%	37%	38%
Degrees awarded.	31	52	74	58	74
Certificates awarded	N/A	N/A	N/A	N/A	N/A



**Assessment:**

Faculty load, FTEF, FTES, and success rates demonstrate the urgent need for at least two more full time faculty. WSCH per FTEF rates have increased but may remain low because more advanced classes with lower capacity rates have been offered to increase the number of transfer degrees awarded. FTEF rates are higher than 2013-19 levels. Success rates have slightly decreased compared to 2017-18 levels, however, some of the decrease may be related to changing to all online classes in spring 2020. These rates may also continue to be low if there are only two full-time faculty. Retention rates are slightly higher than the 2018-19 levels of 90% despite the change to all online classes in spring 2020. The number of Psychology Transfer degrees awarded in 2020 has now increased to the number of degrees awarded in 2018. This is due to having two full-time faculty members and a stable schedule for Statistics and Research Methods classes and demonstrates the potential for transfer degrees to increase in Psychology as more full-time faculty are hired in the department.

**Progress from Last Year's Action Plan:**

- A request for more full-time psychology faculty hires was not made because Needs Requests were not being taken by the Program Review Committee.
- Student success rates continue to need improvement and retention rates have increased.

**SAOs/SLOs/PLOs:**

Students are regularly assessed on SLOs (Student Learning Outcomes) and meet the assessment criteria in the Psychology Program. The program summary report indicates that students have more difficulty in meeting the program level outcomes in PSYCH 105 (Statistics) and PSYCH 201 (Research Methods). As these courses are among the most difficult in the Program, it is not surprising that students have more difficulty meeting the assessment criteria. An additional full-time faculty member (spring 2019) has helped with supporting student learning and success in these courses. PLOs and SLOs for other courses in the Psychology Program demonstrate that students are meeting the assessment criteria.

**Department/Program Goals:**

- Hiring at least two more full time faculty in Psychology will help support college strategic goals of increased access and promoting student success.
- Continued development and implementation of strategies for increasing student success will help support the college’s goals of increased access and promoting student success.
- Obtaining funding for student attendance at annual Western Psychological Association (WPA) conferences will support the college’s goal of improving communication, culture, and climate.

**Challenges & Opportunities:**

- Increasing student success and access with only two full-time faculty members and 20 adjunct faculty members.
- Developing and implementing strategies to maintain improved success rates and retention rates as course offerings increase in advanced psychology classes needed for the transfer degree.
- To continue to offer quality instruction and diversity in course offerings with 90% of the courses taught by adjunct faculty.

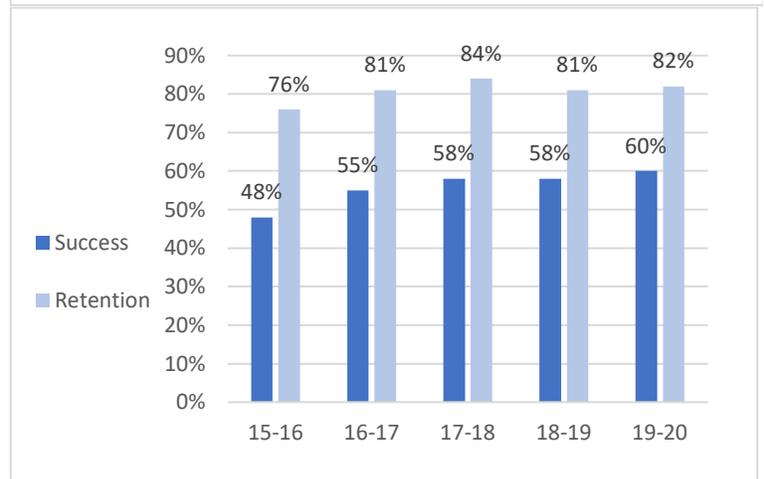
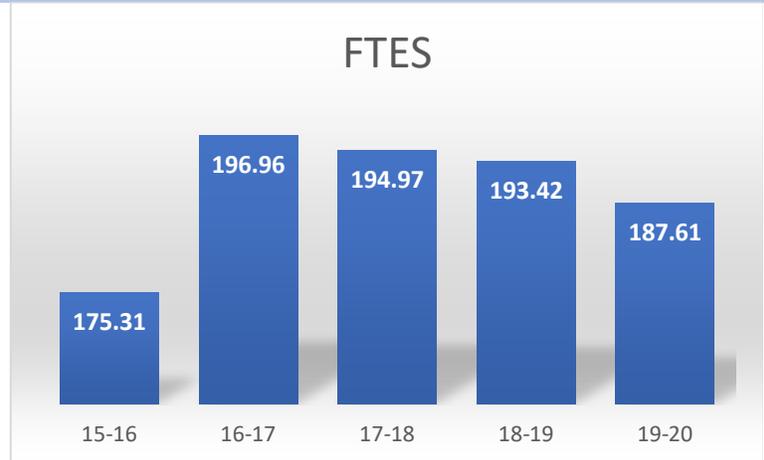
**Action Plan:** Action steps, department goals, resources to complete the plan and target completion rate are listed below. The addition of more full-time faculty remains the goal with the highest priority.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. To submit requests for more full-time psychology faculty hires to the Program Review Committee	Hiring more full-time faculty is the highest priority.	Recommendation from Program Review and approval from College Council and College President	Ongoing
2. To continue to work on strategies to improve student success rates while maintaining retention rates.	Working on improving student success rates and maintaining retention rates is the second priority.	More full-time faculty and continued tutoring support.	Ongoing
3. To seek funding for student attendance at annual WPA conferences	Obtaining funding for student attendance at annual WPA conferences is the third priority.	Recommendation from Program Review and approval from College Council and College President	Ongoing

**Description:**

Sociology is both a scientific and humanistic discipline. Sociologists examine the systems of social action including single social acts, social relationships, organizations, institutions, communities, and societies. Through analyses of society, its groups, institutions, and processes, sociologists attempt to understand and predict human behavior. The study of sociology prepares students for further study of and careers in social work, probation, corrections, human services, law enforcement, research, public policy, law, and education. Students planning to transfer to a four-year institution and major in sociology should consult with a counselor regarding the transfer process and lower division requirements.

	15-16	16-17	17-18	18-19	19-20
Duplicated Enrollment	1,753	1,972	1,950	1,937	1,878
FTEF	9.20	10.97	11.80	10.80	11.00
WSCH per FTEF	572	539	496	537	512
	15-16	16-17	17-18	18-19	19-20
Sections	48	58	63	57	61
% of online enrollment	52%	45%	57%	61%	54%
Degrees Awarded	15	24	33	35	56
Certificates awarded	N/A	N/A	N/A	N/A	N/A



**Assessment:**

The decline in FTES (Full Time Equivalent Students) were also reflected in lower efficacy data below the standard institutionalized average of 525 as not all class sections filled at the 2019-20 at Census dates. This reflected college wide trends. On the other hand, success rates continued to incrementally trend upward, and retention rates averaged 81% during the last five-year period. Also, noteworthy, is the 60% year-year increase in AA-T degree completions. Except for the decline in enrollment and efficacy, the upward trends are a positive progress for the program. Since historically the program tends to offer over half of its sections in the online or hybrid modalities due to on-campus classroom space limitations, it is expected that success rates overall are going to be lower, yet in the COVID-19 environment as the college offers more student online learning, and faculty online teaching, resources, the success rates will hopefully continue to trend upward.

**Progress from Last Year's Action Plan:**

The department continues to keep updated its faculty Canvas shell with resources and departmental reports. The departmental Canvas shell was especially important during 2019-20 when all on-campus classes had to be transitioned to the online environment and on-campus faculty needed resources to convert classes to the online modality. The college sociology website continues to be a resource for students and includes detailed transfer information. Unfortunately purchased materials have not been utilized due to COVID-19, and Guided Pathways discussions are still on-going. Departmental faculty have developed partnerships and actively participate in collaborations and work toward student success and equity in and outside the classroom. These include but are not limited to a SOC 100 Punte/Tumaini Learning Community, OER (Open Educational Resources) development, and participation in OER organizations, ASCCC (Academic Senate for California Community Colleges), C-ID, and discipline related associations.

**SAOs/SLOs/PLOs:**

Faculty continue to submit SLO (Student Learning Outcomes) data and reflect on their successes and challenges. Program SLOs demonstrate satisfactory student success data. A recurrent trend in the department are students who do not submit assignments used to evaluate SLOs and therefore are not part of the analyses of data. However nevertheless, faculty attempt various student success strategies to increase the percentage of student assignment submissions. Some strategies have included the incorporation of zero and low-cost textbooks, using tutor and supplemental instruction services, and engaging in flex and professional development activities.

**Department/Program Goals:**

- Increase Access: continue to analyze section offerings to increase FTES and WSCH to FTEF and work with the Guided Pathways committee to develop and implement guided pathways that value student choices and support student success.
- Increase Student Success and Provide Exceptional Facilities: continue to encourage faculty to complete online teaching and student equity professional development activities, develop faculty surveys to identify best student equity and online teaching practices. Develop and institutionalize a sociology Ethnic Studies course to meet the new CSU Ethnic Studies Category.
- Culture, Climate, Professional Development: continue to maintain departmental faculty Canvas shell to ensure that faculty have access to professional development activities and opportunities and encourage students and faculty to utilize college student services. Continue and encourage faculty collaborations.

**Challenges & Opportunities:**

- The program is at odds with some of the work of the Guided Pathways committee and continues to explore and research various sociology guide pathways options.
- The program continues to be challenged in motivating students to use the college tutoring services.
- The program continues to be encouraged by the increase in its student success rates and degree completion data.
- The program is encouraged in the variety of professional development opportunities especially in the areas of student equity and online teaching. It has also increased the number of faculty in the program who have already completed mandatory online training.
- The program continues to be encouraged by the increase in sections that incorporate low-cost and no-cost textbooks.

**Action Plan:**

- Develop Ethnic Studies course.
- Maintain Canvas faculty website as a departmental faculty portal.
- Maintain student departmental college website.
- Participate in the Guided Pathways Committee.
- Identify departmental faculty student equity and online teaching best practices.
- Encourage faculty collaborations and partnerships.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
<ul style="list-style-type: none"> <li>• Cross List and Modify SOC 141 and have course approved by the college Curriculum Committee.</li> <li>• Curate faculty resources and organize in Canvas shell.</li> <li>• Check and update links and information to maintain currency and additional COVID-19 support.</li> <li>• Participate in the Guided Pathways Committee and advocate for program needs.</li> <li>• Develop and facilitate departmental faculty survey and discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop Ethnic Studies course</li> <li>• Maintain Canvas faculty website, encourage collaborations and partnerships.</li> <li>• Maintain Student Departmental College Website</li> <li>• To increase student success and abide by institutional mandates.</li> <li>• Identify departmental faculty student equity and online teaching best practices and encourage collaborations.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty modification process</li> <li>• Faculty activities</li> <li>• Faculty chair activities</li> <li>• Faculty involvement</li> <li>• Faculty chair activities and faculty involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Prior to 5/10/21</li> <li>• Ongoing</li> <li>• Ongoing</li> <li>• Ongoing</li> <li>• Spring 2021</li> </ul>



# COUNSELING SERVICES

Student Services

2019-2020

Research, Planning and Institutional Effectiveness

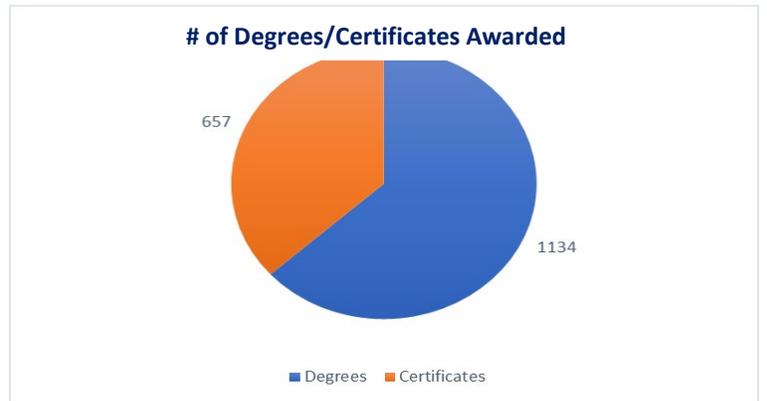
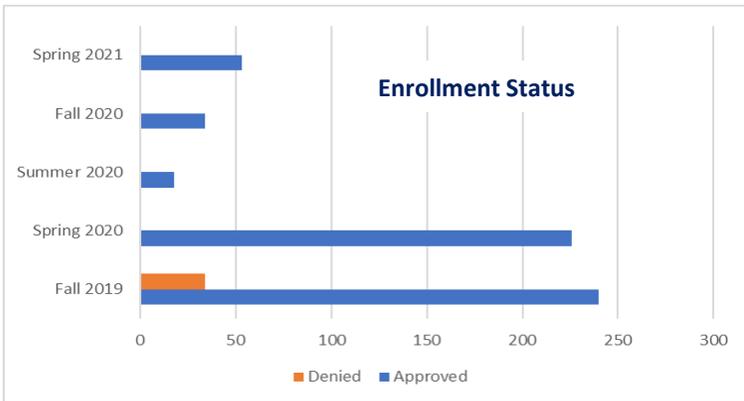
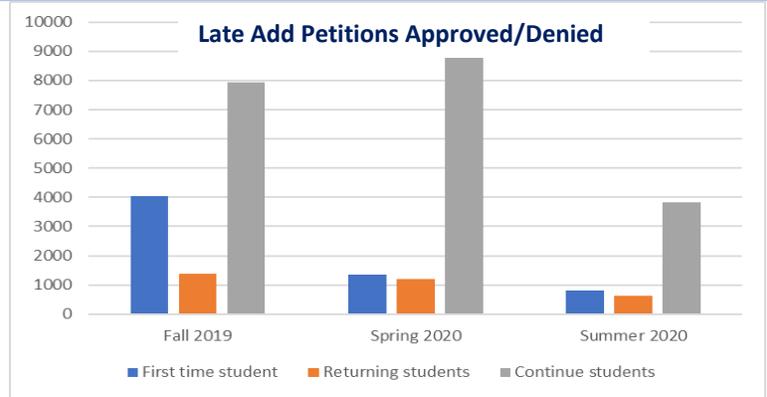
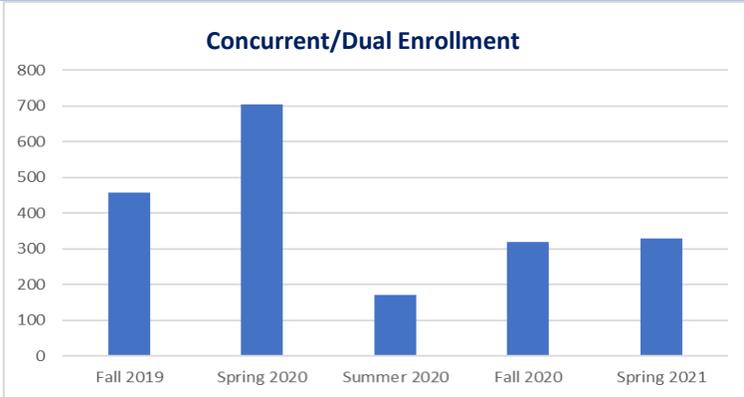
**Description:**

Admission to the College & Registration  
Residency determination  
Evaluation of graduation requirements

Maintain the integrity of student academic records in perpetuity  
Automated Prerequisite/Co-requisite drops  
Processing of add/drop  
Processing and archiving incoming transcripts  
Receive and process all out going transcript requests including online  
Veteran’s Certification, Information, and Referral services

Eligibility determination of concurrently  
Assistance with Foster Youth  
Adjudicating and processing petitions for academic  
Adjudicating and processing petitions for readmission  
FERPA  
Welcome letters sent to every new applicant  
Processing Excused withdraw (EW) petitions due to COVID  
Communication with faculty and campus about deadlines and  
processes  
Auditing

Evaluation of prior credit  
Updates in Tess for Course Equivalency  
Processing of Grade Changes, Incompletes, Non-Traditional Credit (AP, CLEP, CBE, IB, DANTES, Military Credit)  
Processing of AB705 Waivers  
Processing and archiving Positive Attendance Records  
Provide CSUGE/IGETC certification for outgoing transcripts  
Late Add petitions  
Online application, registration, and transcript request  
Petitions for Academic Exception i.e., repeat a course, remove a grade, missed deadlines, etc.  
enrolled high school students  
Acceptance of payment for enrollment and auxiliary fees.  
exception  
Requests for background checks in accordance with  
Response to subpoenas in accordance with FERPA  
Welcome letters sent to returning students  
Reinstatement of registration  
important Admissions, Records, and Registration



**Assessment:**

- Table 1: concurrent/dual enrollment processed.
- Table 2: shows the number of late adds we process per term after the initial two-week add period.
- Table 3: shows the number of first-time students enrolled for the 2019-2020 year.
- Table 4: Shows the number of students who received degrees and certificates.

**Progress from Last Year's Action Plan:**

- Increase use of electronic communication with students the goal is to implement the Laserfiche forms system. The system will create a workflow for the forms to be submitted online and electronically signed by the student and designated depts.
- Established a new diploma submission process through Parchment. Parchment will deliver both digital and hard copy diplomas on the campus behalf.
- Improve technology services in A&R: DAWG District Application Work Group meet every other Wednesday working to resolve issues, implement newer and/or improved methods and technology to keep SBCCD one of the top cutting-edge community college districts.
- We are still working on the implementation of the Q-less system for our lobby. To eliminate lines and traffic in the lobby area.

**SAOs/SLOs/PLOs:**

Students will become more self-sufficient with completing the matriculation process after receiving the welcome email.

**Department/Program Goals:**

- More staff professional development participation was met. Evaluators continue to broaden and participate in more conferences, committees, and trainings to promote growth.
- Improve and streamline the pre-requisite clearance process to include AB705 requirements.
- (Automated Prerequisite/Co-requisite drop goal was met).
- Implement Q-less system for our return to campus after COVID closure.
- Working with file keepers to update our online forms, to a new automated streamline process.
- Implementation of the new mailed and digital diploma process through Parchment systems, effective Spring 2021 graduation.

**Challenges & Opportunities:**

- Without the nonpayment drop process and outstanding fees incurred, students are unable to retrieve official transcripts and enrollment verifications.
- Physical conditions: This office has had leaks from the ceiling causing discoloration to the tile. The carpet needs replacing, and front Counter space is too high causing an unfriendly and unwelcoming environment is another challenge.
- Opportunities for innovation and partnership abound

**Action Plan:**

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Distribute surveys to students to seek information on how to improve services. (Paper version,		Establish an electronic survey tracker and an automated way to track the traffic and reason for visits.	

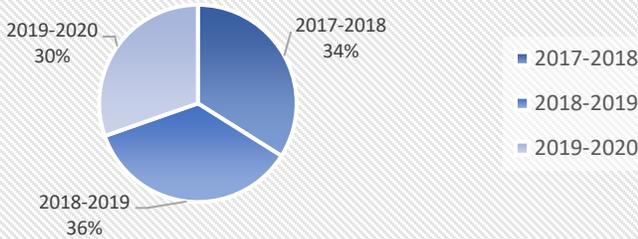
**Description:**

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

SBVC CalWORKS Demographics	2017-2018 Student Count and (%)		2018-2019 Student Count and (%)		2019-2020 Student Count and (%)	
San Brdno Total	424	100%	347	100%	325	100%
County-Ref Prog Participant	255	60.14	188	55.18%	164	50.46%
Exempt Prog Participant	27	6.37%	18	5.19%	14	4.31%
Self-Initiated Prog Participant	1	0.24%	2	0.58%	1	0.31%
Self-Referred Prog Participant	141	33.25%	139	40.06%	145	44.92%

SBVC CalWORKS Demographics	2017-2018	2018-2019	2019-2020
San Bernardino			
CalWORKS – CA Work Opportunity & Responsibility to Kids Total	50	54	45
Associate in Science for Transfer (AS-T)	9	6	7
Associate in Arts for Transfer (AA-T)	6	5	8
Associate of Science (AS)	1	3	1
Associate of Arts (AA)	20	22	20
Certificate req 60+ semester units	0	1	0
Certificate req 30 to <60 semester units	8	14	8
Certificate req 18 to <30 semester units	3	2	0
Certificate req 6 to <18 semester units	3	1	1

SBVC CalWORKs Work-Study Placement



**Assessment:**

The SBVC CalWORKs Program is an exclusive program strictly for students that are county CalWORKs participants and are in good standing with the county CalWORKs Program. Students must meet specific guidelines to be a participant. Services cannot be rendered to students who does not fall into the eligibility category. Therefore, there may be variation between students enrolled in the SBVC CalWORKs Program and the general population of students on campus. Most eligible students are referred by the county CalWORKs Program, some self-identify and other students are reached by SBVC CalWORKs outreach and recruitment efforts. The program’s structure allows for a more concentrated relationship with students to provide a pathway for follow up services, academic/non-academic guidance, educational/career attainment, supportive services, help meet needs and resources that pertain to SBVC CalWORKs students.

**Progress from Last Year’s Action Plan:**

Though there has been a decline in program enrollment there has been minimal growth in the area of work-study placement and graduation. SBVC CalWORKs work-study placement data comparison for 2017-2018 (76 placements), 2018-2019 (80 placements), and 2019-2020 (68 placements) demonstrates placements were similar with the student participation rate. Results are satisfactory in the aspect that the program was able to assist students in achieving meaningful employment opportunities to obtain transferrable workforce skills. The department continues to identify the best methods to increase enrollment, work-study placements and graduation/transfer rate. A meeting with the County Transitional Assistance Department disclosed they have also experienced a decline in participants in the county CalWORKs Program. This could clearly have an impact on enrollment for the SBVC CalWORKs Program as well as the SBVC CalWORKs work-study placements. Students who do not meet the County CalWORKs requirements do not qualify for SBVC CalWORKs Program assistance. Efforts to share program services are being made within the community by attending events, presentations and distributing program brochures and flyers around campus and in the community.

**SAOs/SLOs/PLOs:**

A pattern in the CalWORKs work-study shows little fluctuation between fiscal years. The decline in enrollment may be a contributor, thus effecting the outcomes. Reevaluation of program marketing on and off campus will take place.

**Department/Program Goals:**

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

**Challenges & Opportunities:**Challenges

1. Lack of space for program growth
2. Support with outreach and marketing efforts
3. No in-person contact for students that require this type of assistance
4. Mental health resources for students

Opportunities

1. Internal and external wrap around services for students
2. Distribution of free laptops to students for virtual technology needs
3. Outstationed San Bernardino County Employment Service Specialist located in department to assist students
4. Development of additional external partnerships to enhance services to students.

Personal printers to assist students with online learning.

**Action Plan:**

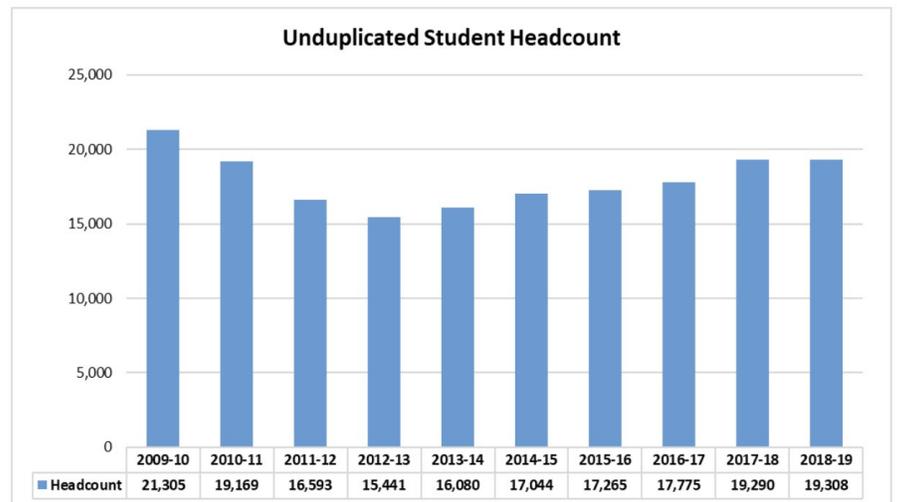
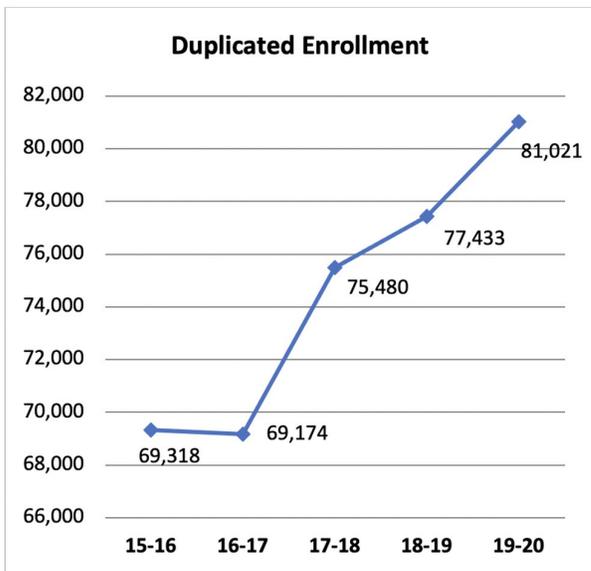
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Bring awareness of program, program needs and program benefits to adult learners by conducting presentations, outreach and in-reach efforts to all stakeholders.	<ol style="list-style-type: none"> <li>1. Increase program enrollment</li> <li>2. Increase Job Placement</li> <li>3. Increase educational goal completion</li> </ol>	Seek collaboration with designated outreach person(s) as well as the marketing department to discuss best practices and methods to promote and market programs benefits to students and the community. Develop a more extensive partnership with the Transfer Center.	Department goals 1, 2 and 3 target date June 30, 2021. However efforts will be ongoing.

**Description:**

The Counseling Department is committed to providing high quality counseling services which promote the development and empowerment of a diverse community of learners and to promoting student success by encompassing counseling services in four core areas: (1) academic, (2) career, (3) transfer, and (4) personal. Within these realms’ counselors assist prospective, new, continuing, and returning students in their overall college success. Counseling services are delivered via individual, group, and online formats for all students including those in special populations, such as veterans, international, athletes, Puente learning community, and others. As enrollment numbers continue to rise and our students continue to evolve, so do our counselors.

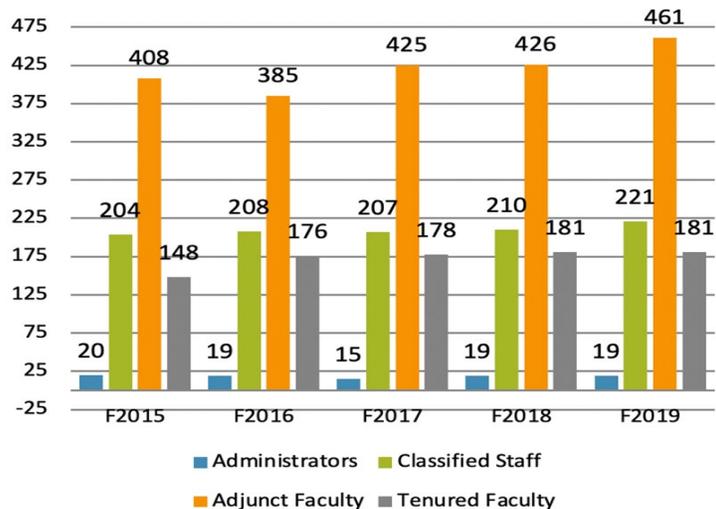
Counselors are extremely important to students in need of support throughout their educational experience; bringing knowledge, professional effectiveness, communication in all realms: oral, nonverbal, and written; and interpersonal skills; especially during these times where technology is prevalent. At SBVC counselors approach the student holistically; taking into account their entire life experience with the goal focused on the best interest of the student. Our counselors base their sessions off of theorists, such as Carl Rogers, B.F. Skinner, Jean Piaget, Albert Bandura, and others; along with theories, including, humanistic, cognitive, behavioral, and systemic. There are many variables to consider when meeting with a student, as Dr. Charles McAdams from William & Mary School of Education states “For example, if we try to compare the effectiveness of two counselors applying the same theoretical model, there can be major differences in the counseling outcome due to differences in the clients’ histories and situations, differences in the counselors’ communication styles, and even differences in client and counselor mood on the day of the comparison.” Overall, as counselors we strive to provide our students with the utmost delivery of services to all of our students by continuing to use best practices, attend department meetings, professional development conferences, workshops, webinars, and awareness of updates and critical issues.

The start of the 2020-2021 academic year was definitely a start like no other and our counselors were able to navigate quickly by continuing to utilize new online technology from home. Due to the Covid pandemic, SBVC closed campus to the public and majority of courses were taught online or remotely in March 2020. All counseling services are continuing to be provided, but through another means, ConexEd Cranium Café. ConexED is a cloud-based platform for virtual student services and learning. Students can either make an appointment or attend the Counseling Lobby (i.e., Drop-In, a service that was not previously offered) to connect and engage with a counselor in real-time. The department has continued to keep our counseling webpage up-to-date giving our students the most accurate information for reaching a counselor. In addition, many counselors also had to manage through distance learning; incorporating course design best practices and tools for online teaching utilizing Canvas; as well as taking training courses to cover national and state standards.

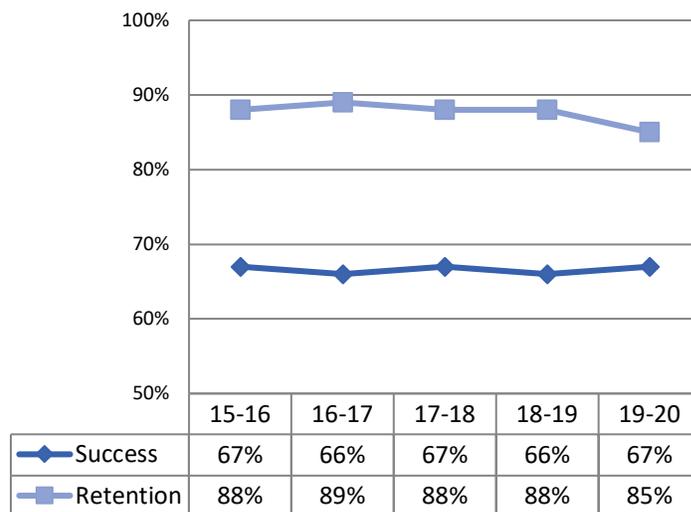


[http://datamart.cccco.edu/Students/Student\\_Term\\_Annual\\_Count.aspx](http://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx)

**SBVC Employee Count**



**All Courses**



	14-15	15-16	16-17	17-18	18-19	19-20
Sections	2,844	2,958	3,094	3,304	3,319	3,509
% of online enrollment	16%	18%	19%	20%	20%	20%
Degrees awarded	981	1,068	1,369	1,305	1,294	1,560
Certificates awarded	347	375	385	344	600	587

**Assessment:**

- **Figure 1: Duplicated Enrollment:** Since 2016-2017 to 2019-2020 there has been a consistent increase in student enrollment by 3,949.
- **Figure 2: Unduplicated Student Headcount:** 2009-2010 had the largest enrollment with 21,305 students and the lowest enrollment during 2012-2013 with 15,441. The average increase from the ten academic years is around 252 unduplicated student headcounts.
- **Figure 3: SBVC Employee Count:** Fall 2016-Fall 2019 there has been a consistent increase in Adjunct Faculty. Classified Staff have remained consistent until Fall 2018 to Fall 2019 with an increase of an additional 11 staff members. Tenured Faculty has had the biggest increase in Fall 2015-Fall 2016 of 28 more tenured faculty and then from Fall 2016-Fall 2017 an increase of one (1), Fall 2017-Fall 2018 an increase of three (3) and then no change in Fall 2018-Fall 2019. Administrators in Fall 2015 started out with 20 and declined over the years and currently at for Fall 2019 at 19, which is the mode for this category.
- **Figure 4: All Courses:** The overall success rate of our college since 2015-2016 to 2019-2020 has remained between 66-67%. The retention rate has a mode of 88%.
- **Figure 5: Sections, % of Online Enrollment, Degrees Awarded, and Certificates Awarded:** Course sections has continued to increase yearly with an average of 133 sections. % of Online Enrollment increased with the biggest jump 2014-2015 to 2015-2016 of an increase of 2% and has remained at 20% since 2017-2018 to 2019-2020. Degrees awarded has continued to increase, except for the decrease in 2018-2019 of 11 degrees less, but increased the following academic year of 266 degrees awarded. Certificates awarded had a growth of 25 certificates awarded from 2014-2015 to 2016-2017. Unfortunately, in 2017-2018 certificates awarded took a decline of 41 less that academic year but increased the following year with 256 certificates awarded. Then again in 2019-2020 certificates awarded declined once again by 13.

**Progress from Last Year's Action Plan:**

Consistent with the strategic goals of promoting an increase in access and student's success, below are the goals from last year's action plan and the progress:

- **Goal 1:** Counseling houses three units: Matriculation, Articulation, and Counseling. Due to the immense amount of work all three units provide for the college and students, each unit will need a secretary II to provide a variety of general administrative, clerical, and difficult and complex secretarial duties in support of assigned unit area. Due to budget and not enough space, this unfortunately did not come to fruition.
- **Goal 2:** Continue to enhance service delivery practices including considerable use of counseling-related technology and other innovative ways to engage the greatest number of students. Both co-chairs, Andrea Hecht and Jamie Herrera, started working on implementing ConexEd Cranium Café during Fall 2019. ConexED is a cloud-based platform for virtual student services and learning. Due to distance learning and working remotely, both chairs went full force with implementation in Spring 2020. All sixty plus counselors (both full-time and part-time) were trained, moving from face-to-face

counseling to fully online (real-time). All counselors were able to complete all services offered on Cranium Café that they previously did when on-campus (face-to-face).

To increase student enrollment, chairs also lead in the implementation of moving the Welcome Center to Cranium Café, as well as training the student workers. In addition, a zoom link was created for students without an ID number to help them apply to SBVC.

Chairs also provided information and training to Admissions and Records, along with any other services that wanted to participate. A Counseling Canvas shell was created for all counselors. This shell holds all counseling resources, such as, Anti-Racism information, Covid related material, Counseling Handbook with examples, counseling forms, resources, and information regarding programs, services, and department information.

In addition, a Student Development (SDEV) Resources Canvas shell was created for counselors that also instruct. This shell supplies counseling professors with an abundance of information for new instructors both online and face-to-face, accessibility resources, course outline of records (COR) for all SDEV courses; along with Student Learning Outcomes (SLOs); textbooks, which include Open Educational Resources (OER) and Zero Textbook Costs (ZTC), along with for cost textbooks; syllabus guidance, communicating with students online, rubrics, Starfish Early Alert, and much more.

The SBVC Counseling website was completely revamped for easy access and efficiency. The Counseling website now includes tabs for all counseling services, in addition to handouts and videos for quick question guidance. There is now a Counseling Tab on the forefront of the main SBVC website allowing students a quicker and direct access to counselors.

- **Goal 3:** Matriculation officer will develop a smoother and efficient online Prerequisite Clearance procedure for students that may not have access to the campus.

An efficient online Prerequisite Clearance form is being utilized via Cranium Café. The form is now housed in the Counselor's Lobby.

- **Goal 4:** Implement Starfish Degree Planner by Spring 2020. Starfish Degree Planner provides counselors with a method for creating and managing students' degree plans to help monitor their progress toward completion and facilitate more effective counseling meetings. The implementation of Starfish Degree Planner by matriculation officer Dr. Yancie Carter, along with Michelle Tinoco, Yecica Bernardo, and the chairs, helped train and transition all counselors with a method for creating and managing students' degree plans to help monitor their progress toward completion and facilitate more effective counseling meetings. Starfish Degree Planner was implemented by Spring 2020 and by the end of December 2020 the WebAdvisor education plan was no longer in use. All counselors and students are currently utilizing Starfish Degree Planner.

- **Goal 5:** Develop an internship program to students that are currently obtaining their master's degree in Educational Counseling to assist students at SBVC in the Counseling Department: orientation, guiding students through Web Advisor, searching for open classes, resources, general education requirements, major requirements, career exploration and transfer assistance, and probation workshops. Unfortunately, due to the move to distance learning and working remotely, an internship program was not established. However, chairs were able to have an intern from Cal State San Bernardino, who was currently in her master's program, complete some training and a little shadowing in Fall of 2019 and Spring 2020. Since the Counseling Department was no longer on campus by mid Spring 2020, she was able to assist us the counseling department by completing Major sheets online, in which she was able to finish up her hours for her program.
- Although a formal Internship Program was not established, we plan to continue developing a program once back on campus.

#### SAOs/SLOs/PLOs:

Based on the recommendation by Accreditation, all student services programs were in the process of reviewing their current SAOs and making the necessary changes to the individual program's SAOs. The Counseling Department's previous SAO was the following:

*Students will demonstrate regulatory, spatial, and procedural knowledge regarding college culture, utilization of counseling services and practical success strategies within the college environment.*

This was listed as "Counseling/Matriculation/SDEV/Assessment."

In consultation with Bethany Tasaka, SLO faculty lead, and a sub-group of our colleagues, as well as consistent measurable outcomes, and collegial consultation, below is the new SAO for the Counseling Department:

- *Students will identify resources available at SBVC after meeting with a counselor.*
- *Students who meet with a counselor will develop an education plan to achieve their academic goals.*

This will be listed as Counseling/SDEV with SDEV using our SLOs. The SLOs were updated during Fall 2020, along with creating another SDEV course, Student Development: Orientation to College (SDEV 001) and adding an honors course to Career Exploration and Life Planning (SDEV 103H).

#### SLOs

New course, SDEV 001 Orientation to College will begin Summer 2021.

- *Review and apply information from the SBVC catalog to meet college expectations in relation to policies and procedures, programs of study, and students' rights and responsibilities.*
- *Identify the various modes of instruction; access and utilize the instructional learning management system and counseling platforms; and communicate effectively within the college community.*
- *Apply success strategies, identify college resources and components of an educational plan needed to become a prepared student.*

#### SDEV 102: Pathways for College and Life Success (updates will start Fall 2021)

- *Develop academic and lifelong success strategies.*
- *Identify resources and programs on campus.*
- *Explain the system of higher education as it relates to educational planning and transfer processes.*

#### SDEV 103: Career Exploration and Life Planning (updates will start Fall 2022)

- *Identify and design key tasks and strategies through short, mid, and long-term goals and career choices.*
- *Compose a cover letter and resume.*
- *Recognize interview skills and etiquette.*

#### New course, SDEV 103H: Career Exploration and Life Planning (updates will start Fall 2022)

- *Identify and design key tasks and strategies through short, mid, and long-term goals and career choices.*
- *Compose a cover letter and resume.*
- *Recognize interview skills and etiquette.*
- ***Analyze the various levels of higher education and professional work settings.***

#### Department/Program Goals:

1. Make all counseling forms and documents electronic on our website for a seamless process. Strategic Directions + Goals (3) Improve Communication, Culture & Climate
2. Developing a social media platform for the students to always have updates and information. Strategic Directions + Goals (1) Increase Access and (3) Improve Communication, Culture & Climate
3. Developing a Canvas counseling shell for students. Strategic Directions + Goals (1) Increase Access, (2) Promote Student Success and (3) Improve Communication, Culture & Climate
4. Work with Admissions and Records to work on the form Evaluation of Prior Credits. Strategic Directions + Goals (3) Improve Communication, Culture & Climate.

#### Challenges & Opportunities:

1. Make all counseling forms and documents electronic on our website for a seamless process. Strategic Directions + Goals (3) Improve Communication, Culture & Climate
  - The Counseling Department is dedicated to the success of our students, by making our counseling forms and documents electronic on our website, we are lessening the hurdles for our students, along with creating a seamless process. Students will be able to send and submit forms on all digital devices, including phones, by automating the process for faster and more efficient form submission. Providing a seamless process for both our counselors and students, thus creating less hurdles; especially if our students need to use this same form to send to another department, will create more time for counseling and building rapport with our students, as making a connection is vital to helping our students succeed.
  - The challenges will be finding a system to hold all forms, student friendly, and be able to automatically send to the correct department, like Admissions and Records, Academic Exception form.
2. Developing a social media platform for the students to always have updates and information. Strategic Directions + Goals (1) Increase Access and (3) Improve Communication, Culture & Climate
  - If you were to ask our students if they watch television, the majority will say no. Instead, they would say they watch YouTube, TikTok, Instagram and so on; even as I write this there is probably already a new platform that the students are viewing. To make our Counseling Department relevant, engaging, and informative would be to meet them where they are at. For this generation and generations to come we need to be on a social media platform. This social media platform, such as Instagram, we will be able to give the latest information 24/7 to all students, stay connected with the college and community, help them stay proactive with their goals, and resonates best for them.
  - The challenges would be budget, as we will need to hire an adjunct counselor to back fill one of our full-time counselors to manage the social media platform, promoting/marketing and training all counselors who may not be familiar with social media.
3. Developing a Canvas counseling shell for students. Strategic Directions + Goals (1) Increase Access, (2) Promote Student Success and (3) Improve Communication, Culture & Climate
  - There are many opportunities for the Counseling Department to offer a Canvas counseling shell for our students and faculty, first being the ease of providing updated information through any digital device, calendar items that the General Counseling Department will provide, a plethora of resources and information 24/7, and enhance communication by being visual and intuitive.
  - The challenges would be budget, as we will need to hire a couple of adjunct counselors to back fill one or two of our full-time counselors to create content pages and modules, along with making the shell visual stimulating, and keeping all information and resources relevant and up to date. In addition to promoting the Canvas shell to students.
4. Work with Admissions and Records to work on the form Evaluation of Prior Credits. Strategic Directions + Goals (3) Improve Communication, Culture & Climate.
  - The current process that is in place with the Evaluation of Prior Credits is for a student to first complete 12 units of residence requirement at SBVC, before they can even have their transcripts evaluated. This creates many barriers for the student. For example, if a student attended another community college up north and moved to San Bernardino to attend SBVC, they would meet with a counselor to see what courses to take. As a counselor we would inform the student that they would need to have their transcripts evaluated prolonging exactly what courses they should be taking and the student not even knowing what

courses to take to meet the 12-unit residence, along with fulfilling their graduation and/or transfer requirements. As an additional information piece, deadlines for CSU and UC are very specific that the student could be delayed applying to transfer for up to a year if their transcripts were not evaluated in a timely manner. If this process were to be streamlined, students would be able to have their external transcripts completed without the 12 units of residence and if more evaluators were hired, this could be done hopefully within a 1–2-week time compared to the current timeframe of 15 business days or 30 days during Peak registration. Counselors than could create a comprehensive education plan for students, keeping them on the right track to graduate and/or transfer sooner than later. This increasing completion time and retention rates.

- As mentioned above there are already challenges for the student and the counselor of what is currently in place. To see this into fruition additional challenges would be budget, as Admissions and Records would need to hire more evaluators. As well as meetings with the dean and director regarding our proposal, ensuring there is enough space in the Admissions and Records office to hold additional evaluators and waiving the 12 units of residency.

**Action Plan:**

1. Developing a social media platform for students where they will always have updates and access to counseling information.
  - Designate a counselor to take the lead for the social media account. Next, develop a sub-committee to discuss the platform and content that will be posted on the social media account (pictures, videos, etc.), as well as discuss how often to post. Then, we will work with marketing to expand the user base. We will continue to meet with the sub-committee to go over the information posted and determine future postings.
2. Developing a Counseling shell for students
  - First, contact the Instructional Technology Specialist to develop a shell for our department. Second, designate a counselor to take the lead to maintain the shell. Utilizing the same sub-committee from the social media platform we will discuss the content that will be placed in the shell. Next, we will work with marketing to expand the user base and add the Canvas link to the counseling website for students to sign-up. We will continue to meet with the sub-committee to go over the information placed in the shell.
3. Increase counselors and add professional experts/interns to address the increasing number of alerts coming through Starfish-Early Alert system.
  - Currently, the counseling department has one full time counselor and one adjunct counselor that monitors the alerts that come in. However, they are both limited on hours dedicated to Starfish and are inundated with alerts/flags. By adding more counselors and professional experts/interns we will be able to increase the hours dedicated to contacting students that have been alerted through Starfish. To do this, we will need to develop a budget and work with the Dean of Counseling, as well as submit a proposal to the Basic Skills committee, to obtain the funds needed to increase the number of counselors working in Starfish. Once the department has received funding and hired counselors and professional experts/interns, they will meet with the Counseling Department for training in preparation for their work on the Starfish Early Alert system.
4. Make all counseling forms electronic on our website for a seamless process.
  - Contact departments on campus to discuss different online platforms currently being utilized that will meet the student and Counseling Department needs. Once the platform is decided on and forms are converted to the online format, training counselors on the new protocol will occur. After all previous steps are completed, the website will be updated to reflect the new online process.
5. Work with Admissions and Records on the procedure for Evaluation of Prior Credits.
  - First step would be to meet with the Dean of Counseling and the Director of Admissions and Records to discuss the current evaluation process and the challenges students experience. Working together we are hoping to come to an understanding on what changes could happen to ensure a smoother transition for students with external transcripts. Based on the outcome of the meetings, relay information to counselors and students.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
See Action Plan	<ol style="list-style-type: none"> <li>1. Developing a social media platform for students where they will always have updates and access to counseling information.</li> <li>2. Developing a Counseling shell for students</li> <li>3. Make all counseling forms electronic on our website for a seamless process.</li> <li>4. Work with Admissions and Records on the procedure for Evaluation of Prior Credits.</li> </ol>	<ul style="list-style-type: none"> <li>• Meet with Dean of Counseling.</li> <li>• Work with General Counseling’s Outreach committee.</li> <li>• Submit a Basic Skills Proposal</li> <li>• Collaborate with Student Services, Instruction, and Marketing.</li> </ul>	<ol style="list-style-type: none"> <li>1. End of Fall 2021/on-going</li> <li>2. End of Fall 2021/on-going</li> <li>3. End of Fall 2021</li> <li>4. End of Fall 2021</li> </ol>

**Description:**

The Financial Aid Office is responsible for the administration and disbursement of federal and state financial aid (including grants and federal work-study), scholarships, and enrollment fee waivers. San Bernardino Valley College re-entered the Federal Direct Loan Program in the 2020/2021 academic year. The office assists students with the entire financial aid application process. Students are assisted with completion of current and next year's Free Application for Federal Student Aid and California Dream Act applications. Awarding financial aid in compliance with all applicable rules and regulations is a top priority. These programs assist students in paying for their educational expenses, i.e., registration fees, books, supplies, room and board, transportation, and personal miscellaneous expenses.

Types of Grants	17-18 Student Count	17-18 Award Count	17-18 Aid Amount	18-19 Student Count	18-19 Award Count	18-19 Aid Amount	19-20 Std Count	19-20 Awd Count	19-20 Aid Amount
Cal Grant B	1,220	2,115	\$1,537,265	1,097	1,869	\$1,371,458	1,307	2,234	\$2,553,998
Cal Grant C	97	164	\$71,533	162	271	\$125,000	142	231	\$232,028
CARE Grant	36	63	\$25,855	37	55	\$22,446	41	64	\$19,900
Chafee Grant	16	29	\$72,500	25	37	\$92,500	28	43	\$107,500
Completion Grant (CCCCG)	148	183	\$139,500						
Full-time Student Success Grant	838	1,267	\$633,500						
Other grant: institutional source	16	16	\$10,000	15	15	\$9,990	11	11	\$9,998
Pell Grant	4,800	8,992	\$17,723,760	5,007	9,218	\$17,118,791	5,344	9,944	\$18,987,225
Supplemental Educational Opportunity Grant (SEOG)	1,554	1,563	\$637,750	1,272	1,280	\$546,500	974	1,288	\$500,684
Student Success Completion Grant (SSCG)				694	1,126	\$1,187,412	726	892	\$1,108,500
<b>Grants Totals</b>	<b>4,884</b>	<b>14,392</b>	<b>\$20,851,663</b>	<b>5,118</b>	<b>13,871</b>	<b>\$20,474,097</b>	<b>5,433</b>	<b>14,707</b>	<b>\$23,519,833</b>

	17-18 Student Count	17-18 Award Count	17-18 Aid Amount	18-19 Student Count	18-19 Award Count	18-19 Aid Amount	19-20 Std Count	19-20 Awd Count	19-20 Aid Amount
California College Promise Grant (fee waivers)	12,924	23,044	\$9,387,213	12,552	22,768	\$9,140,154	12,344	22,580	\$8,705,255

**Assessment:**

The three-year trend indicates there has been an approximate reduction in fee waivers awarded. The reduction is attributed to reducing in application received in addition to application received but considered invalidated due incompleteness or critical errors. Despite the slight reduction in number of fee waivers, representative to an approximate number of applications received, the Financial Aid Office has experienced an 11.3% increase in the amount of grant funds disbursed.

**Progress from Last Year's Action Plan:**

- Significant efforts have been made with outreach and in-reach events. Our Financial Aid Outreach coordinator has increase financial aid awareness to local high school administrators and counselors. Frequency of events have increased, and future events commitments are secured in advance. In addition to off-campus FAFSA and CADAA workshops, the Financial Aid Office offers at least 10 workshops on campus each semester, providing one-on-one assistance. Discussion of Satisfactory Academic Progress (SAP) is infused to better educate students of the policy, the important of adhering to standards, potential repercussion, and options should the unsatisfactory SAP occur.
- Cross training has begun for staff. At present, 20% of staff is familiar with the Return to Title IV (R2T4) and semesterly SAP processes; the goal is to increase this to 100%. Additional training is planned. Staff from each classification will ultimately be fully cross trained for professional development and to increase administrative capacity.
- The Financial Aid Office no longer uses the Wolverine Card. Instead, BankMobile is now used, and students have increased enrollment in BankMobile for expedited delivery of financial aid funds via direct deposit. Student awareness is conducted by verbal introduction, and with posted information on the Financial Aid Office website, the offer letter notice, and in various outreach materials.

**SAOs/SLOs/PLOs:**

Assessment will focus on effects of and results of increased student awareness of Student Success Completion Grant (increased goal of 30%); increase student awareness of Cal Grant availability at a community college (up to 30%); and increase student's on-time submission of Free Application for Federal Student Aid (FAFSA) and California Dream Act Applications (CADAAAs) (increase by 40%).

**Department/Program Goals:**

- Increase the number of students who file a FAFSA application by the priority deadline (Strategic Goals: 1,2)
- Expedite the turnaround time from application submission to disbursement of aid (Strategic Goals: 1,2)
- Increase the number of financial aid students who use direct deposit (Strategic Goals: 1,2)
- Promote student understanding of the Satisfactory Academic Progress standards (Strategic Goals: 1,2,3)

**Challenges & Opportunities:**

- The department is serving more students.
- The number of student requests for consideration for special circumstances has increased.
- Need to reduce the turnaround time from when an application is received to disbursement.
- Students that do not meet satisfactory academic progress lose eligibility for federal and state financial aid.

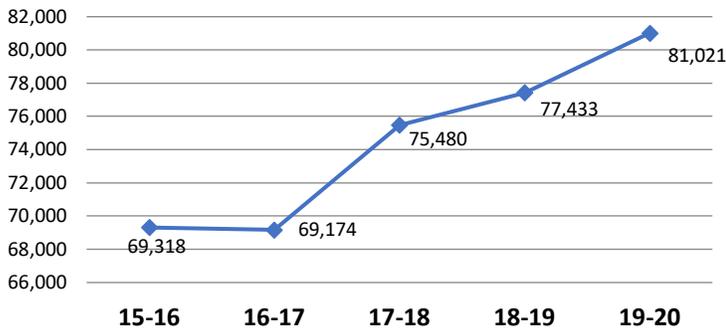
**Action Plan:**

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
<ul style="list-style-type: none"> <li>• Increase outreach and marketing efforts, improve website, email communication to students and front counter services.</li> <li>• Provide staff additional training and support through webinars, conference attendance, and staff meetings.</li> <li>• Promote use of BankMobile (direct deposit) at counter, by website, email communication.</li> <li>• Provide online SAP workshop to all students to reduce the total number of students becoming ineligible for financial aid due to not meeting satisfactory academic progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase number of applications.</li> <li>• Expedite turnaround time for students to receive payment.</li> <li>• Increase number of students who utilized direct deposit.</li> <li>• Increase student knowledge of SAP</li> </ul>	<ul style="list-style-type: none"> <li>• Outreach Materials</li> <li>• Funding allocated for conference to include travel expenses.</li> <li>• Outreach materials</li> <li>• SAP workshops on campus, online, and</li> </ul>	<ul style="list-style-type: none"> <li>• May 2022</li> <li>• May 2022</li> <li>• May 2022</li> <li>• May 2022</li> </ul>

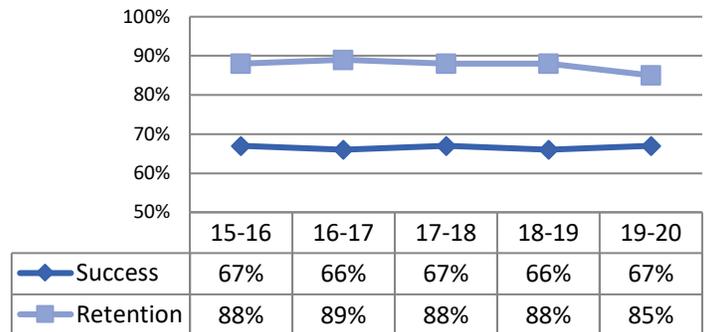
**Description:**

Student Success & Support Program (SSSP) is the tool that interfaces with Student Services and Instruction to support and drive student success. Matriculation provides the impetus for the student services needed to ensure the delivery of the core services to enhance student success. The core services instrumental in student accomplishments are orientation, directed self-placement/assessment, and counseling/advisement, education plans, and follow-up. These core components are derived to provide access to students and to facilitate the avenues for achievement. The core services are required, and their accountability is key in the allocation of funds to colleges.

**Duplicated Enrollment**



**All Courses**



	14-15	15-16	16-17	17-18	18-19	19-20
Sections	2,844	2,958	3,094	3,304	3,319	3,509
% of online enrollment	16%	18%	19%	20%	20%	20%
Degrees awarded	981	1,068	1,369	1,305	1,294	1,560
Certificates awarded	347	375	385	344	600	587

**Assessment:**

Data shows that we are in fact meeting the needs of students and yet there is great room for improvement. When comparing the completion, retention, and persistence rates of matriculating students who participate in full services of matriculation and those who did not, only persistence rates show a dramatic difference.

However, coupled with the current pandemic and low high school graduation rates, the number of students assessed has decreased. Nevertheless, since its inception on-site assessment at services area has increased. Therefore, the college should strive to improve completion and retention rates by increasing the effectiveness of matriculation.

**Progress from Last Year's Action Plan:**

- Formulate implementation team consisting of faculty from Engl, Math, & Reading along with Collaboration between Articulation, Matriculation, Basic Skills, & Research, meet biweekly and/or monthly.
- Progress: As of fall 2019, AB 705 has been fully implemented. Faculty, counselors, matriculation committee, and college researchers, were able to focus toward meeting the objectives and requirements established in AB 705. The matriculation committee participated in a college-wide cross-functional workgroup to evaluate, redesign, and successfully implemented the changes required in AB 705.
  - Review current models that have found success and solicit input from matriculation committee to ensure effectiveness.
- Progress: As a committee we continually seek, search, and review current models that have found success and solicit input from the matriculation committee. As we prepared for the roll out of AB 705 reached out to Riverside Community College in addition to Chaffey College and collaborated with Crafton Hills college in preparing for AB 705 implementation. With Riverside Community College being a couple of semesters ahead with AB 705 Implementation, as a committee we reviewed their model for ideas with implementing AB 705 based upon their reported success.

- Review current handouts and update to reflect new policies and procedures.
- Progress: A sub-(On-Boarding) Committee was established to review the student on-boarding process. The committee reviewed current handouts new students receive throughout their on boarding process and designed an all encompassed electronic version of new student handouts containing SBVC policies and procedures. The new student packet contains all the information a new student would need to navigate their first semester.
  - Provide additional dates throughout the semester in addition to late evening early alert Starfish Open lab.
- Progress: Fall 2019 to Spring 2021 we partnered with the professional development coordinator to provide training and open lab workshops for both adjunct and full-time faculty. In addition, we have increased the number of hours our dedicated early alert counselors (Yecica's & Michelle) operate and monitor Starfish early alert requests.

**SAOs/SLOs/PLOs:**

Student surveys have been used to collect data that indicate the results continue to be satisfactory. Additionally, student surveys are addressed annually to ensure that the information from the students is captured with utmost delivery of service.

**Department/Program Goals:**

- Ensure full compliance of the state mandate ESL AB 705 bill by fall 2021.
- Utilize available technologies to increase continuity in implementing Career Assessment through the Guided Self-Placement/Counseling sessions.
- Increase faculty participation in (Starfish) early alert.
- Increase the number of student Ed planning workshops for probation and dismissal students.
- Continue faculty and staff education of the importance of matriculation and its' services.

**Challenges & Opportunities:**

Due to unforeseen circumstances as it relates to the recent pandemic, challenges and opportunities remain somewhat stagnant and overlap prior years challenges and opportunities as listed below:

- Increased demand for counseling services and heightened need for additional counselors and clerical staff.
- Increased awareness among the college community as well as feeder high schools for more robust collaboration due to the Student Success Act imperatives & AB 705 mandates
- high impact strategies to help new and returning faculty in facing and combating the inevitable challenges associated with the implementation of AB 705.
- Since transfer-level composition instructors now find themselves teaching to a wider variety of students, with varying degrees of academic and writing abilities, faculty must prepare for a breadth of new challenges and opportunities in their classrooms.
- Opportunity to work with Student Services Programs and Instruction to explore new partnerships to enhance student support, retention, and success.
- Provide career exploration and educational planning opportunities during the Guided Self Placement process.
- Opportunity to update and enhance academic probation student follow up process.
- Explore the feasibility of creating multiple orientation opportunities that are face-to face, online, and an interactive hybrid version that allows students to participate virtually in an online orientation environment (webinar/video) coupled with a face to-face experience.

**Action Plan:**

Based on required core matriculation services and the expected outcomes the concerns are the number of staff needed to assist with new projects, the number of generalist counselors needed in the Counseling Department to provide the mandated matriculation follow up services. The accountability of the core matriculation services is very important as they have a key role in the funding provided to colleges. Due to current staffing limitations and the challenges associated with matriculation data collection, the college is proposing the hiring of a research analyst to focus on the development of a matriculation data warehouse. This data will be used to analyze the effectiveness of matriculation services; research disproportionate impact in core services and develop data for student persistence rates associated with student services.

Action Step	Department Goal	Necessary Resources to Complete	Target Completion Date
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<ul style="list-style-type: none"> <li>➤ Retain Project assistants for emailing &amp; phoning academic probation and Starfish Early assistance.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Increase communication with academic probation students by leveraging Starfish for tracking and reporting.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Three to Four Project Assistants</li> </ul>	<p>Ongoing</p>
<ul style="list-style-type: none"> <li>➤ Collaborate with ESL faculty to develop a new ESL assessment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Have locally developed ESL assessment approved through CCCCO.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Vendor (File keepers &amp; Laserfiche) to build and program the ESL assessment.</li> </ul>	<p>Fall 2021</p>
<ul style="list-style-type: none"> <li>➤ Develop and build a career assessment component into the new student Guided Self-Placement</li> </ul>	<ul style="list-style-type: none"> <li>➤ Capture students career assessment response within the Guided Self-Placement process for a more informative meeting with counselor.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Vendor search in progress</li> </ul>	<p>Spring 2022</p>
<ul style="list-style-type: none"> <li>➤ Hiring Research Analyst</li> </ul>	<ul style="list-style-type: none"> <li>➤ Have a better understanding of the effectiveness of matriculation services &amp; research disproportionate impact in core services</li> </ul>	<ul style="list-style-type: none"> <li>➤ Research Analyst</li> </ul>	<p>Spring 2022</p>

**Description:**

Transfer Centers were established to strengthen the transfer function, and to increase the number of California Community College students prepared for transfer to four-year institutions through the coordination of college transfer efforts. Our statewide mandate is to impact the gaps of historically underrepresented students not transferring to four-year schools with a focus on African American students and in particular AA males Transfer. Transfer Services looked at ways to outreach and identify those students seeking to transfer as well as provide resources for transfer students and the campus community. This year a welcome and information letter was sent out to every SBVC student that had 30 transferable credits or more as well as created a database. Transfer was also challenged to reach students virtually, so a Canvas shell was created to serve as a resource for the campus community, students, and four-year university representatives. We can offer a wealth of transfer resources on Canvas including a new Transfer Guidebook that was developed by our staff just for our students. Transfer Services also partnered with the campus Foundation office to provide aid to transfer students who could not pay their university application fee. Many changes were made to services and how they were delivered due to Covid by working in a totally on-line environment.

**TRANSFER CENTER VS. CAMPUS-WIDE STUDENT POPULATION**

Ethnicity	Transfer Center	Campus-wide
African American/Black	15.4%	10.9%
Asian*	6.9%	4.9%
Native American/Alaska Native	0.3%	0.2%
Hispanic/Latinx	66.5%	67.9%
White	7.8%	11.1%
<b>Gender</b>		
Female	62.0%	58.8%
Male	37.7%	40.9%
<b>Age Range</b>		
19 or Younger	5.9%	27.7%
20-24 Years Old	43.3%	30.5%
25-29 Years Old	22.5%	17.0%
30-34 Years Old	11.2%	9.6%
35-39 Years Old	7.0%	5.7%
40-49 Years Old	5.7%	5.8%
50 or Older	4.4%	3.8%
Veteran	1.5%	2.7%
Disability	8.9%	5.2%
Learning Disability**	11.5%	11.8%
Mental Disability**	33.7%	28.9%
Other Disability**	37.5%	40.0%
Physical Disability**	17.3%	19.2%
Average GPA	2.74	2.45
*Includes Pac Island		

**SBVC TRANSFER STUDENTS TO THE CSU'S 2020**

	Applied	Admitted	Enrolled
CSUSB	658	549	359
CSULA	127	69	13
CSU FULLERTON	182	83	14
CAL POLY	214	124	47
TOTAL	1,181	825	433

**SBVC TRANSFER STUDENTS TO SYSTEMWIDE UC'S**

2020-2021*	All	Female	Male
<b>Apps</b>	<b>136</b>	<b>68</b>	<b>68</b>
<b>Admit</b>	<b>92</b>	50	41
<b>Enrolled</b>	<b>68</b>	40	28
<b>2019-2020</b>			
<b>Apps</b>	149	83	65
<b>Admit</b>	94	59	35
<b>Enrolled</b>	68	43	25
<b>2018-2019</b>			
<b>Apps</b>	138	68	70
<b>Admit</b>	92	50	42
<b>Enrolled</b>	70	36	34

**SBVC BY ETHNIC CSU APPLICATION**

Hispanic/Latino	67%
White	10%
Black/African American	8%
Asian	5%

**Transfer Count**

	2018-2019	2019-2020
In-State-Private (ISP)	94	86
Out-of-State (OOS)	129	147
San Bernardino Total	223	233

### Assessment:

The Transfer data reflects the following:

- The ethnicity of students that have participated in Transfer services has stayed about the same over the years. When comparing numbers to the campus, Transfer is about the same as the campus except for African Americans 10.9% on campus and Transfers number was slightly higher at 15.5%. The only other difference that is shown is White students on campus is at 11.1% and Transfer 7.8%.
- Male participation continues to be low, while the female number have shown an increase which reflects the trend on campus.
- Transfer Services are mandated through Title V to increase number of students applying to transfer. In FA2020 SBVC students submitted 1,181 applications to CSU statewide and 825 admitted. African American applications remain close to the lowest ethnic group at 8%.
- UC total number of applications went down slightly 136 in 2020 but the admitted number has stayed the same over last year. The chart also shows that male applications numbers are the same as females. The enrolled number for females was higher (40) than the males (28).
- In-State schools such as Cal Baptist are seeing increased applications and enrollment particularly for their nursing program. Transfer staff believe that In-State Private number will continue to grow. In 2019-2020 transfer increased to out of state schools

### Progress from Last Year's Action Plan:

1. Develop strategies in partnership with campus programs that will address the gap in underrepresented students not transferring to four-year schools.
  - 1A. Developed and disseminated a new Transfer Guide as a resource for student but is also can be a resource for faculty and staff. This guide is used to increase address transfer awareness. Program tools and resources like to guide were used to target students in Umoja-Tumaini , Promise Program, Guardian Scholars and Veterans.
2. Conduct transfer related workshops, admissions, and application workshops, Transfer 101 conferences, coordinate SBVC College/Transfer Fairs; provide field trips to four-year universities.
  - 2A. Due to Covid many of our activities were cancelled such as transfer fairs, field trips Transfer 101 conference. We were able to provide application workshops and counseling services to students

### SAOs/SLOs/PLOs:

The Transfer SAO assessment asked students responded to the following question: **This workshop increased my knowledge and skills on admission requirements and application process.** Of those students who responded to the survey 37% strongly agreed and 61% agreed that the workshop did increase their knowledge. This SAO influences goal 1 as it relates to how prepared a student is to transfer. It is important that transfer readiness includes understanding what is required and understanding what is being asked on the application. We try to communicate how important it is to answer question correctly because it may impact your acceptance into the transfer university. We reviewed comments students wrote on the assessment to see if there was anything we could use to improve our services. One item we found from the assessment is that we need to better assist disabled students when it comes to the application process. Transfer will work closer with DSPS to see how we can better accomadate the students. Our goal is to impact the number of students applying to the 4-year universities so our workshops are providing students with needed information and we need to continue expading our out reach so that studnets attend our workshops.

### Department/Program Goals:

1. In cooperation with baccalaureate-level universities, increase the percentage of students (including underrepresented, low-income, disabled, and first-generation college students) who establish transfer as their educational goal, and who apply to transfer.
2. Impact the gaps of historically underrepresented students not transferring to four-year schools with a focus on African American students and in particular AA males.

**Challenges & Opportunities:**

**Challenges**

- A. With many new initiatives being implemented, from the new state funding formula where transfer is a key element along with Guided pathways, these initiatives create a greater need in the Transfer Services.
- B. The four-year admission requirements by program are changing constantly; therefore, Counselors are challenged to stay on top of the most current, updated information and criteria and application requirements.
- C. As impaction increases in the CSU’s system, there is a greater need to emphasize to student that they should have several transfer options as it relates to 4-year institution and major. Selection criteria and impaction are making it more difficult for SBVC students to get admitted into their desired major. For the CSU’s AA-T and AAS-T are going to be heavily emphasized and students will need a 3.0 GPA to be competitive. The chart above shows the average transfer GPA is 2.74 of those students who receive services from Transfer Services those who do not receive services have GPA of 2.45.
- D. The gaps in historically underrepresented students not transferring to four-year schools particularly African Americans are increasing, and African American males are not percentage.

**Opportunities**

- A. Track and assess the number of students who are transfer ready, provide application assistance, and are accepted yearly to the four-year colleges and universities.
- B. Bridging the gaps in historically underrepresented students not transferring to four-year schools particularly African Americans.

**Action Plan:**

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. Coordinate with Disabled student to enhance transfer workshop experience.	1. In cooperation with baccalaureate-level universities, increase the percentage of students (including underrepresented, low-income, disabled, and first-generation college students) who establish transfer as their educational goal, and who apply to transfer.	<ul style="list-style-type: none"> <li>• Generate database that identifies underrepresented students and facilitate a meeting with programs that target those students.</li> <li>• Coordinate with universities campus visits and stay informed on any changes.</li> <li>• Financial aid workshops</li> <li>• Create Transfer newsletter</li> </ul>	Ongoing
2. Regularly informing the college community of new and changing transfer information and requirements.			Fall 21
3. Providing potential transfer students with counseling and academic planning which includes the selection of courses required for university admission, general education options, and major preparation.	2. Impact the gaps of historically underrepresented students not transferring to four-year schools with a focus on African American students and in particular AA males.		SP 22 -ongoing
4. Work with Umoja students to ensure they are transfer ready.			Fall-21



# STUDENT EQUITY

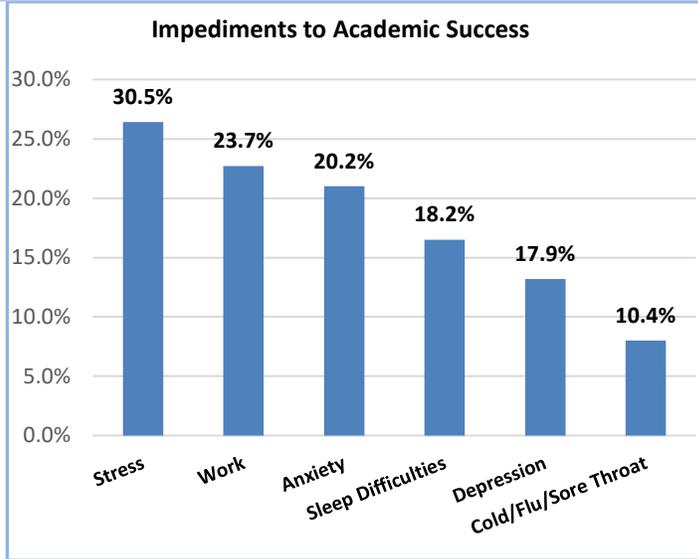
Student Services

2019-2020

Research, Planning and Institutional Effectiveness

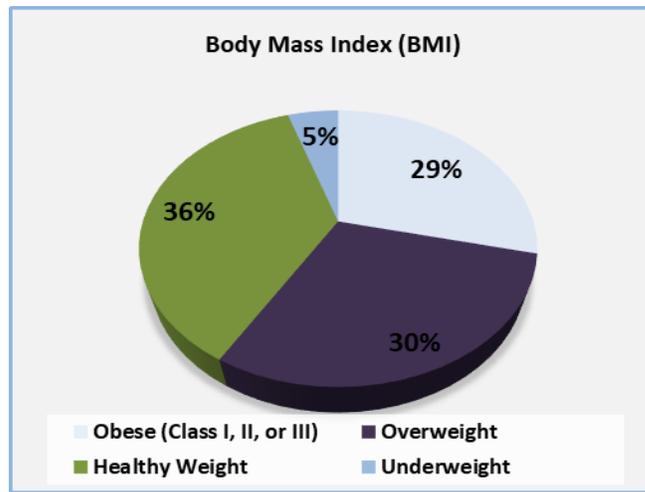
**Description:**

Student Health Services at SBVC works to foster health and vitality in our community of diverse learners so they can achieve their academic goals and fully engage in their education. The department is comprised of nursing professionals, family nurse practitioners, mental health counseling professionals, and support staff. All members of our staff are dedicated to assisting students in accomplishing their personal and educational goals. We assist students in achieving optimal health by providing mental health, physical health, strengths development, and wellness-oriented health education services. We have developed a virtual service provision platform that allows us to continue to provide services to student this year from afar while the campus is closed during this prolonged COVID-19 epidemic event.



Source: Spring 2019 ACHA-NCHA-II Institution Data Report

Healthy Lifestyle Summary	Percent
Eat 3+ servings of produce/daily	21%
Do Cardio 3+ times/week for 30+ min.	42%
Any use of e-cigarettes last 30 days	6%
Any alcohol use in last 30 days	37%
Any cannabis use in last 30 days	7%
Consumed 5+ alcoholic drinks in one sitting in the past 2 weeks	18%
At healthy weight per self-reported BMI	39%
Over past 7 days, had enough sleep to feel rested over 6+ days	10%
Received a flu vaccination in the last 12 months	45%



**Assessment:**

The National College Health Assessment II survey was administered during spring 2019. It reveals the most prevalent Physical and Mental Health issues at SBVC. Some of the most prevalent findings are displayed in figures 1, 2, & 3. Four of the top six impediments to academic success identified by students are mental health related issues. Anxiety was more prevalent than depression for this survey cycle. Students also indicated a desire for information from the campus on mental health issues including stress, anxiety, depression, and sleep difficulties. Issues with weight and healthy lifestyle were also prevalent in the data. More than half of students surveyed were overweight or obese, while 39% of students maintained a healthy weight. Stress, lack of exercise, poor sleep, and low intake of fruits and vegetables are all risk factors for overweight and obesity. Again, more than half of students indicated a desire for information on nutrition and physical activity from the campus. Sustained stress, lack of sleep, poor nutrition, and lack of exercise also weaken the immune system leaving students at greater risk for colds, flu, and sore throat. Forty-five percent of students indicated receiving a flu vaccine. Substance abuse issues are of great concern locally and nationally. Here at SBVC we have seen an increase in marijuana and E-cigarette use since 2016. Daily use of marijuana and E-cigarettes doubled since the 2016 survey. These trends will guide our programming and goals for this year. We will continue to focus on healthy weight, mental health concerns, and healthy lifestyle during the coming year. Our department will also work to make a productive contribution to inclusion and anti-racism since this has been identified as a significant impediment to academic success and retention for students of color.

### Progress from Last Year's Action Plan:

The most significant changes in our department this year occurred during spring and summer semesters as we responded to the COVID-19 pandemic. 100% of our services have shifted to the virtual environment so we could serve student from afar during the campus closure expected to extend through June 2021. We are offering virtual services via zoom conferencing for therapeutic counseling and groups, virtual medical services, and health education. Our WEB site was totally redone to provide support with COVID-19, consent and intake document submission, self-care and self-assessment, connections to community resources, crisis resources, connection to our clinical staff, and interactive online education. We are considering the addition of some contracted services to further support our students virtually 24/7. Now that the basic virtual format for services is functioning well, we can again return to working on access, expansion, and improvement of our services.

### SAOs/SLOs/PLOs:

SAO #1 related to student satisfaction with our services and their level of distress before and after a clinician interaction. In general students indicated our services were high quality and that they were very satisfied with the care they received. Student's level of distress also tended to decrease because of the services they received. SAO#2 related to improving student access to mental health services. We continue to expand and improve access to mental health services. This year we developed online mental health services via zoom and the WEB site which expanded access for students to anywhere they have internet access. The campus made sure our students all had access to internet and electronic devices that would allow them to use this service in response to COVID-19. Data gathered because of SAO #3, the National College Health Assessment, continues to be an important source of data to help us make data informed decisions regarding expansion and prioritization of services.

### Department/Program Goals:

- Improve **access** to our quality services by **informing** students of services available and best ways to access them. SG-1, 3
- Support student **success** by providing easily accessed physical and mental health services, for prevalent issues they face, so they have the health and vitality needed to fully engage in their academic studies. SG-2
- Promote a **culture** of wellness on the campus by encouraging Healthy Lifestyle choices. SG-3
- Promote **professional development** and **leadership** development for Student Health Services Staff so they are equipped to provide excellent skilled services and leadership for our students. SG-4
- Effective **evaluation** and **accountability** through SAO and program review processes and periodic National Health Assessment II survey completion. SG-5
- Promote mindfulness, healthy eating, adequate physical activity, reduced substance use, and effective sleep in our student population to promote the health and vitality needed for **success** and quality of life. SG-2

### Challenges:

- Keeping students informed of services available to them and how to access them.
- Communication connection, and inclusion in the virtual environment for the Student Health Team
- Learning new technology and techniques for providing healthy lifestyle instruction, small groups, and individual services to students in the virtual environment. Utilizing technology effectively for marketing and communication.
- Continuity and Visibility to the campus of complex services & culture of care with primarily part time, short term staff.
- Helping student navigate the more complex process to access services via the virtual environment.

### Opportunities:

- Easier to expand services in the virtual environment because space is no longer an issue.
- Can engage in professional development more easily in the virtual environment and training is often recorded so it can be accessed later.
- New virtual formats can be continued once we are back on campus to expand access to services.
- Utilize the student wellness ambassador and associate social worker to expand partnerships internal, external, and get information out to students.
- Partner with Campus Life and SBDPH Human Services to promote Healthy Lifestyle Choices.

### Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
rt SHS Instagram Site Partner with marketing to post on Facebook. Use personalized pages in Campus Well. Develop video clips to post. Utilize other social media sites that student use frequently.	Inform students about our service and how to access them.  Utilize technology effectively for communication and market services to students.	People knowledgeable of social media and willing to maintain SHS sites. Prepare educational materials.  Produce video clips	Instagram site October 2020   March 31, 2021, Have video clips.